

Fifth Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Nutrition and Physical Activity (4 hours)	<p>N1. Describe the food groups, including recommended portions to eat from each food group. □</p> <p>N2. Identify key and define the components of the Nutrition Facts labels. □</p> <p>N3. Examine the relationship between the intake of nutrients and metabolism. □</p> <p>N4. Explain why some food groups have a greater number of recommended portions than other food groups. □</p> <p>N5. Describe safe food handling and preparation practices. □</p> <p>N6. Differentiate between more nutritious and less nutritious beverages and snacks. □</p> <p>N7. Explain the concept of eating in moderation.</p> <p>N8. Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. □</p> <p>N9. Explain how good health is influenced by healthy eating and being physically active. □</p> <p>N10. Describe the relationship of physical activity, rest, and sleep. □</p> <p>N11. Identify physical, academic, mental, and social benefits of regular physical activity. □</p>	<p>N12. Describe internal and external influences that affect food choices and physical activity. □</p> <p>N13. Recognize that family and culture influence food choices. □</p> <p>N14. Examine the influence of advertising and marketing techniques on food and beverage choices. □</p>	<p>N15. Locate age-appropriate guidelines for eating and physical activity. □</p> <p>N16. Interpret information provided on food labels. □</p>	<p>N17. Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. □</p>	<p>N18. Use a decision-making process to identify healthy foods for meals and snacks. □</p> <p>N19. Use a decision-making process to determine activities that increase physical fitness. □</p> <p>N20. Compare personal eating and physical activity patterns with current age-appropriate guidelines. □</p>	<p>N21. Monitor personal progress toward a nutritional goal. □</p> <p>N22. Monitor personal progress toward a physical activity goal. □</p>	<p>N23. Identify ways to choose healthy snacks based on current research-based guidelines. □</p> <p>N24. Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage. □</p> <p>N25. Demonstrate the ability to balance food intake and physical activity. □</p> <p>N26. Demonstrate the ability to assess personal physical activity levels. □</p>	<p>N27. Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. □</p>	Health Textbook

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Growth, Development, and Sexual Health (4 hours)	<p>G1. Describe the human cycle of reproduction, birth, growth, aging, and death. □</p> <p>G2. Explain the structure, function, and major parts of the human reproductive system. □</p> <p>G3. Identify the physical, social, and emotional changes that occur during puberty. □</p> <p>G4. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). □</p> <p>G5. Describe how HIV is and is not transmitted. □</p> <p>G6. Recognize that there are individual differences in growth and development, body image, and gender roles. □</p> <p>G7. Recognize that everybody has the right to establish personal boundaries. □</p> <p>G8. Recognize that friendship, attraction, and affection can be expressed in different ways. □</p> <p>G9. Explain that puberty and development can vary considerably and still be normal. □</p> <p>G10. Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters). □</p>	<p>G11. Explain how culture, media, and other people influence perceptions about body image, gender roles, and attractiveness. □</p> <p>G12. Describe how heredity influences growth and development. □</p> <p>G13. Discuss how changes during puberty affect thoughts, emotions, and behaviors. □</p>	<p>G14. Recognize parents, guardians, and/or other trusted adults as resources for information about puberty. □</p> <p>G15. Differentiate between reliable and unreliable sources of information about puberty. □</p>	<p>G16. Use effective communication skills to discuss with parents, guardians, and/or other trusted adults the changes that occur during puberty. □</p> <p>G17. Use healthy and respectful ways to express friendship, attraction, and affection. □</p> <p>G18. Demonstrate refusal skills to protect personal boundaries. □</p>	<p>G19. Examine the importance of identifying personal boundaries. □</p> <p>G20. Analyze why it is safe to be a friend to someone who is living with HIV or AIDS. □</p>	<p>G21. Identify steps in achieving and maintaining a healthy and accurate body image. □</p> <p>G22. Develop plans to maintain personal hygiene during puberty. □</p>	<p>G23. Engage in behaviors that promote healthy growth and development during puberty. □</p> <p>G24. Describe ways people can protect themselves from infection with serious blood-borne communicable diseases. □</p>	<p>School Nurse</p> <p>Health Textbook</p>	

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Personal and Community Health (3 hours)	<p>P1. Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, tooth brushing and tooth flossing). □</p> <p>P2. Explain how viruses and bacteria affect the immune system and impact health. □</p> <p>P3. Describe how environmental conditions affect personal health. □</p> <p>P4. Describe the personal hygiene needs associated with the onset of puberty. □</p> <p>P5. Define life threatening situations (e.g., heart attack, asthma attack, poisoning). □</p> <p>P6. Explain that all individuals have a responsibility to protect and preserve the environment. □</p>	<p>P7. Identify internal and external influences that affect personal health practices. □</p>	<p>P8. Identify sources of valid information about personal health products and services. □</p> <p>P9. Identify individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., an asthma episode or seizure). □</p>	<p>P10. Practice effective communication skills to seek help for health-related problems or emergencies. □</p>	<p>P11. Use a decision-making process to determine personal choices that promote personal, environmental, and community health. □</p> <p>P12. Use a decision-making process to determine when medical assistance is needed. □</p>	<p>P13. Set and monitor progress of a goal to help protect the environment. □</p> <p>P14. Monitor progress on a personal health goal. □</p>	<p>P15. Practice good personal and dental hygiene. □</p> <p>P16. Demonstrate personal responsibility for health habits. □</p> <p>P17. Practice strategies used to protect against the harmful effects of the sun. □</p>	<p>P18. Encourage others to minimize pollution in the environment. □</p>	Health Textbook