

5th Grade Health

Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Key- N=National Standard, A= Alaska State Standard, L= Local Standard

| Standard | Objective | Topic | Examples |
|---|--|---------------------------------|---|
| N.1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. | Students will: <ul style="list-style-type: none"> Assess the school environment to identify things that contribute to positive health and safety. | Community Health | <ul style="list-style-type: none"> Report on local community support group and how it influences health in the community Explore the effects of the environment on food choices Assess the school environment to identify things that contribute to positive health & safety |
| A.2 Understand how the human body is affected by behaviors related to personal hygiene. | Students will: <ul style="list-style-type: none"> Identify personal responsibility for hygiene that promotes health and wellbeing | Personal Health and Wellness | <ul style="list-style-type: none"> List ways to prevent communicable diseases |
| A.7 Understand the physical and behavioral characteristics of human sexual development and maturity. | Students will: <ul style="list-style-type: none"> Recognize and discuss the physical changes, both sexual and otherwise, that occur during puberty | Personal Health and Wellness | <ul style="list-style-type: none"> Human Growth and Development lessons by Marsh Media: Puberty: A Boy's Journey and Puberty: A Girls Journey Report on local community support group and how it influences health in the community Assess the school environment to identify things that contribute to positive health & safety |
| A.8 Understand the ongoing life changes throughout the life span and healthful responses to these changes. | Students will: <ul style="list-style-type: none"> Discuss healthy routines that will change in response to health and wellness needs throughout their lifetime | Personal Health and Wellness | <ul style="list-style-type: none"> Exercising three times per week for at least 45 minutes Nutrition Goals as a child, teen, and adult |
| L Understand the nutritional correlation of food content with nutrient categories, calories, energy, and exercise. | Students will: <ul style="list-style-type: none"> Analyze food packaging labels to associate and relate the content of foods to nutrient categories and relate calories to energy and exercise. | Nutrition and Physical Activity | <ul style="list-style-type: none"> Fats vs. protein vs. carbohydrates How many minutes do you have to run to burn off one serving of candy, vegetables, etc.? |

Instructional Focus Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This instructional focus focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
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| Standard | Objective | Topic | Examples |
|--|---|-------------------------------------|---|
| N.2.2.3 Describe how the media can influence health behaviors. | Students will: <ul style="list-style-type: none"> Identify different media strategies used to influence consumer choices | Emotional, Mental and Social Health | <ul style="list-style-type: none"> Use magazines, jingles, or commercials to identify target audience, what producers are trying to sell, and what gimmick is used to influence consumer decision-making |
| N.2.5.4 Describe how the school and community can support personal health practices and behaviors. | Students will: <ul style="list-style-type: none"> Identify ways the school and community can contribute to positive health and behaviors | Community Health | <ul style="list-style-type: none"> Schools can open their doors for community-based activities Start walking club in gym Offer swing or square dancing to students so they can teach their family members at dance night |
| N.2.5.5 Explain how media influences thoughts, feelings, and health behaviors. | Students will: <ul style="list-style-type: none"> Discuss what feelings media is trying to influence and what behavior they want to change after watching a commercial | Emotional, Mental and Social Health | <ul style="list-style-type: none"> Classroom discussion on kid-friendly commercials Discuss whether commercials influence positive decisions |
| N.2.5.6 Describe ways that technology can influence personal health. | Students will: <ul style="list-style-type: none"> Compare and contrast positive and negative outcomes caused by technology | Nutrition and Physical Activity | <ul style="list-style-type: none"> Positive examples: can track fitness, calories, activities, active games/apps (fitness is required to progress) Negative examples: can distract us from being active, sedentary |

Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.
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| Standard | Objective | Topic | Examples |
|--|---|------------------|---|
| N.3.5.2 Locate resources from home, school, and community that provide valid health information. | Students will: <ul style="list-style-type: none"> Demonstrate characteristics of reliable health resources online, in print, as well as experts from the community | Community Health | <ul style="list-style-type: none"> Compare health information from agencies and online sources like CDC vs. Wikipedia State of Alaska (gov vs..com) address on internet Newsletter or health update from medical center vs. Facebook posting |

Instructional Focus Five: Students will demonstrate the ability to use decision-making skills to enhance health. Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This instructional focus includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.
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| Standard | Objective | Topic | Examples |
|---|---|------------------------------|--|
| N.5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. | Students will: <ul style="list-style-type: none"> Identify situations that threaten personal safety Distinguish between safe and unsafe touches and secrets | Safety and Prevention | <ul style="list-style-type: none"> Practice refusal skills to avoid risky situations involving personal safety Identify trusted adults Alaska Safe Children’s Act |
| N.5.5.3 List healthy options to health- related issues or problems. | Students will: <ul style="list-style-type: none"> Identify options to prevent and/or accommodate common health-related issues | Personal Health and Wellness | <ul style="list-style-type: none"> Allergies Diabetes Asthma Heart disease Obesity |
| N.5.5.4 Predict the potential outcomes of each option when making a health- related decision. | Students will: <ul style="list-style-type: none"> Infer and predict possible outcomes related to both healthy and unhealthy decisions | Personal Health and Wellness | <ul style="list-style-type: none"> Healthy vs. Unhealthy Choices Cause & Effect Compare & Contrast |

Instructional Focus Six: Students will demonstrate the ability to use goal-setting skills to enhance health. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This instructional focus includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.
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| Standard | Objective | Topic | Examples |
|--|---|---------------------------------|--|
| N.6.5.2 Identify resources to assist in achieving a personal health goal. | Students will: <ul style="list-style-type: none"> List resources in our community to assist in achieving a personal health goal. | Nutrition and Physical Activity | <ul style="list-style-type: none"> Identify resources in the community that offer classes or opportunities for participation that may assist with achieving personal health goals Identify different types of health care personnel that help students to stay healthy and make a list of routine visits |

Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This instructional focus promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.
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| Standard | Objective | Topic | Examples |
|---|--|------------------------------|---|
| N.7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. | Students will: <ul style="list-style-type: none"> Describe how some health behaviors can cause risk or influence the likelihood of engaging in unhealthy behaviors Explain the health risks of cigarettes, vaping, cannabis, smokeless tobacco, alcohol, and drugs | Personal Health and Wellness | <ul style="list-style-type: none"> Healthy vs. unhealthy uses of <ul style="list-style-type: none"> Over the counter drugs Prescription medications Gateway drugs Practice refusal skills |

| | <ul style="list-style-type: none"> Assess the hazardous effects that alcohol, drugs, and tobacco have mentally and physically on the body | | |
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| <p>Instructional Focus Eight: Students will demonstrate the ability to advocate for personal, family, and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This instructional focus helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors. <i>Key- N=National Standard, A= Alaska State Standard, L= Local Standard</i></p> | | | |
| Standard | Objective | Topic | Examples |
| N.8.5.1 Express opinions and give accurate information about health issues. | Students will: <ul style="list-style-type: none"> Illustrate how to assist others to make positive health choices/issues | Personal Health and Wellness | <ul style="list-style-type: none"> Design a bumper sticker encouraging physical activity Create a song encouraging classmates to eat fruits and vegetables Write a report regarding the long- term effects of disordered eating |