

# Grade 5

Adopted 2007

## Functions and Interrelationships of Systems

### 1. Structure and Functions of the Body

#### B. Muscular System

- a. Explain ways in which the muscular and other body systems work together.

#### D. Integumentary System (skin)

- a. Formulate ways to protect skin from environmental damage.
- b. Explain ways in which the integumentary system works with the sensory organs.
- c. Recognize the importance of self and regular check-ups for skin abnormalities.

#### E. Cardio-respiratory/Circulatory System

- a. Identify the types of blood vessels (i.e., arteries, veins, capillaries).
- b. Identify the chambers of the heart (i.e., atrium, ventricle).
- c. Identify types of blood cells (i.e., red, white, platelets).
- d. Explain ways in which the cardio-respiratory system interacts with other systems.

#### G. Nervous System

- a. Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning).

#### H. Digestive System

- a. Explain ways in which the digestive and other body systems work together.

#### I. Urinary/Excretory System

- a. Explain ways in which the urinary/excretory works with other body systems.

#### J. Endocrine System

- a. Explain ways in which the endocrine and nervous systems work together.

#### K. Reproductive System

- a. Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.

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## 2. Social, Emotional and Mental Health

- A. Influence of Family and Peers
    - a. Identify how family, friends, and culture can influence personal health practices and decisions.
  - B. Responsibilities in Society
    - a. Recognize situations where the perspective of others may differ from your own.
  - C. Communication Skills
    - a. Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down).
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## Health Maintenance and Enhancement

### 1. Personal and Family Health

- A. Personal Health
    - a. Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking.
  - C. Growth and Development
    - a. Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).
  - D. Health and Skill Related Fitness
    - a. Distinguish individual strengths and weaknesses in health-related fitness.
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### 2. Nutrition

- A. Essential Nutrients and Food Groupings
  - a. Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A, C and D).
  - b. Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains).
- B. Balance, Variety and Moderation
  - a. Use the MyPyramid.gov website to construct a balanced menu.
  - b. Describe and assess the relationship of family preferences and culture to food choices.
- C. Food Labels
  - a. Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels).
- E. Food Energy and Physical Activity
  - a. Summarize the relationship between food intake and physical activity.

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### 3. Consumer Health and Safety

- B. Consumer Rights and Issues
    - a. List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education.
    - b. Identify consumer health problems in your community.
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### 4. Life Management Skills

- A. Decision Making and Problem Solving
    - a. Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise).
  - C. Goal Setting and Asset Development
    - a. Establish short and long term goals for a specific health issue.
  - D. Stress Management and Coping Skills
    - a. Describe the short and long term effects of stress on the body.
  - E. Harassment/Bullying and Violence Prevention
    - a. Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, don't talk to strangers).
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## Risk Assessment and Reduction

### 1. Disease Prevention and Control

- A. Communicable vs. Non-Communicable Diseases
    - a. Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors.
  - E. HIV/AIDS Prevention Education
    - a. List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection.
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### 2. Injury Prevention and Safety

- A. Safety for Home, School, and Communities
  - a. Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors.
- B. First Aid Procedures
  - a. Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing).

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### **3. Substance Education**

- B.** Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances
  - a.** Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal).
- C.** Substance Use vs. Non-Use
  - a.** Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD.

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### **4. Environmental Health**

- B.** Individual Responsibility
  - a.** Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health.