

GRADE 5: HEALTH CURRICULUM FRAMEWORKS

NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Minnesota Benchmark	Activities	Resources*
<p>The student will explain how health is influenced by the interaction of the body systems.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • Name the different parts of the body systems. Explain the effects of alcohol, tobacco and other drugs on a specific body system. • Discuss how decisions help or harm the body systems. <p><u>Unit: Family Life, Growth, and Development</u></p> <ul style="list-style-type: none"> • Explain how bodily changes during puberty affect personal self care. • Explain the endocrine system and the role hormones play in stimulating body functions. <p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> • Discuss the importance of personal self care in adolescence. <p><u>Unit: Injury Protection</u></p> <ul style="list-style-type: none"> • Predict the consequences of various injuries to the brain and how they may affect body systems. • Identify ways the environment affects health of body systems, such as loud sounds. • Identify actions that are risky or harmful to self or others in order to prevent potential injuries. <p><u>Unit: DARE</u></p> <ul style="list-style-type: none"> • Name the different parts of the body systems. Explain the effects of alcohol, tobacco and other drugs on a specific body system. • Discuss how decisions help or harm the body systems. 	<p>Body Changes Curriculum</p>
NATIONAL STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Minnesota Benchmark	Activities	Resources*
<p>The student will describe how messages from the media influence health behaviors.</p>	<p><u>Unit: Drug Use Prevention</u></p> <ul style="list-style-type: none"> • Identify ways some advertising promotes alcohol, tobacco or other drug use. <p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> • Define entertainment addiction. • Calculate the number of hours spent per week on the computer, playing video games, watching TV. 	

*The following resources are available throughout the year in all units: Harcourt: “Your Health,” Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads

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NATIONAL STANDARD 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Minnesota Benchmark	Activities	Resources*
The student will demonstrate the ability to locate health products and services.	<u>Unit: Drug Use Prevention</u> <ul style="list-style-type: none"> List resources in the community that can help with drug problems, stress problems, and/or emergency medical problems. 	
NATIONAL STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Minnesota Benchmark	Activities	Resources*
The student will demonstrate healthy ways to express needs, wants, and feelings.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> Identify how characters in stories express needs, wants, and feelings. Identify events in life that may influence emotions such as guilt, anxiety, depression, and fear. <u>Unit: Family Life, Growth, and Development</u> <ul style="list-style-type: none"> Compare and contrast the physical and emotional similarities between boys and girls during puberty. 	
The student will describe communication skills to build and maintain healthy relationships.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> Define respect, compassion, and empathy. Explore what it looks/sounds like. Practice problem solving different types of conflicts using effective communication and mediation techniques. Identify behaviors that are physically or emotionally abusive. <u>Unit: DARE</u> <ul style="list-style-type: none"> Demonstrate refusal skills in unsafe situations. 	DARE
NATIONAL STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
Minnesota Benchmark	Activities	Resources*
The student will describe strategies and skills needed to attain personal health goals.	<u>Unit: Personal Health</u> <ul style="list-style-type: none"> Identify steps needed to change behaviors/unhealthy habits. Apply skills in breaking an unhealthy habit. 	

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NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Minnesota Benchmark	Activities	Resources*
<p>The student will demonstrate ways to avoid and reduce threatening situations.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • Brainstorm ways to say “no” when faced with a threatening situation. <p><u>Unit: Disease Prevention and Control</u></p> <ul style="list-style-type: none"> • Research various eating disorders (e.g., signs, symptoms, effects). <p><u>Unit: DARE</u></p> <ul style="list-style-type: none"> • Brainstorm ways to say “no” when faced with a threatening situation. • Demonstrate effective ways to say “no” in response to differing kinds of peer pressure. • Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help. • Role-play ways to avoid, recognize, and respond to negative social influence and pressure. • Discuss misuse of common household items (e.g., toxic inhalants, cough medicine). • Create skits demonstrating healthy and unhealthy conflict-resolution techniques. 	<p>DARE</p>
<p>The student will describe responsible health behaviors.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • Compare peer pressure to peer support and how each influences the making of informed decisions. <p><u>Unit: Drug Use Prevention</u></p> <ul style="list-style-type: none"> • Define addiction and mind-web the health effects of chemical abuse on individuals and families. • Illustrate alcohol’s effect on the brain and body (e.g., judgment, reflexes). • Identify types of tobacco and alcohol and role-play how to refuse peer pressure to use. 	

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NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
Minnesota Benchmark	Activities	Resources*
<p>The student will identify barriers to effective communication about health issues.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • Discuss barriers that make it difficult to talk to peers and adults. <p><u>Unit: Injury Prevention</u></p> <ul style="list-style-type: none"> • Describe how to obtain help in high risk situations that pose an immediate threat to oneself, family, or friends (e.g., drunk or drugged driver, violent arguments, guns, knives, other weapons.) <p><u>Unit: DARE</u></p> <ul style="list-style-type: none"> • Examples of how using drugs affects responsibility and respect for self and others. 	<p>DARE</p>
<p>The student will demonstrate the ability to work cooperatively when advocating for healthy individuals and family.</p>	<p><u>Unit: Family Life, Growth, and Development</u></p> <ul style="list-style-type: none"> • Strategize ways to involve the entire family in fitness activities. • Plan a menu for the family that meets dietary guidelines. 	

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