

Fifth Grade Health Standards

Grade Level	→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>
Skill Focus	→ Students demonstrate effective goal-setting skills to enhance health. <i>(Skill 6)</i>

Wellness and Health Promotion (WHP)

- 5.WHP.1** Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.
- 5.WHP.2** Explain how vaccines work to prevent an illness and reduce severe symptoms.
- 5.WHP.3** Describe benefits of practicing health promoting behaviors.
- 5.WHP.4** Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.
- 5.WHP.5** Practice how to talk to a healthcare provider about health concerns, including dental pain.
- 5.WHP.6** Evaluate health messages depicted in the media, including in social media and in advertisements.
- 5.WHP.7** Discuss how the location and environment of where people live can affect their health.

Safety and First Aid (SFA)

- 5.SFA.1** Compare and contrast safe and unsafe situations and events.
- 5.SFA.2** Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.
- 5.SFA.3** Demonstrate first aid skills and skills for a range of common minor emergencies.
- 5.SFA.4** Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.
- 5.SFA.5** Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.
- 5.SFA.6** Discuss steps to take to prepare for natural disasters.
- 5.SFA.7** Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

Substance Use, Misuse, and Abuse (SUB)

- 5.SUB.1** Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.
- 5.SUB.2** Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.
- 5.SUB.3** Describe the appropriate use for over-the-counter and prescription medicines.
- 5.SUB.4** Describe how substance use, misuse, and abuse can affect peoples' abilities to reach personal goals.
- 5.SUB.5** Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.

- 5.SUB.6 Demonstrate how to use decision making steps around substance use.
- 5.SUB.7 Demonstrate refusal skills to avoid or reduce health risks around substance use.
- 5.SUB.8 Identify trusted adults to talk to about substance use, misuse, and abuse.
- 5.SUB.9 Identify school policies, local, state, and federal laws related to substance use.

Food, Nutrition, and Physical Activity (FNP)

- 5.FNP.1 Discuss the impact of food production and food waste on the environment.
- 5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.
- 5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.
- 5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.
- 5.FNP.5 Identify the basic functions of the skeletal and muscular systems.
- 5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.
- 5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.
- 5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.

Social, Emotional, and Mental Health (SEM)

- 5.SEM.1 *TSEL Practice 5B* Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.
- 5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.
- 5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.
- 5.SEM.4 Identify potential impacts of social media on mental health and body image.
- 5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.
- 5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 5.HRVP.1 *TSEL Practice 3C* Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
- 5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.
- 5.HRVP.3 Identify characteristics of safe and equitable relationships.
- 5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.
- 5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
- 5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.
- 5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- 5.GD.1** Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.
- 5.GD.2** Examine the physical, social, and emotional changes during puberty and adolescence.
- 5.GD.3** Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.
- 5.GD.4** Describe the menstrual cycle and how menstrual products are used.
- 5.GD.5** Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.
- 5.GD.6** Identify trusted adults one could talk to about sexual orientation questions.
- 5.GD.7** Describe how genetics can affect personal and family health.

Sexual and Reproductive Health (SRH)

- 5.SRH.1** Discuss different personal, familial, and cultural values about physical and emotional intimacy.
- 5.SRH.2** Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
- 5.SRH.3** Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.