Missouri Health

Grade 5

Adopted 2007

Functions and Interrelationships of Systems

1. **Structure and Functions of the Body**
   - B. Muscular System
     - a. Explain ways in which the muscular and other body systems work together.
   - D. Integumentary System (skin)
     - a. Formulate ways to protect skin from environmental damage.
     - b. Explain ways in which the integumentary system works with the sensory organs.
     - c. Recognize the importance of self and regular check-ups for skin abnormalities.
   - E. Cardio-respiratory/Circulatory System
     - a. Identify the types of blood vessels (i.e., arteries, veins, capillaries).
     - b. Identify the chambers of the heart (i.e., atrium, ventricle).
     - c. Identify types of blood cells (i.e., red, white, platelets).
     - d. Explain ways in which the cardio-respiratory system interacts with other systems.
   - G. Nervous System
     - a. Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning).
   - H. Digestive System
     - a. Explain ways in which the digestive and other body systems work together.
   - I. Urinary/Excretory System
     - a. Explain ways in which the urinary/excretory works with other body systems.
   - J. Endocrine System
     - a. Explain ways in which the endocrine and nervous systems work together.
   - K. Reproductive System
     - a. Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.

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Social, Emotional and Mental Health

A. Influence of Family and Peers

a. Identify how family, friends, and culture can influence personal health practices and decisions.

B. Responsibilities in Society

a. Recognize situations where the perspective of others may differ from your own.

C. Communication Skills

a. Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down).

Health Maintenance and Enhancement

1. **Personal and Family Health**

A. Personal Health

a. Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking.

C. Growth and Development

a. Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).

D. Health and Skill Related Fitness

a. Distinguish individual strengths and weaknesses in health-related fitness.

2. **Nutrition**

A. Essential Nutrients and Food Groupings

a. Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A, C and D.

b. Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains).

B. Balance, Variety and Moderation

a. Use the MyPyramid.gov website to construct a balanced menu.

b. Describe and assess the relationship of family preferences and culture to food choices.

C. Food Labels

a. Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels).

E. Food Energy and Physical Activity

a. Summarize the relationship between foot intake and physical activity.

3. **Consumer Health and Safety**

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B. Consumer Rights and Issues

a. List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education.

b. Identify consumer health problems in your community.

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4. Life Management Skills

A. Decision Making and Problem Solving

a. Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise).

C. Goal Setting and Asset Development

a. Establish short and long term goals for a specific health issue.

D. Stress Management and Coping Skills

a. Describe the short and long term effects of stress on the body.

E. Harassment/Bullying and Violence Prevention

a. Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, don't talk to strangers).

Risk Assessment and Reduction

1. Disease Prevention and Control

A. Communicable vs. Non-Communicable Diseases

a. Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors.

E. HIV/AIDS Prevention Education

a. List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection.

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2. Injury Prevention and Safety

A. Safety for Home, School, and Communities

a. Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors.

B. First Aid Procedures

a. Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing).

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3. Substance Education

B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances

a. Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal).

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C. Substance Use vs. Non-Use

a. Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD.

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4. Environmental Health

B. Individual Responsibility

a. Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health.