

# Grade 5

Adopted 2011

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

**1-E-1. Describe relationships among physical, mental, emotional and social health.** 1-E-1

1. List the behaviors that influence physical, emotional, and social health. 1-E-1.1
2. Describe the consequences of the behaviors that influence physical, emotional, and social health. 1-E-1.2

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**1-E-2. Demonstrate the relationship between healthy behaviors and personal health.** 1-E-2

1. List the consequences of negative health choices (e.g., drinking, smoking). 1-E-2.1
2. Examine the consequences of good and bad health choices on one's personal health. 1-E-2.2

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**1-E-3. Describe ways to prevent common childhood injuries and health problems.** 1-E-3

1. Recognize the responsibility to reduce risk of injury to self and to others. 1-E-3.1
2. List possible hazards of physical activity and how to prevent injuries. 1-E-3.2
3. Recognize the responsibility to reduce health risk (e.g., hygiene, exercise, healthy eating). 1-E-3.3

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**1-E-4. Describe ways in which a safe and healthy school and community environment can promote personal health.** 1-E-4

1. Assess the school environment to identify things that contribute to positive health and safety. 1-E-4.1

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**1-E-5. Identify when it is important to seek health care.** 1-E-5

1. Identify different areas of healthcare and how to access them. 1-E-5.1
  2. Recognize the signs of injury that require medical attention in self and in others (e.g., lack of consciousness, broken bones, bleeding, and heat exposure). 1-E-5.2
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**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**2-E-1. Identify the influence of culture on health practices and behaviors.** 2-E-1

1. Examine personal cultural practices and how they impact personal health decisions. 2-E-1.1
2. Investigate the quality of healthcare in a foreign country and how it compares to the United States. 2-E-1.2

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**2-E-4. Describe how the school and community can support personal health practices and behaviors.** 2-E-4

1. Report on a local community support group and how it is influencing health in the community. 2-E-4.1
2. Explore the effects of the environment on food choices. 2-E-4.2

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**2-E-5. Explain how media influence thoughts, feeling, and health behaviors.** 2-E-5

1. Identify positive influences that the media can have on health. 2-E-5.1
2. Analyze specific media/advertisements regarding the health message they convey. 2-E-5.2

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**2-E-6. Discuss ways that technology can influence personal health.** 2-E-6

1. Analyze specific technologies regarding the health messages they convey. 2-E-6.1
2. Investigate how technology can promote positive health behaviors (e.g., pedometers, Wii fit). 2-E-6.2

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**2-E-2. Describe how the family influences personal health practices and behaviors.** 2-E-2

1. Develop a family plan to maintain and improve health practices (journal). 2-E-2.1

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**2-E-3. Identify the influence of others on health beliefs, practices, and behaviors.** 2-E-3

1. Describe instances when one may have to overcome the influence of others to maintain good health. 2-E-3.1

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**Students will demonstrate the ability to access valid information, products and services to enhance health.**

**3-E-1. Identify characteristics of valid health information, products, and services.** 3-E-1

1. Assess a health product or service using valid sources of health information. 3-E-1.1

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**3-E-2. Locate resources from home, school, and community that provide valid health information.** 3-E-2

1. Report on how resources from home, school and the community are used to impact personal and family health. 3-E-2.1
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**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**4-E-1. Compare effective verbal and non-verbal communication skills to enhance health.** 4-E-1

1. Demonstrate the ability to communicate a health message in a verbal and non-verbal manner. 4-E-1.1
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**4-E-2. Demonstrate refusal skills to avoid or reduce health risks.** 4-E-2

1. Create and share a scenario that utilizes refusal skills to avoid engaging in risky behaviors. 4-E-2.1
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**4-E-3. Adopt non-violent strategies to manage or resolve conflict.** 4-E-3

1. Differentiate between assertive and aggressive behavior. 4-E-3.1
  2. Role play different scenarios identifying assertive and aggressive behavior and the impact of that behavior in conflict situations. 4-E-3.2
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**4-E-4. Demonstrate how to ask for assistance to enhance personal health.** 4-E-4

1. Identify personal and family experiences where access to care positively or negatively impacted health. 4-E-4.1
  2. Describe how personal health care decisions and assistance can be impacted by personal experiences. 4-E-4.2
  3. Use communication skills to effectively deal with influences from peers and media regarding food choices and physical activity. 4-E-4.3
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**Students will demonstrate the ability to use decision-making skills to enhance health.**

**5-E-1. Identify how others can influence decision-making.** 5-E-1

1. Analyze elements of effective decision-making model. 5-E-1.1
  2. Identify circumstances that can help or hinder healthy decision-making. 5-E-1.2
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**Students will demonstrate the ability to use goal setting skills to enhance health.**

**6-E-1. Define and discuss a personal health goal.** 6-E-1

1. Track progress toward the achievement of a personal health goal. 6-E-1.1
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**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**7-E-1. Examine personal health behaviors.** 7-E-1

1. Make a list of positive and negative personal health habits. 7-E-1.1
  2. Examine personal habits that promote lifelong health. 7-E-1.2
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**7-E-2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.** 7-E-2

1. Create journal about individual health practices and behaviors that maintain or improve one's personal health. 7-E-2.1
2. Compare healthy and risky approaches to weight management. 7-E-2.2

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**7-E-3. Demonstrate a variety of behaviors that avoid or reduce health risks.** 7-E-3

1. List items that are perceived as health risk behaviors (e.g., smoking, drinking). 7-E-3.1
  2. Explain the harmful effects of health risk behaviors (e.g., smoking, drinking). 7-E-3.2
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**Students will demonstrate the ability to advocate for personal, family and community health.**

**8-E-1. Identify and describe community and school health service providers and their function.** 8-E-1

1. Educate younger students on the job functions of community and school health service providers and their function. (group project). 8-E-1.1
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**8-E-2. Encourage others to make positive health choices.** 8-E-2

1. Choose and create two media of communications to influence positive health choices (e.g., poster on saying no to drugs, assembly on not bullying). 8-E-2.1
2. Identify something in the school environment that does not contribute to positive health and safety and advocate for change (e.g., vending machines, snack sales, lack of recess). 8-E-2.2