

Fifth Grade Health Standards

Unifying Idea: Acceptance of personal responsibility for lifelong health.

Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, with particular attention to changing needs of preadolescents and adolescents.	Identify personal hygiene products that are necessary and those that are cosmetic.
	Use of protective equipment such as a helmet when cycling, and practice of behaviors to protect the body, such as applying sunscreen when appropriate.	Discuss various types of protective equipment. As a homework assignment, students can list injuries that may occur without proper equipment.
	Employ modeling as a strategy to reach a personal health goal.	Identify and list specific behaviors as a means of attaining various health goals. Students may then choose a personal goal to work toward.

Food Choices	Performance Indicators	Sample Activities
	Make healthy choices with emphasis on basing decisions upon nutrient content and selecting foods that promote oral health.	Use a menu from a fast food restaurant to select the more healthful items based on preadolescent nutritional needs.
	Establish and maintain healthy eating practices.	Given pictures of a variety of foods and containers labeled according to nutrient classes, students select food groups to create a balanced meal.

	Identify safe and sanitary methods of food preparation and food storage techniques.	Discuss and/or practice kitchen safety, such as using knives, stoves, and ovens correctly. List sanitary methods of food preparation.
	Analyze how food choices are influenced.	Discuss the influence of peer pressure and advertising on food choices.
	Describe how emotions can impact eating practices.	Given open-ended statements such as "When I am angry my appetite..." or "When I am bored I tend to eat..." students complete the sentences and rate their responses in regard to healthfulness of the eating practices identified.

Physical Activity	Performance Indicators	Sample Activities
	Obtain a sufficient amount of sleep.	Maintain a chart of sleep patterns for the week. Discuss results with classmates.
	Observe safety rules during physical activities.	Describe the safety rules for various activities. Create posters to post around school promoting safety.
	Explore ways to engage in enjoyable out-of-school play activities that promote fitness and health.	Participate regularly in a variety of physical activities that promote conditioning, flexibility, muscular strength and endurance both inside and outside of school. Students set personal fitness goals.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Identify and share feelings in appropriate ways.	Discuss various situations and role-play appropriate ways to share the feelings related to the situations.

	Demonstrate personal characteristics that contribute to self-confidence and self-esteem, such as honesty, integrity, and respect for the dignity of others.	Following the presentations of stories describing admirable behaviors in a variety of situations, identify, while in groups, at least three behavior standards that all group members can agree are desirable.
	Develop protective factors that help foster resiliency.	Given scenarios of students who are in embarrassing situations, describe both productive and non-productive means by which the student might handle the embarrassment. Develop personal plans for how each might handle their own embarrassing situations.
	Develop effective communication skills.	Role-play the use of effective communication skills.
	Develop effective coping strategies, including critical thinking, effective decision making, goal setting, and problem solving.	Maintain a chart of effective coping skills.
	Avoid self-destructive behaviors.	Practice strategies for resisting negative peer pressure.

Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention	Performance Indicators	Sample Activities
	Learn good personal hygiene to prevent the spread of disease.	Describe ways diseases are spread. Role-play ways to limit the spreading of diseases.
	Identify positive health behaviors to reduce risk of disease.	Describe how disease spreads and actions to prevent the spread of disease.

Treatments of Disease	Performance Indicators	Sample Activities
	Learn the importance of regular health screening, including dental examinations.	Identify the benefits of regular health screenings, and the locations for health care.
	Recognize symptoms of common illnesses.	Role-play a trip to the doctor or describing symptoms to one's parent or caregiver.
	Learn the proper method for taking prescription and over-the-counter medicines properly.	Develop a booklet of rules for taking medications.
	Identify the proper method to correctly interpret instructions for taking medicines.	Using labels from various over-the-counter medicines, determine the time and dosage for a 48-hour period.

Standard: **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Develop and use appropriate skills to identify, avoid when possible, and cope with potentially dangerous situations.	Practice safe behavior in and near motorized vehicles, in and near water, and in other recreational activities.
	Understand rules prohibiting possession of weapons at school.	List rules that apply to weapons. Invite a law enforcement officer to discuss the procedures and rules for dealing with weapons.
	Understand how to report or obtain assistance when faced with unsafe situations.	Role-play various situations that demonstrate obtaining assistance in unsafe situations.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Distinguish between helpful and harmful substances.	Given a variety of pictures from advertisements, select those that show helpful and harmful substances. Discuss what should be done with each. Role play assertiveness when faced with drugs or alcohol.
	Identify ways to cope with or seek assistance as necessary when confronted with situations involving alcohol, tobacco, or other drugs.	In response to statements from the teacher that pressure one to participate in substance abuse, students supply quick, forceful answers.
	Differentiate between the use and misuse of prescription and nonprescription drugs.	
	Learn social, emotional, physical, and mental health risks associated with various types of substances, including alcohol, tobacco and drugs.	Given a list of substances, prepare a chart outlining the risks for each.
	Understand the physical and behavior aspects of dependence.	Using appropriate reference materials, describe the characteristic behaviors of dependent persons and the physical signs of dependence.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome fear of telling.	Create a telephone list of personal, school, and community resources for support and assistance.
	Recognize and avoid situations that can increase risk of abuse, such as leaning into a car when giving directions to a stranger.	

Emergencies	Performance Indicators	Sample Activities
	Recognize emergencies and understand how to respond appropriately.	Chart emergency situations and list responses.
	Identify first aid for a choking victim and recognize and give the universal choking sign.	Describe the sign of a person choking and demonstrate the appropriate response on a mannequin, etc.
	Understand how to deal with emergency situations.	Brainstorm a list of emergency kit items for earthquakes. Compare class list to the list published by public safety organizations.

Unifying Idea: Respect for and promotion of the health of others.

Standard: Students will play a positive, active role in promoting the health of their families.

Roles of Family Members	Performance Indicators	Sample Activities
	Discover how to support and value all family members.	Discuss family members and the importance of their role in the family structure.
	Recognize ways to support positive family interactions, such as listening to and following directions, following rules, showing concern toward other family members, and interacting appropriately with family members.	Discuss the importance of rules and the consequences that can occur from not following established rules.
	Develop and use effective communication skills.	After discussion, role play effective ways to ask for something, show appreciation, and interact with all family members.

	Identify feelings related to changes within the family and effectively expressing them to others in a positive way.	Discuss different kinds of change that can occur in a family and how to talk about them.
	Learn effective strategies to cope with change in the family, such as learning how to handle emotions by talking with a parent or other trusted adult about those feelings.	Roll-play different situations about how to deal with family change.
	Teacher identifies and gives value to all family structures.	Discuss and affirm many family structures: grandparents, foster parents, single parents, adoptive parents, and two parents and families.

Change and the Family	Performance Indicators	Sample Activities
	Examine the effects of change on the family and develop coping strategies to deal with changes when they occur.	Identify feelings related to changes within the family and effectively expressing them to others in a positive way. Identify a support system.

Standard: **Students will promote positive health practices within the school and community, including developing positive relationships with their peers.**

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Know and use appropriate ways to make new friends.	Discuss the qualities of a good friend. “What qualities do you have that will make you a good friend?” and “What qualities do you look for in a good friend?”
	Identify acceptable methods of gaining attention.	Role-play an encounter between two people who express either acceptance or hostility. Observers critique the role-play and demonstrate alternative behaviors.
	Learn how to recognize acceptable ways to show or express feelings. Resolve conflicts in a positive, constructive way.	Role-play various situations where conflict may occur using positive ways to resolve the conflict.

School and Community – Based Efforts to Promote and Protect Health	Performance Indicators	Sample Activities
	Understand and follow school rules related to health.	Examine school class rules to determine which are designed for safety. Discuss the importance of these rules.
	Learn of your community’s efforts to address local health and environmental issues.	Participate in classroom and school efforts to recycle. Participate in Jump-Rope-for-Heart.
	Discover how to contribute to the strengthening of health-related policies at school.	Discuss safety concerns on the playground. Develop a list of rules students should follow to safely play on school equipment.

	Recognize that public policies and laws influence health-related issues.	
--	--	--

Unifying Idea: An understanding of the process of growth and development.

Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycles	Performance Indicators	Sample Activities
	Recognize the changes that occur during preadolescence.	Participate in the Human Reproductive Unit.
	Learn the correct terminology for body parts.	Participate in the Human Reproductive Unit. Label the body parts on a wall chart. Make a book entitled "My Body". Include drawings and a sentence about major parts of the body.
	Recognize how to manage feelings and emotions including the ability to express feelings and practice self-control.	Reflect on the course of the day and select one pleasant and one unpleasant occurrence. State the emotions - thoughts, feelings, and behaviors that surrounded the occurrence.
	Develop and use effective communication skills.	

Standard: Students will understand and accept individual differences in growth and development.

Growth and Development	Performance Indicators	Sample Activities
	Develop an understanding of individual differences.	Participate in Human Reproductive Unit. Chart each student's height; determine the average and range of heights in the class.
	Develop an understanding of an acceptable body image.	Discuss differences in every person's body and what a realistic body image is.
	Recognize problems associated with not having a realistic body image, including dieting and eating disorders, and seeking appropriate help.	List habits that can develop because of an unrealistic body image. Discuss why these are unhealthy, and how to find help for someone with these problems.
	Learn how to adapt group activities to include a variety of individuals.	Discuss various class activities (academic and athletic) and how adjustments can be made so that everyone might participate.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Recognize one's own strengths and limitations.	List individual qualities, identifying own strengths and weaknesses.
	Develop a focus on the future, such as setting realistic short-term and long-term goals and delaying gratification.	

Unifying Idea: Informed use of health-related information, products, and services that may be helpful or harmful to their health.

Standard: Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services	Performance Indicators	Sample Activities
	Identify places to obtain health and social services and learn what types of services are provided.	Discuss and identify the places to receive health care.
	Identify health care workers.	From pictures, identify health care providers and their service.
	Identify a variety of consumer influences and analyze how those influences affect decisions.	Use several ads from magazines and analyze how the advertiser is attempting to influence people to buy their product. Prepare a class chart listing consumer influences and how each can affect decision making.
	Recognize helpful products and services.	Chart helpful services and products. Make a consumer magazine of helpful products and services.
	Analyze advertising for health-related procedures.	Given a series of advertisements for health-related products, determine the human needs that the products claim they will meet. Rank each product as to its likelihood of fulfilling a need: 1 is very likely, 10 is not at all likely.