Utah Health

Grade 5 (June 2026 edition)

HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF) Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.	1 **Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.** 5.HF.1
	2 **Describe how the positive and negative consequences of a decision can have short and/or long-term effects.** 5.HF.2
	3 **Define and practice positive self-talk.** 5.HF.3
	4 **Demonstrate ways to express gratitude and treat others with dignity and respect.** 5.HF.4
MENTAL AND EMOTIONAL HEALTH (MEH) Students will examine personal traits and lifestyles and how they impact overall wellness.	1 **Practice a variety of stress management techniques.** 5.MEH.1
	2 **Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.** 5.MEH.2
	3 **Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.** 5.MEH.3
SAFETY AND DISEASE PREVENTION (SDP) Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.	1 **Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.** 5.SDP.1
	2 **Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.** 5.SDP.2
	3 **Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.** 5.SDP.3
	4 **Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.** 5.SDP.4
	5 **Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.** 5.SDP.5
SU PR	**dentify choices, behaviors, and practices that help support a lifestyle free from lcohol, tobacco, nicotine and other substances.** 5.SAP.1

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Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.	**2** Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations. 5.SAP.2
	3 Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior. 5.SAP.3
NUTRITION (N) Students will identify the basics of nutrition, healthy eating habits that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.	**1** Use a food label to calculate how caloric intake can change depending on the number of servings consumed. 5.N.1
	2 Create a healthy meal, including beverage, using current dietary guidelines. 5.N.2
	3 Differentiate between appetite and hunger. 5.N.3
	4 Explain the role of healthy eating and physical activity in maintaining health. 5.N.4
	5 Analyze the influence of media and technology, including social media, on personal and family nutrition and body image. 5.N.5
	6 Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets. 5.N.6
HUMAN DEVELOPMENT (HD) Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention.	**1** Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical. 5.HD.1
	2 Describe the basic structures of the reproductive and endocrine systems and identify their respective functions. 5.HD.2
	3 Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction. 5.HD.3
	4 Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes. 5.HD.4
	5 Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty. 5.HD.5
	6 Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe. 5.HD.6