South Carolina Health and Safety Education

Grade 5

Adopted 2017

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1. **Define the terms alcohol, tobacco, and other drugs (ATOD) use, abuse, addiction, and withdrawal.** D-5.1.1
2. **Explain the link between tobacco use and diseases, including oral disease.** D-5.1.2
3. **Describe the link between alcohol use, injury, and disease.** D-5.1.3

1. **Describe the structures and function of the respiratory system.** G-5.1.1
2. **Review circulatory system.** G-5.1.2
3. **Describe the physical, emotional, and social changes that occur in puberty and adolescence (e.g., changes in voice; growth of body and facial hair; sensitivity to peer influence; mood swings).** G-5.1.3
4. **Define the term abstinence.** G-5.1.4

1. **Examine the impact of violent and unsafe behaviors.** I-5.1.1
2. **Explain cardiopulmonary resuscitation (CPR).** I-5.1.2
3. **Discuss strategies to effectively deal with cyberbullying.** I-5.1.3
4. **Define sexting.** I-5.1.4

1. **Describe coping strategies to promote mental health.** M-5.1.1
2. **Identify positive and negative stressors.** M-5.1.2

1. **Examine the six essential nutrients, their function, and foods or food groups in which they are present.** N-5.1.1
2. **Identify the benefits of following the current federal Dietary Guidelines for Americans.** N-5.1.2
3. **Describe methods of safe food handling and preparation.** N-5.1.3

Discuss the benefits of moderate to vigorous physical activity. N-5.1.4

Explain basic precautions to help prevent injury during physical activity. N-5.1.5

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	1. Discuss the barriers to a person's practicing healthy behaviors. P-5.1.1
	2. Describe ways that family health history can affect a person's health. P-5.1.2
	3. Identify ways that health care providers promote health and detect and treat problems. P-5.1.3
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	1. Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco. D-5.2.1
	1. Discuss family, peer, and cultural influences on the way an individual deals with conflict I-5.2.1
	2. Analyze media messages on the subject of violence and risk behaviors. I-5.2.2
	1. Analyze media influences an individual's thoughts, feelings, self-concept, and health behaviors. M-5.2.1
	1. Investigate the various strategies used by the media to influence food choices and physical activity. N-5.2.1
	1. Examine how family, peers, school, community, and culture can positively and negatively influence personal health practices and behaviors. P-5.2.1
Students will demonstrate the ability to access valid information, products, and services to enhance health.	1. Demonstrate the ability to locate valid information and resources concerning ATOD. D-5.3.1
	1. Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty. G-5.3.1
	1. Identify a safe adult to talk with if something is bothering them or someone they know. M-5.3.1
	1. Locate resources (e.g., American Dietary Guidelines, American Dental Association, American Public Health Association, Centers for Disease Control and Prevention) that provide valid information on the link between excessive sugar consumption and diseases (e.g., obesity, diabetes, tooth decay). N-5.3.1
	1. Locate resources from home, school, and community that provide valid health information. P-5.3.1
Students will demonstrate the ability to use interpersonal communication skills to enhance health and av ris	1. Demonstrate effective refusal skills regarding ATOD. D-5.4.1
	1. Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence. G-5.4.1

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	2. **Demonstrate ways to ask for assistance in harmful situations or relationships.** G-5.4.2
	1. **Utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety.** I-5.4.1
	2. **Identify the appropriate steps to take when being bullied or cyberbullied.** I-5.4.2
	3. **Explain the role of an active bystander when another person is being bullied or cyberbullied.** I-5.4.3
	1. **Discuss with family members and peers ways to make healthy food choices.** N-5.4.1
	2. **Discuss with family members and peers ways to minimize screen time and be physically active.** N-5.4.2
	1. **Demonstrate consent and refusal skills to avoid or reduce health risks.** P-5.4.1
Students will demonstrate the ability to use decision-making skills to enhance health.	1. **Explain how ATOD can affect the way individuals make decisions and perform tasks.** D-5.5.1
	1. **Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.** G-5.5.1
	1. **Discuss when it is necessary for a person to seek help to protect personal safety or that of others.** I-5.5.1
	2. **Describe what to do if someone displays a weapon at home, at the school, or in the community.** I-5.5.2
	1. **Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.** M-5.5.1
	1. **Select healthy food choices from a menu.** N-5.5.1
	2. **Describe physical activities that promote health-related fitness.** N-5.5.2
	3. **Explore the advantages of using fresh foods and produce.** N-5.5.3
Students will demonstrate the ability to use goal-setting skills to enhance health.	1. **Identify ways that ATOD use can interfere with the achievement of a person's goals.** D-5.6.1
	1. **Develop a plan to reduce and manage stress.** M-5.6.1
	1. **Construct a plan, including monitoring and assessing progress, to achieve a health goal.** P-5.6.1

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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	1. **Implement strategies for dealing with peer pressure.** D-5.7.1
	1. **Implement safety strategies to avoid causing injury to self and to others.** I-5.7.1
	2. **Demonstrate strategies for dealing with conflict, bullying, cyberbullying, unhealthy relationships, abuse, and violence.** I-5.7.2
	3. **Explain safety rules for when a person is home alone and with others including internet safety and social media.** I-5.7.3
	1. **Model behaviors that promote healthy relationships with family and peers.** M-5.7.1
	2. **Demonstrate positive self-management skills.** M-5.7.2
	1. **Demonstrate healthy food and beverage choices along with physical activities that reduce or help eliminate health risks, including obesity and tooth decay.** N-5.7.1
Students will demonstrate the ability to advocate for personal, family, and community health.	1. **Write a plan to advocate for a tobacco free community.** D-5.8.1
	1. **Advocate for disaster preparedness for home and school.** I-5.8.1
	1. **Encourage peers, family, and others to choose healthy foods and be physically active.** N-5.8.1
	2. **Advocate for physical activity in school and in the community.** N-5.8.2
	1. **Utilize strategies to promote keeping the environment clean and safe.** P-5.8.1