

Grade 5

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-E-1: Describe relationships among physical, mental, emotional and social health.

GLEs:

1-E-1.1 List the behaviors that influence physical, emotional, and social health.

1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.

Benchmark 1-E-2: Demonstrate the relationship between healthy behaviors and personal health.

GLEs:

1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).

1-E-2.2 Examine the consequences of good and bad health choices on one's personal health.

Benchmark 1-E-3: Describe ways to prevent common childhood injuries and health problems.

GLEs:

1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others.

1-E-3.2 List possible hazards of physical activity and how to prevent injuries.

1-E-3.3 Recognize the responsibility to reduce health risk (e.g., hygiene, exercise, healthy eating).

Benchmark 1-E-4: Describe ways in which a safe and healthy school and community environment can promote personal health.

GLE:

1-E-4.1 Assess the school environment to identify things that contribute to positive health and safety.

Benchmark 1-E-5: Identify when it is important to seek health care.

GLEs:

1-E-5.1 Identify different areas of healthcare and how to access them.

1-E-5.2 Recognize the signs of injury that require medical attention in self and in others (e.g., lack of consciousness, broken bones, bleeding, and heat exposure).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark 2-E-1: Identify the influence of culture on health practices and behaviors.

GLEs:

- 2-E-1.1 Examine personal cultural practices and how they impact personal health decisions.
- 2-E-1.2 Investigate the quality of healthcare in a foreign country and how it compares to the United States.

Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.

GLE:

- 2-E-2.1 Develop a family plan to maintain and improve health practices (journal).

Benchmark 2-E-3: Identify the influence of others on health beliefs, practices, and behaviors.

GLE:

- 2-E-3.1 Describe instances when one may have to overcome the influence of others to maintain good health.

Benchmark 2-E-4: Describe how the school and community can support personal health practices and behaviors.

GLEs:

- 2-E-4.1 Report on a local community support group and how it is influencing health in the community.
- 2-E-4.2 Explore the effects of the environment on food choices.

Benchmark 2-E-5: Explain how media influence thoughts, feeling, and health behaviors.

GLEs:

- 2-E-5.1 Identify positive influences that the media can have on health.
- 2-E-5.2 Analyze specific media/advertisements regarding the health message they convey.

Benchmark 2-E-6: Discuss ways that technology can influence personal health.

GLEs:

- 2-E-6.1 Analyze specific technologies regarding the health messages they convey.
- 2-E-6.2 Investigate how technology can promote positive health behaviors (e.g., pedometers, Wii fit).

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark 3-E-1: Identify characteristics of valid health information, products, and services.

GLE:

- 3-E-1.1 Assess a health product or service using valid sources of health information.

Benchmark 3-E-2: Locate resources from home, school, and the community that provide valid health information.

GLE:

3-E-2.1 Report on how resources from home, school and the community are used to impact personal and family health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-E-1: Compare effective verbal and non-verbal communication skills to enhance health.

GLE:

4-E-1.1 Demonstrate the ability to communicate a health message in a verbal and non-verbal manner.

Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks.

GLE:

4-E-2.1 Create and share a scenario that utilizes refusal skills to avoid engaging in risky behaviors.

Benchmark 4-E-3: Adopt non-violent strategies to manage or resolve conflict.

GLEs:

4-E-3.1 Differentiate between assertive and aggressive behavior.

4-E-3.2 Role play different scenarios identifying assertive and aggressive behavior and the impact of that behavior in conflict situations.

Benchmark 4-E-4: Demonstrate how to ask for assistance to enhance personal health.

GLEs:

4-E-4.1 Identify personal and family experiences where access to care positively or negatively impacted health.

4-E-4.2 Describe how personal health care decisions and assistance can be impacted by personal experiences.

4-E-4.3 Use communication skills to effectively deal with influences from peers and media regarding food choices and physical activity.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-E-1: Identify how others can influence decision-making.

GLEs:

5-E-1.1 Analyze elements of effective decision-making model.

5-E-1.2 Identify circumstances that can help or hinder healthy decision-making.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-E-1: Define and discuss a personal health goal.

GLE:

6-E-1.1 Track progress toward the achievement of a personal health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or refuse health risks.

Benchmark 7-E-1: Examine personal health behaviors.

GLEs:

7-E-1.1 Make a list of positive and negative personal health habits.

7-E-1.2 Examine personal habits that promote lifelong health.

Benchmark 7-E-2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

GLEs:

7-E-2.1 Create journal about individual health practices and behaviors that maintain or improve one's personal health.

7-E-2.2 Compare healthy and risky approaches to weight management.

Benchmark 7-E-3: Demonstrate a variety of behaviors that avoid or reduce health risks.

GLEs:

7-E-3.1 List items that are perceived as health risk behaviors (e.g., smoking, drinking).

7-E-3.2 Explain the harmful effects of health risk behaviors (e.g., smoking, drinking).

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 8-E-1: Identify and describe community and school health service providers and their function.

GLE:

8-E-1.1 Educate younger students on the job functions of community and school health service providers and their function. (group project).

Benchmark 8-E-2: Encourage others to make positive health choices.

GLEs:

8-E-2.1 Choose and create two media of communications to influence positive health choices (e.g., poster on saying no to drugs, assembly on not bullying).

8-E-2.2 Identify something in the school environment that does not contribute to positive health and safety and advocate for change (e.g., vending machines, snack sales, lack of recess).