### GRADE 5: HEALTH CURRICULUM FRAMEWORKS

#### NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

<table>
<thead>
<tr>
<th>Minnesota Benchmark</th>
<th>Activities</th>
<th>Resources*</th>
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</table>
| The student will explain how health is influenced by the interaction of the body systems. | Unit: Emotional, Intellectual, and Social Health  
  - 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.  
  Unit: Family Life, Growth, and Development  
  - Explain how bodily changes during puberty affect personal self care.  
  - Explain the endocrine system and the role hormones play in stimulating body functions.  
  Unit: Personal Health  
  - Discuss the importance of personal self care in adolescence.  
  Unit: Injury Protection  
  - 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.  
  Unit: DARE  
  - 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. | Body Changes Curriculum |

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

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| The student will describe how messages from the media influence health behaviors. | Unit: Drug Use Prevention  
  - Identify ways some advertising promotes alcohol, tobacco or other drug use.  
  Unit: Personal Health  
  - Define entertainment addition.  
  - 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*
### NATIONAL STANDARD 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

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| The student will demonstrate the ability to locate health products and services. | Unit: Drug Use Prevention  
- 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.

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| The student will demonstrate healthy ways to express needs, wants, and feelings. | Unit: Emotional, Intellectual, and Social Health  
- 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.  
Unit: Family Life, Growth, and Development  
- 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. | Unit: Emotional, Intellectual, and Social Health  
- 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.  
Unit: DARE  
- Demonstrate refusal skills in unsafe situations. | DARE |

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

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| The student will describe strategies and skills needed to attain personal health goals. | Unit: Personal Health  
- Identify steps needed to change behaviors/unhealthy habits.  
- Apply skills in breaking an unhealthy habit. | |

*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*

Northfield Public Schools

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## NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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| The student will demonstrate ways to avoid and reduce threatening situations. | Unit: Emotional, Intellectual, and Social Health  
- Brainstorm ways to say “no” when faced with a threatening situation.  
Unit: Disease Prevention and Control  
- Research various eating disorders (e.g., signs, symptoms, effects).  
Unit: DARE  
- 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. | DARE |
| The student will describe responsible health behaviors. | Unit: Emotional, Intellectual, and Social Health  
- Compare peer pressure to peer support and how each influences the making of informed decisions.  
Unit: Drug Use Prevention  
- 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.

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| The student will identify barriers to effective communication about health issues.   | Unit: Emotional, Intellectual, and Social Health  
  • Discuss barriers that make it difficult to talk to peers and adults.  
  Unit: Injury Prevention  
  • 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.)  
  Unit: DARE  
  • Examples of how using drugs affects responsibility and respect for self and others. | DARE                                                |            |
| The student will demonstrate the ability to work cooperatively when advocating for healthy individuals and family. | Unit: Family Life, Growth, and Development  
  • Strategize ways to involve the entire family in fitness activities.  
  • Plan a menu for the family that meets dietary guidelines. |                                                      |            |

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