

## Health Curriculum - Grade 5

### High Priority Standards

#### **National Health Standard 2: (Analyzing Influences)**

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### **Learning Goal**

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- explaining how external factors, such as culture and media, influence personal perceptions.
- discussing how changes during puberty can affect thoughts, emotions and behavior.
- sharing how choices about food and exercise can be affected by internal and external influences.
- ranking similar foods or foods within the same group based on nutritional characteristics.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- media, culture, body image, gender roles, internal and external influences.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets:**

The student will be able to:

##### **Growth and Development**

- explain how culture, media, and other factors influence perceptions about body image, gender roles and attractiveness.
- discuss how changes during puberty affect thoughts, emotions and behaviors.

##### **Nutrition and Physical Activity**

- describe internal and external influences, including family and culture, that affect food choices and physical activity.
- differentiate between more nutritious and less nutritious types of food within food groups (e.g. whole grains vs. refined grains).

##### **Personal and Community Health**

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- identify influences that affect personal health practices.

### **People**

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?
- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

### **Other Factors (e.g., Culture, Media, Technology)**

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

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### High Priority Standards

#### **National Health Standard 3: (Accessing Information)**

*Student will demonstrate the ability to access valid information, and products and services to enhance health.*

#### **Learning Goal**

The student will be able to 'understand what it means for a source to be valid and reliable'.  
(Benes & Alperin, 2016, pg. 68)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding physiological and psychological changes during puberty.
- recognizing parents, guardians and other trusted adults as resources for information about puberty.
- locating reliable guidelines for nutrition and physical activity and interpreting food labels.
- discerning between valid and unreliable sources of health information.
- naming individuals who can help with health issues or emergencies.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, nutrition labels, carbohydrates, proteins, fats, nutrients.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Growth and Development

- differentiate between reliable and unreliable sources of information about puberty.
- understand changes that occur during puberty.

##### Nutrition and Physical Activity

- locate age-appropriate guidelines for eating and physical activity.
- interpret information provided on food labels.

##### Personal and Community Health

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- identify sources and characteristics of valid information about personal health products and services.
- identify individuals who can assist with health-related issues and potentially life-threatening health conditions.
- locate resources from home, school and community that provide valid health information.
  - **RACE**
    - Is it **R**eliable?
    - Is it **A**ccurate?
    - Is it **C**urrent?
    - Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

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### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

*Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in-depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating positive communication techniques to discuss personal changes, friendship and affection.
- practicing ways to protect personal boundaries and seek help in emergency situations.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, refusal, emergency, affection, attraction.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- use effective communication skills to discuss with trusted adults the changes that occur during puberty.
- use healthy and respectful ways to express friendship, attraction and affection.
- demonstrate refusal skills to protect personal boundaries.

##### Mental, Emotional, and Social Health

- practice effective communication skills to seek help for health-related problems or emergencies.
- demonstrate effective verbal and nonverbal communication skills to enhance health.
- demonstrate refusal skills that avoid or reduce health risks.
- demonstrate nonviolent strategies to manage or resolve conflict.
- demonstrate how to ask for assistance to enhance person health.

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- use effective verbal communication;  
**I TELL YA**  
Identify feelings (thoughts, ideas)  
Tell feelings (thoughts, ideas)  
Express using I-statements  
Look at the person you are talking to  
Listen to the response  
Your body language is appropriate  
Assertive communication style
- use effective nonverbal communication;  
**FACE**  
Facial expressions and body language  
Attentive  
Comfortable and confident  
Eyes on speaker
- use effective refusal;  
**I SAY NO**  
I-statement  
State a reason  
Assertive  
You are in control  
No statement that is clear  
Options (e.g., you can leave, get help)
- use effective conflict resolution;  
**I'M MAD**  
I-statements  
Manage stress  
Mutual conversation  
Focus on **Action**, not person ("I'm not mad at *you*, I'm mad at what you *did*."  
Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

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### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.  
(Benes & Alperin, 2016, pg. 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing appropriate personal boundaries.
- explaining how to make decisions about healthy meals and fitness.
- comparing personal eating habits to recommended standards.
- explaining how to make choices that promote personal, community and environmental health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal boundaries, environmental health, personal health, public health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- describe the importance of identifying personal boundaries.

##### Nutrition and Physical Activity

- use a decision-making process to identify healthy foods for meals and snacks.
- use a decision-making process to determine how to increase physical fitness levels.
- compare personal eating and physical activity patterns with current age-appropriate guidelines.

##### Personal and Community Health

- use a decision-making process to make choices that promote personal, environmental and community health.

**DECIDE**

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- **Determine the decision** - what is it? Does it require thought? Do I need help?
- **Examine options**
- **Consider consequences**
- **Identify values and possible influences that may affect the decision**
- **Decide on the healthiest option and act on the decision**
- **Evaluate the outcome** (Benes & Alperin, 2016, pg. 119)



## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### **Learning Goal**

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing a personal hygiene plan.
- identifying and monitor progress toward goals related to nutrition, physical activity and/or personal health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hygiene, personal goal-making, progress monitoring.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Growth and Development

- develop a plan to maintain personal hygiene during puberty.

##### Nutrition and Physical Activity

- monitor personal progress toward a nutrition and physical activity goal.

##### Personal and Community Health

- monitor progress toward a personal health goal.

#### **SET GOALS**

- **Set** a goal based on the results of a needs assessment.
- **Explain** why it is important.
- **Tell** someone you trust and ask for help.
- **Get** a plan.

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- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
  - Steps- What steps need to be taken to reach goal?
  - Track- How are you going to track progress?
  - Help- Does this goal require help?
  - Who- Who can help? (Benes & Alperin, 2016, pg 135)

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### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing behaviors that promote healthy growth and development.
- generating lists of healthy snack choices and explain their benefits.
- using age-level norms to assess personal fitness.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, nutrition guidelines, physical activity recommendations.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- engage in behaviors that promote healthy growth and development during puberty.

##### Nutrition and Physical Activity

- identify ways to choose healthy snacks based on research-based guidelines.
- assess personal physical activity levels.

##### Personal and Community Health

- identify responsible personal health behaviors.
- demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- demonstrate a variety of behaviors to avoid or reduce health risks.

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“I AM ME and I am healthy” could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

### **I AM ME**

- **I**dentify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**onitor the impact of the health behaviors.
- **M**ake a list of what *you* can do to keep yourself healthy.
- **E**xplain the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### **Learning Goal**

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- promoting healthy growth and development to others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- support, physical activity, healthy choices, different types of drugs (alcohol, nicotine).

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Nutrition and Physical Activity

- support others to be physically active.
- support others to eat healthy.

##### Drug Awareness

- support others to be alcohol, tobacco and drug free.

##### Mental, Emotional, and Social Health

- express opinions and give accurate information about health issues.
- encourage others to make positive health choices.

##### **I CARE**

- Identify health issues that are relevant and meaningful.
- Consider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?

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- **Access** information in order to support your position with facts and evidence.
- **Relay** your health-enhancing message to your audience.
- **Examine** the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)