

Health Education Grade 5 Supplemental Teaching Resources

Essential Learning Objective	Performance Indicators	Supplemental Teacher Resources
1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Performance will be satisfactory when the student is able to: A1. Describe internal and external influences that affect food choices and physical activity A2. Recognize that family and cultural influences affect food choices A3. Describe the influence of advertising and marketing on food choices A4. Explain the relationship between intake and nutrients on metabolism B1. Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness B2. Describe how heredity influences growth and development B3. Discuss how changes during puberty affect thoughts, emotions, and behaviors D1. Identify how advertising influences youth to use alcohol and tobacco products. D2. List reasons why most youth do not use alcohol, tobacco and illegal drugs. D3. Recognize how advertising influences alcohol, tobacco and other drug use E1. Analyze how culture, media and others influence feelings related to self-image. F1. Identify internal and external influences that affect personal health practices	<i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC) Puberty
Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health		
Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
		Resources

<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Interpret information provided on food labels</p> <p>A2. Identify key components of the "nutrition facts" label</p> <p>A3. Explain why some food groups have greater number or portions</p> <p>B1. Recognize parents, guardians, and other trusted adults as resources for information about puberty</p> <p>B2. Differentiate between reliable and unreliable sources of information about puberty</p> <p>B3. Describe the human cycle of reproduction: birth, growth, aging, and death</p> <p>B4. Explain the structure, function, and major parts of the human reproductive system</p> <p>B5. Identify the physical, social, and emotional changes that occur during puberty</p> <p>B6. Define sexually transmitted diseases including HIV and AIDS</p> <p>B7. Describe how HIV is and is not transmitted</p> <p>D1. Locate reliable health resources to gather information on alcohol, tobacco, steroids, and other drug use.</p> <p>D2. Identify appropriate person(s) to dispense medication to children.</p> <p>D3. Identify appropriate person(s) to dispense medication to children.</p> <p>D4. Describe the benefits of a tobacco and drug-free environment.</p> <p>D5. Explain appropriate use of 'over the counter' and prescription drugs.</p> <p>D6. Identify school policies and state laws related to alcohol, tobacco, and other drug use, possession, and sales.</p> <p>E1. Identify people to talk with about social/emotional needs and relationships.</p> <p>E2. Identify school and community resources to report child abuse.</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>
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	<p>F1. Identify sources of valid information about personal health products and services</p> <p>F2. Identify individuals who can assist with health-related issues and potentially life threatening health conditions</p> <p>F3. Explain how viruses and bacteria affect the immune system and impact health</p> <p>F4. Describe life-threatening situations (heart attacks, asthma attacks, poisonings, allergic reactions)</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Identify how to talk with parent/guardian about cooking nutritious family meals together</p> <p>B1. Recognize that everyone has the right to set personal boundaries</p> <p>B2. Recognize that friendship, attraction, and affection can be expressed in different ways</p> <p>D1. Demonstrate verbal and nonverbal refusal skills to avoid alcohol, tobacco and illegal drug</p> <p>D2. Demonstrate communication skills necessary for appropriate use of medication.</p> <p>D3. Demonstrate communication skills about policies and laws specific to healthy school and community</p> <p>E1. Demonstrate verbal and nonverbal, pro-social communication.</p> <p>E2. Explain how the expression of emotions may help and/or harm self and others.</p> <p>E3. Describe how prosocial behaviors help to build and maintain</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

	<p>healthy relationships. E4. Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation F1. Practice effective communication skills to seek help for health-related problems or emergencies</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
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<p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Compare personal eating and physical activity with current age appropriate guidelines. B1. Describe the importance of identifying personal boundaries D1. Identify short-and long-term consequences of alcohol, tobacco, steroids, and other drug use. F1. Use decision making process to determine personal choices that promote personal, environmental, and community health F2. Use decision making process to determine when medical assistance is needed</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs; Personal and Community Health</p>		
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<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Monitor personal progress toward nutritional goals A2. Monitor personal progress toward physical activity goals B1. Identify steps to achieve and maintain a healthy and accurate body image B2. Develop plans to maintain personal hygiene during puberty</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing</p>

	<p>E1. Set a goal related to a personal stressor and track progress with a stress management plan. F1. Monitor progress toward a personal health goal</p>	<p>within the site's LMC)</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Mental, Emotional and Social Health; Personal and Community Health</p>		
<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>A1. Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. A2. Differentiate between more-nutritious and less-nutritious beverages and snacks A3. Describe how physical activity, rest, and sleep are related A4. Identify physical, academic, mental, and social benefits of regular physical activity B1. Describe ways people can protect themselves against serious blood borne communicable diseases B2. Identify personal hygiene practices and health and safety issues related to puberty B3. Describe the personal hygiene needs associated with the onset of puberty D1. Demonstrate ways to avoid secondhand smoke. D2. Identify that secondhand smoke is harmful to personal health. E1. Demonstrate prosocial behaviors including respect for self and others. E2. Identify personal characteristics that reflect a healthy self image. E3. Demonstrate appropriate ways to express emotions, wants, and needs. E4. Demonstrate healthy strategies to manage stress. E5. Identify personal stressors at home, in school and with peers. E6. List characteristics that contribute to a healthy self -image. F1. Identify effective personal health strategies that reduce</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

	illness and injury	
Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health		
Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
7. Students will demonstrate the ability to advocate for personal, family, and community health.	Performance will be satisfactory when the student is able to: A1. Encourage healthy eating and physical activity at school and community	<i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)
Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity		

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