

<p style="text-align: center;">Health Education Grade 5 Essential Objectives and Content</p>

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

UNIT I: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

Objectives- The student will be able to:

- a. Identify sources and symptoms of stress and the effect of stress on one's health.
 - School and community stressors
- b. Examine constructive and age-appropriate strategies for managing stress.
 - Time management
- c. Describe appropriate responses to emotions.
 - Helpful and harmful emotional responses
 - How to modify emotional responses
- d. Identify components of personal well being and explain why they are important.
 - Physical, Intellectual, Spiritual, Emotional/Mental, Social, Environmental
 - Describe how conditions of the environment affect personal health.
- e. Investigate one component of personal wellness, other than physical, and develop a plan for positive self-change.
- f. Apply a decision-making model to personal issues and problems.
 - Variations in the decision-making process
 - Influences on decision making
 - o Individual
 - o Family
 - o Community
 - Model decision-making process
- g. Define "depression," recognize symptoms, and identify resources for help.

NOTE: Suicide and suicide prevention are NOT to be addressed at this grade level.

- h. Develop and practice strategies to resolve conflicts nonviolently.
- i. Explain the importance of assuming responsibility for personal health behaviors.
 - Personal health needs
 - Skills and strategies to improve and maintain personal health
- j. Identify current health care issues and health services available in the school and community.

UNIT II: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:

- a. Identify ways to prevent sports related injuries.
 - Warming-up and cooling-down
 - Using proper sports equipment
 - Drinking plenty of fluids
 - Using sunscreen
- b. Practice first aid procedures used for injuries involving blood.
 - Never touch someone else's blood.
 - Get adult help.
- c. Identify ways to prevent injuries involving weapons including bb guns.
 - Don't touch, leave the area, tell an adult.
 - Use a bb gun only with adult supervision.
- d. Identify safe practices for potentially dangerous household products.
- e. Describe how conditions of the environment affect personal health.
- f. Recognize characteristics of sexual child abuse.
- g. Identify strategies for the prevention of sexual child abuse.
- h. Identify intervention resources for sexual child abuse.

UNIT III: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives- The student will be able to:

- a. Identify the effects of tobacco, alcohol, and marijuana use and nonuse on the body.
 - Define physical and psychological addiction.
 - How abuse of alcohol may affect others, i.e. drunk driving
 - Identify tobacco and alcohol as drugs that can lead to additional drug use.
 - Identify marijuana as a psychoactive and illegal drug.
- b. Distinguish between internal and external influences on use of tobacco, alcohol, and marijuana.
 - Family
 - Culture
 - Laws

- Peers
 - Ways to encourage others not to use
 - c. Recognize and analyze media influences on the use of tobacco and alcohol products.
 - Types of media – music, TV, movies, art, billboards, radio, clothing, and magazines
 - Purpose of ads
 - Implied messages in ads
 - d. Describe and practice effective refusal skills.
 - Types of behavior – passive, assertive, aggressive
 - Ways to say no
- NOTE:** Students should not be placed in the role of perpetrator in roleplay situations.
- e. Practice effective decision-making skills with regard to risky behavior.
 - Apply decision making models
 - f. Identify strategies to promote a drug-free lifestyle.
 - g. Identify and practice ways of dealing with peer pressure.
 - h. Identify community resources that can help with problems involving tobacco, alcohol, and other drugs.

UNIT IV: Family Life and Human Sexuality

MSC Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Objectives- The student will be able to:

- a. Identify expectations for a positive classroom environment for puberty education.
- b. Identify ways to communicate issues related to puberty with the family.
- c. Describe the role society plays in the perception of normal body image.
 - How body image affects eating habits
- d. Define “puberty” and describe how it affects the male and female body.
 - Describe the parts of the human reproductive systems.
 - Describe the function of human reproductive organs.
 - Describe the menstrual cycle and nocturnal emissions.
 - Discuss the appropriate use of personal hygiene products.
- e. Examine the effects of puberty on emotional and social growth.
 - Changes in family relationships
 - Positive and negative social groups
 - Male and female stereotypes and their impact on the individual and society.
- f. Examine the transition from behavior and attitudes of childhood to the behavior, attitudes, and responsibilities of the adolescent.

NOTE: Sexual intercourse is NOT to be addressed at this grade level.