

Grade 5

Essential Health Concepts

1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health. 5.1

Body Systems

- a Identify the major structures and functions of the integumentary (skin, hair, and nails) system. 5.1.A
- b Identify the major structures and functions of the eyes and ears. 5.1.B

Nutrition

- c Define macronutrients and micronutrients and how the body uses each. 5.1.C
- d Explain Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to healthy weight. 5.1.D
- e Describe the effects of caffeine on the body. 5.1.E

Physical Health/Disease Prevention/Health Promotion

- f Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health. 5.1.F
- g Examine the health risks associated with unprotected sun exposure. 5.1.G
- h Describe hygiene habits that promote good health. 5.1.H

Substance Abuse Prevention

- i Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals. 5.1.I
- j Explain the connection between mental health and substance use. 5.1.J

Safety/Injury Prevention

- k Analyze why people choose to follow or not follow safety rules at school. 5.1.K

Mental Wellness/Social and Emotional Skills

- l Define stress and identify physical and emotional responses caused by stress. 5.1.L
- m Define positive self-image. 5.1.M

Violence Prevention

- n** Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends. **5.1.N**
- o** Identify effective verbal and nonverbal communication skills for resolving conflict situations. **5.1.O**
- p** Define cyberbullying and its impact on one's health and well-being. **5.1.P**
- q** Recognize the influence of violence in the media on behaviors. **5.1.Q**
- r** Define and describe harassment. **5.1.R**

Community/Environmental Health

- s** Describe the effects of air and noise pollution on health and the environment. **5.1.S**

Healthy Decisions

2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. 5.2

Body Systems

- a** Describe the importance of maintaining a healthy integumentary system. **5.2.A**
- b** Identify behaviors and environments that can lead to vision and hearing loss. **5.2.B**

Nutrition

- c** Explain the RDA for macronutrients and micronutrients. **5.2.C**
- d** Analyze food labels for a selected meal that meets RDA and energy balance for health. **5.2.D**
- e** Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages). **5.2.E**

Physical Health/Disease Prevention/Health Promotion

- f** Review personal health habits that support heart health and the ability to perform various physical activities. **5.2.F**
- g** Determine strategies to protect against the harmful effects of the sun. **5.2.G**
- h** Explain the importance of dental care, hand washing, and other personal hygiene habits for good health. **5.2.H**

Substance Abuse Prevention

- i** Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused. **5.2.I**
- j** Describe how to get help and assistance with mental health and substance use concerns. **5.2.J**

Safety/Injury Prevention

- k** Examine one's role and the role of others in causing or preventing injuries at school. **5.2.K**

Mental Wellness/Social and Emotional Skills

- l** Identify positive and negative ways to manage stress in a variety of situations. **5.2.L**
- m** Recognize the importance of developing and maintaining a positive self-image. **5.2.M**
- n** Describe the benefits of healthy relationships with family, friends, and other adult mentors. **5.2.N**

Violence Prevention

- o** Ability to analyze the role of feelings/emotions in conflict resolution situations. **5.2.O**
- p** Describe how to report cyberbullying at school and at home. **5.2.P**
- q** Demonstrate how to show respect for individual differences. **5.2.Q**
- r** Describe how to respond to and report harassing behaviors. **5.2.R**

Community/Environmental Health

- s** Describe strategies to decrease the impact of air quality and noise pollution on body function and the environment. **5.2.S**

Advocacy and Health Promotion

3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community. 5.3

Body Systems

- a** Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety). **5.3.A**
- b** Describe ways to prevent vision and hearing loss and the associated healthcare professionals (e.g., optometrist, ophthalmologist, audiologist). **5.3.B**

Nutrition

- c** Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims. **5.3.C**
- d** Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health. **5.3.D**
- e** Promote sale and consumption of healthy beverages. **5.3.E**

Physical Health/Disease Prevention/Health Promotion

- f** Support family and peers in making positive food, physical activity, and sleep choices that promote heart health. **5.3.F**
- g** Identify strategies to protect against the harmful effects of the sun. **5.3.G**
- h** Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community. **5.3.H**

Substance Abuse Prevention

- i** Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs. **5.3.I**
- j** Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs. **5.3.J**

Safety/Injury Prevention

- k** Promote safety procedures school-wide. **5.3.K**

Mental Wellness/Social and Emotional Skills

- l** Practice strategies for managing stress. **5.3.L**
- m** Analyze positive and negative influences on self-image (e.g., media, peers). **5.3.M**
- n** Identify healthy activities that students can do with friends and family to build positive relationships. **5.3.N**

Violence Prevention

- o** Demonstrate effective communication skills to defuse or resolve conflict. **5.3.O**
- p** Describe ways to offer friendship and support to someone who has been cyberbullied. **5.3.P**
- q** Advocate for a caring school environment. **5.3.Q**
- r** Practice ways to respond to and report harassing behaviors. **5.3.R**

Community/Environmental Health

- s** Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together. **5.3.S**
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