

Grade 5

Adopted 2008

Nutrition and Physical Activity

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- N. Describe the food groups, including recommended portions to eat from each food group. **1.1.N**
- N. Identify key components of the "Nutrition Facts" labels. **1.2.N**
- N. Explain the relationship between the intake of nutrients and metabolism. **1.3.N**
- N. Explain why some food groups have a greater number of recommended portions than other food groups. **1.4.N**
- N. Describe safe food handling and preparation practices. **1.5.N**
- N. Differentiate between more-nutritious and less-nutritious beverages and snacks. **1.6.N**
- N. Explain the concept of eating in moderation. **1.7.N**
- N. Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. **1.8.N**
- N. Explain how good health is influenced by healthy eating and being physically active. **1.9.N**
- N. Describe how physical activity, rest, and sleep are related. **1.10.N**
- N. Identify physical, academic, mental, and social benefits of regular physical activity. **1.11.N**

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- N. Describe internal and external influences that affect food choices and physical activity. **2.1.N**
- N. Recognize that family and cultural influences affect food choices. **2.2.N**
- N. Describe the influence of advertising and marketing techniques on food and beverage choices. **2.3.N**

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- N. Locate age-appropriate guidelines for eating and physical activity. **3.1.N**
- N. Interpret information provided on food labels. **3.2.N**

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- N. Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. 4.1.N

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- N. Use a decision-making process to identify healthy foods for meals and snacks. 5.1.N
- N. Use a decision-making process to determine activities that increase physical fitness. 5.2.N
- N. Compare personal eating and physical activity patterns with current age-appropriate guidelines. 5.3.N

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- N. Monitor personal progress toward a nutritional goal. 6.1.N
- N. Monitor personal progress toward a physical activity goal. 6.2.N

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- N. Identify ways to choose healthy snacks based on current research-based guidelines. 7.1.N
- N. Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. 7.2.N
- N. Demonstrate the ability to balance food intake and physical activity. 7.3.N
- N. Demonstrate the ability to assess personal physical activity levels. 7.4.N

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- N. Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. 8.1.N
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Personal and Community Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- P. Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, handwashing, hearing protection, and toothbrushing and tooth flossing). 1.1.P
 - P. Explain how viruses and bacteria affect the immune system and impact health. 1.2.P
 - P. Describe how environmental conditions affect personal health. 1.3.P
 - P. Describe the personal hygiene needs associated with the onset of puberty. 1.4.P
 - P. Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings). 1.5.P
 - P. Explain that all individuals have a responsibility to protect and preserve the environment. 1.6.P
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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- P. Identify internal and external influences that affect personal health practices. 2.1.P
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3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- P. Identify sources of valid information about personal health products and services. 3.1.P
 - P. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures). 3.2.P
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4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- P. Practice effective communication skills to seek help for health-related problems or emergencies. 4.1.P
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5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- P. Use a decision-making process to determine personal choices that promote personal, environmental, and community health. 5.1.P
 - P. Use a decision-making process to determine when medical assistance is needed. 5.2.P
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6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- P. Monitor progress toward a goal to help protect the environment. 6.1.P
- P. Monitor progress toward a personal health goal. 6.2.P

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- P. Practice good personal and dental hygiene. 7.1.P
- P. Demonstrate personal responsibility for health habits. 7.2.P
- P. Practice strategies to protect against the harmful effects of the sun. 7.3.P

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- P. Encourage others to minimize pollution in the environment. 8.1.P

Growth, Development, and Sexual Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- G. Describe the human cycle of reproduction, birth, growth, aging, and death. 1.1.G
- G. Explain the structure, function, and major parts of the human reproductive system. 1.2.G
- G. Identify the physical, social, and emotional changes that occur during puberty. 1.3.G
- G. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). 1.4.G
- G. Describe how HIV is and is not transmitted. 1.5.G
- G. Recognize that there are individual differences in growth and development, physical appearance, and gender roles. 1.6.G
- G. Recognize that everyone has the right to establish personal boundaries. 1.7.G
- G. Recognize that friendship, attraction, and affection can be expressed in different ways. 1.8.G
- G. Explain that puberty and physical development can vary considerably and still be normal. 1.9.G
- G. Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters). 1.10.G

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- G. Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. 2.1.G
- G. Describe how heredity influences growth and development. 2.2.G
- G. Discuss how changes during puberty affect thoughts, emotions, and behaviors. 2.3.G

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- G. Recognize parents, guardians, and other trusted adults as resources for information about puberty. 3.1.6
- G. Differentiate between reliable and unreliable sources of information about puberty. 3.2.6

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- G. Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty. 4.1.6
- G. Use healthy and respectful ways to express friendship, attraction, and affection. 4.2.6
- G. Demonstrate refusal skills to protect personal boundaries. 4.3.6

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- G. Describe the importance of identifying personal boundaries. 5.1.6
- G. Analyze why it is safe to be a friend to someone who is living with HIV or AIDS. 5.2.6

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- G. Identify steps to achieve and maintain a healthy and accurate body image. 6.1.6
- G. Develop plans to maintain personal hygiene during puberty. 6.2.6

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- G. Engage in behaviors that promote healthy growth and development during puberty 7.1.6
- G. Describe ways people can protect themselves against serious bloodborne communicable diseases. 7.2.6

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

Skills for this content area are not identified until grades seven and eight.