Texas Health Education

Grade 5

Adopted 2020

The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems. 5.1	**1. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.** 5.1
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to: 5.2	**A. explain how to manage common minor illnesses such as colds and skin infections;** 5.2.A **B. identify how to distinguish between myth and fact when accessing information about health;** 5.2.B **C. identify decision-making skills that promote individual, family, and community health;** 5.2.C **D. describe the benefits of promoting health maintenance for individuals and households;** 5.2.D **E. analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and** 5.2.E **F. distinguish between treatments if infected by various vectors, including ticks and mosquitos.** 5.2.F
The student identifies and applies strategies to develop socio-emotional health, self-regulation, an rel Skip to main content	**A. analyze how thoughts and emotions influence behaviors;** 5.3.A **B. practice and apply strategies for calming and self-management;** 5.3.B **explain ways of maintaining healthy relationships and resisting peer pressure in social groups;** 5.3.C

student is expected to: 5.3	D. analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others; 5.3.D
	E. define and differentiate between sympathy and empathy toward others; and 5.3.E
	F. describe ways to engage in and promote positive interactions when conflict arises. 5.3.F
The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: 5.4	A. identify and demonstrate strategies to help build self-esteem for self, friends, and others; 5.4.A
	B. describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals; and 5.4.B
	C. discuss choices and decision making as part of goal setting. 5.4.C
The student recognizes the influence of various factors on mental health and wellness. The student is expected to: 5.5	A. identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and 5.5.A
	B. discuss how brain development during childhood affects emotions and decision making. 5.5.B
The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: 5.6	A. compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others; 5.6.A
	B. identify situations in which stress can help to achieve goals and build resiliency; 5.6.B
	C. examine ways to reduce the impact of stress, trauma, loss, and grief; 5.6.C
	D. define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or trusted adult for self or others if these patterns are observed; 5.6.D
	E. describe situations that call for professional mental and behavioral health services; and 5.6.E
	F. discuss healthy self-management alternatives to prevent harming oneself and the importance of telling a parent or trusted adult when someone is struggling to manage overwhelming emotions or lacks support. 5.6.F
The student analyzes an eat enhancing and	A. identify foods that are sources of one or more of the six major nutrients; 5.7.A

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maintaining personal health throughout the lifespan. The student is expected to: 5.7	**B.** examine food labels and menus for nutritional content, calories, and serving sizes; 5.7.B
	C. identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and 5.7.C
	D. identify caffeine content of common beverages and health concerns associated with excess caffeine consumption. 5.7.D
The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness. 5.8	**8.** The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness. 5.8
The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to: 5.9	**A.** describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity; and 5.9.A
	B. research and evaluate health products and information about physical activity and nutritional choices. 5.9.B
The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to: 5.10	**A.** describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes; and 5.10.A
	B. identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes. 5.10.B
The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to analyze strategies for preventing and responding to inj	**11.** The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to analyze strategies for preventing and responding to injuries. 5.11

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The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to: 5.12	**A.** explain strategies for avoiding violence, gangs, weapons, and drugs and define human trafficking; 5.12.A
	B. examine characteristics of gang behavior; 5.12.B
	C. define safe haven and identify designated safe haven locations in the community; and (D) evaluate safety procedures that can be used in various situations, including violence in the home, school, and community. 5.12.C
The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to: 5.13	**A.** distinguish between appropriate and inappropriate boundaries for digital and online communication and research; 5.13.A
	B. explain the benefits of identity protection in digital and online environments; and 5.13.B
	C. analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments. 5.13.C
The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: 5.14	**A.** compare and contrast healthy and unhealthy behaviors that may be present in families or households; 5.14.A
	B. identify forms of family violence, including physical, mental, and emotional violence; 5.14.B
	C. identify methods available to report bullying; 5.14.C
	D. identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and 5.14.D
	E. explain the impact of abuse and neglect and the importance of reporting abuse and neglect. 5.14.E
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: 5.15	**A.** explain the reasons to avoid the misuse of over-the-counter and prescription drugs; 5.15.A
	B. identify and explain the importance of each component of prescription and over-the-counter drug labels; and 5.15.B
	C. describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances. 5.15.C
The student identifies and analyzes the short- and long-term impacts of alc... including prescription...	**A.** analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and 5.16.A
	analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances and describe the legal consequences of their illegal

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drugs; and other substances. The student is expected to: 5.16	use. 5.16.B
The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help. 5.17	17. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help. 5.17
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to: 5.18	A. analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and 5.18.A B. describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs. 5.18.B
The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to: 5.19	A. assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving; 5.19.A B. identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and 5.19.B C. identify and describe healthy alternative activities to the use of drugs and other substances. 5.19.C
The student understands the characteristics of healthy romantic relationships. The student is expected to: 5.20	A. define and distinguish between friendship, infatuation, dating/romantic relationships and marriage; and 5.20.A B. identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility. 5.20.B
The student understands how to set an bo the risk of sexual abuse	A. define sexual harassment, sexual abuse, sexual assault, and sex trafficking; 5.21.A

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and harassment. The student is expected to: 5.21	**B.** identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or trusted adult; 5.21.B
	C. identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and 5.21.C
	D. discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others related to physical intimacy such as holding hands, hugging, and kissing. 5.21.D
The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to: 5.22	**A.** explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development; 5.22.A
	B. describe the process of the menstrual cycle; 5.22.B
	C. identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males; and 5.22.C
	D. define the processes of fertilization and reproduction. 5.22.D