

Grade 5

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

Personal, Community, and Environmental Health Strand

- 1 Examine the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. **1.PCE.5.1**
- 2 Examine the impact of communicable and noncommunicable diseases. **1.PCE.5.2**
- 3 Investigate the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. **1.PCE.5.3**
- 4 Examine how individuals interact within family structures and the community. **1.PCE.5.4**
- 5 Analyze the impact genetics and family history have on personal health. **1.PCE.5.5**

Mental and Emotional Health Strand

- 1 Compare the causes, symptoms, and effects among stress, anxiety, sadness, and depression. **1.ME.5.1**
- 2 Relate how the expression of emotions can be triggered by a crisis or a trauma situation. **1.ME.5.2**

Nutrition and Physical Activity Strand

- 1 Examine how the six essential nutrients contribute to health promotion and disease prevention. **1.NP.5.1**
- 2 Identify the mental, social, and physical benefits of physical activity. **1.NP.5.2**

Substance Use and Abuse Strand

- 1 Compare how over-the-counter and prescription medication use and abuse can affect family and friends. **1.SUA.5.1**
- 2 Investigate how alcohol, tobacco, marijuana, and other drugs can affect the health of an individual, family, and friends. **1.SUA.5.2**

Safety Practices, Injury Prevention, and CPR/AED Strand

- 1 Assess the level of danger at home, school, and in the community. **1.SIC.5.1**
- 2 List common first aid procedures for a given scenario such as cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED). **1.SIC.5.2**

Personal Safety Strand

- 1 Explain the importance of not violating a person's safe personal space. **1.PS.5.1**
- 2 Examine patterns of abusive behavior and ways to get help. **1.PS.5.2**
- 3 Explain the reporting process and include where, when, and to whom to report unsafe situations. **1.PS.5.3**
- 4 Summarize the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver. **1.PS.5.4**
- 6 Explain the advantages and disadvantages of communicating using technology and social media. **1.PS.5.6**

Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand

- 1 Identify the structures and functions of the human reproductive systems using correct anatomical terms. **1.HRS.5.1**
- 2a Explain the physical, social and emotional changes that occur during puberty and adolescence. **1.HRS.5.2A**
- 2b 1.HRS.5.2b Explain how the timing of puberty and adolescent development varies considerably and can still be healthy. **1.HRS.5.2B**
- 3 Describe how puberty prepares human bodies for the potential to reproduce. **1.HRS.5.3**
- 5a 1.HRS.5.5a Identify how HIV/AIDS and related communicable diseases (STDs/STIs) are and are not transmitted. **1.HRS.5.5.A**
- 5b 1.HRS.5.5b Identify current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs). **1.HRS.5.5.B**
- 6 Describe the characteristics of healthy relationships. **1.HRS.5.6**

Analyze Influences:
Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors.

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Describe how other factors such as school, community, and extracurricular activities influence health behaviors. **2.AF.5.1**

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Access Information:
Students will demonstrate the ability to access reliable health information, products, and services to enhance health

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Compare health information, products, and services that promote health. 3.AI.5.1

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Interpersonal Communication:
Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

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Demonstrate effective verbal and non-verbal communication skills to enhance health and to avoid or reduce health risks. 4.IC.5.1

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Practice refusal skills to avoid or reduce health risks. 4.IC.5.2

2 Practice refusal skills to avoid or reduce health risks. 4.IC.5.2

Decision Making:
Students will demonstrate the ability to use decision-making skills to enhance health.

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Choose a healthy option when making a decision. 5.DM.5.1

1 Choose a healthy option when making a decision. 5.DM.5.1

Describe the outcomes of a health-related decision. 5.DM.5.2

2 Describe the outcomes of a health-related decision. 5.DM.5.2

Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.

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Set a health goal and track progress toward its achievement. 6.GS.5.1

1 Set a health goal and track progress toward its achievement. 6.GS.5.1

Describe how resources can assist in achieving a health goal. 6.GS.5.2

2 Describe how resources can assist in achieving a health goal. 6.GS.5.2

Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

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Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.SM.5.1

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Demonstrate a variety of behaviors that avoid or reduce health risks. 7.SM.5.2

2 Demonstrate a variety of behaviors that avoid or reduce health risks. 7.SM.5.2

Advocacy: Students will demonstrate the ability to support/promote personal, family, and community health.

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Demonstrate advocacy within the community to make positive health choices. 8.AV.5.1

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