North Dakota Health

Grade 5

Adopted 2008

Standard 1: Growth and Development

1: Students understand the fundamental concepts of growth and development.

Human Growth and Development

1. Describe changes that occur during puberty (e.g., changes in voice, hair growth, mood swings, sensitivity to peer influence) 5.1.1

Body Systems

2. Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active) 5.1.2

Standard 2: Personal Health

2: Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

1. Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health 5.2.1
2. Explain the benefits of nutrition and physical activity as they relate to total wellness 5.2.2

Disease and Illness

3. Explain situations when it is appropriate to seek health care and explain the importance of early detection (e.g., skin cancer) in the treatment of illness and disease. 5.2.3

Safety and Injury Prevention

4. Identify basic first aid procedures for common emergencies (e.g., choking, minor burns, bleeding, shock, poisoning) 5.2.4

Standard 3: External Health Factors

3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

External Influences on Health

1. Identify ways an individual's family, friends, and culture influence personal and community health practices 5.3.1
2. Describe ways the media can influence an individual's thoughts, feelings, and health behaviors 5.3.2

Skip to main content

3. Identify ways in which technology can influence personal health (e.g., health related web sites, blood pressure cuffs, pedometers) 5.3.3

Health and the Environment

4. Describe ways the environment affects personal health (e.g., the importance of clean air, water, and land; the relationship between the sun and skin cancer) 5.3.4

Standard 4: Communication Skills

4: Students demonstrate the ability to use communication skills to enhance health.

Interpersonal Communication

1. Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language) 5.4.1

Conflict Resolution

2. Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure) 5.4.2
3. Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help) 5.4.3

Standard 5: Decision Making and Goal Setting

5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Goal Setting

1. Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan) 5.5.1

Decision Making

2. Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure) 5.5.2

Standard 6: Consumer Health

6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Access and Use of Health Information, Products, and Services

1. Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services 5.6.1
2. Describe how to budget time and money for work and leisure activities (e.g., prioritization, work/play) 5.6.2

Standard 7: Health Advocacy

7: Students demonstrate the ability to advocate for personal, family, and community health.

Advocating for Health

1. Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure) 5.7.1
2. Identify people and groups who advocate for health (e.g., health and physical education teachers, police officers, nurses, American Cancer Society, local community organizations) 5.7.2

Skip to main content

Communicating Health Information

3. Identify ways to convey accurate health information and ideas to individuals and groups (e.g., setting an example as a role-model, health fairs, posters, school and community presenters) 5.7.3