

# Grade 5

Adopted 2007

## Nutrition and Physical Activity

### 1: Core Concepts

- 1.1 Describe the essential nutrients the body needs to stay healthy.
  - 1.2 Describe guidelines to follow for healthy eating.
  - 1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
  - 1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.
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### 2: Access Information

- 1.5 Interpret information provided on food labels.
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### 3: Health Behaviors

- 1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
  - 1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
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## Alcohol, Tobacco, and Other Drugs

### 1: Core Concepts

- 2.1 Describe poison safety rules for household products.
  - 2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.
  - 2.3 Describe health benefits of abstaining from or stopping tobacco use.
  - 2.4 Recognize that it is hard to stop using tobacco.
  - 2.5 Compute the economic cost of tobacco use.
  - 2.6 Explain school policies and community laws related to the sale and use of tobacco products.
  - 2.7 Describe how use of alcohol and other drugs impairs safe driving.
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### 3: Health Behaviors

- 2.8 Apply effective strategies to avoid exposure to inhalants.
- 2.9 Apply strategies to avoid riding with an impaired driver.

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**4: Influences**

- 2.10 Analyze the accuracy of information conveyed in the media about tobacco use.
- 2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.
- 2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.

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**6: Decision Making**

- 2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.

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**7: Social Skills**

- 2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.

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**Safety****1: Core Concepts**

- 3.1 Explain the importance of respecting personal space and boundaries.
- 3.2 Describe the characteristics of appropriate and inappropriate touch.
- 3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- 3.4 Describe hazards related to sun, water, and ice.

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**2: Access Information**

- 3.5 Demonstrate how to ask a trusted adult for help.

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**3: Health Behaviors**

- 3.6 Analyze situations to predict safety hazards when home alone and in public places.
- 3.7 Apply strategies to avoid personally unsafe situations.
- 3.8 Apply strategies to be safe in the sun and when around water and ice.

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**5: Goal Setting**

- 3.9 Develop plans to stay safe when home alone and in public places.

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**7: Social Skills**

- 3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

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**Social and Emotional Health****1: Core Concepts**

- 4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

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**2: Access Information**

- 4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

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**3: Health Behaviors**

- 4.3 Demonstrate strategies to manage strong feelings.
- 4.4 Predict situations that might lead to trouble, including violence.
- 4.5 Demonstrate strategies to avoid situations that might lead to trouble.
- 4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.

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**5: Goal Setting**

- 4.7 Set a personal goal and plan the steps necessary to achieve the goal.

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**6: Decision Making**

- 4.8 Describe the characteristics of people who can help make decisions and solve problems.
- 4.9 Explain the decision making and problem solving steps.
- 4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

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**7: Social Skills**

- 4.11 Demonstrate effective listening strategies.
- 4.12 Demonstrate how to communicate assertively.
- 4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

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**8: Advocacy**

- 4.14 Advocate for a caring school environment.

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**Personal Health and Wellness****1: Core Concepts**

- 5.1 Analyze the physical, emotional, mental, and social importance of keeping the body clean.

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**4: Influences**

- 5.2 Analyze media influences related to hygiene products.

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**5: Goal Setting**

- 5.3 Develop a plan to keep the body clean.
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## HIV Prevention

### 1: Core Concepts

- 6.1 Define HIV and AIDS.
  - 6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.
  - 6.3 Describe how HIV is and is not transmitted.
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### 3: Health Behaviors

- 6.4 Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.
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## Growth and Development

### 1: Core Concepts

- 7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.
  - 7.2 Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
  - 7.3 Explain emotional changes during puberty (e.g., mood shifts).
  - 7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
  - 7.5 Define and identify basic male and female reproductive anatomy using scientific names.
  - 7.6 Define the functions of sperm and egg cells in human reproduction.
  - 7.7 Describe how sperm cells are produced.
  - 7.8 Describe the menstrual cycle and its potential for human reproduction.
  - 7.9 Describe the functions of basic male and female reproductive anatomy.
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### 2: Access Information

- 7.10 Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.
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### 4: Influences

- 7.11 Explain how culture, media, and others influence what one thinks about oneself and relationships.