

# HEALTH

## GRADE FIVE

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **PERSONAL HEALTH**

*It is expected that students will:*

- (5) 1.1 explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death
- (5) 1.2 list consequences of harassment, fighting, and intimidation
  - detention, required parent conference, expulsion
  - perceived as a bully
  - no respect
  - in trouble with the law
- (5) 1.3 demonstrate anger management techniques
  - recognize stress – reduce stress before it turns into anger
  - develop empathy – see things from the perspective of others
  - respond instead of react – effectively communicating your needs, feelings, or requests
  - change the conversation with yourself – changing “self-talk” empowers you to deal with anger more effectively
  - communicate assertively
  - retreat and think things over – take a temporary time out and remove yourself from the situation

## HEALTH GRADE FIVE (continued)

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- (5) 1.4 demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences
- (5) 1.5 formulate an individual health goal and develop a plan to achieve that goal

### **GROWTH AND DEVELOPMENT**

*It is expected that students will:*

- (5) 2.1 identify the structures and functions of the cardiovascular and respiratory systems
  - heart
  - arteries
  - veins
  - blood
  - lungs
  - bronchi
  - trachea
- (5) 2.2 discuss ways to communicate with others about changes which occur during puberty
  - talk to parents or guardians
  - talk to school nurse or trusted adult
- (5) 2.3 name and explain the stages of growth and development
  - puberty
    - developmental processes in boys
    - developmental processes in girls
    - proper hygiene
  - growth rate

### **NUTRITION AND PHYSICAL ACTIVITY**

*It is expected that students will:*

- (5) 3.1 identify the key nutrients of a balanced diet and how they relate to good health
  - protein
  - carbohydrates
  - vitamins
  - minerals
  - water
  - fats
- (5) 3.2 plan healthy meals using key nutrients and nutritional information found on food labels
- (5) 3.3 compare nutrition and physical activity habits in diverse cultures
  - dietary traditions
  - food guide pyramid
  - diet characteristics
  - portion size
  - cultural sports or dance
- (5) 3.4 identify the health-related components of an active lifestyle and apply to daily routine
  - flexibility
  - cardiovascular
  - weight management

## HEALTH GRADE FIVE (continued)

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- nutrition
- strength training

### **SUBSTANCE ABUSE PREVENTION**

*It is expected that students will:*

- (5) 4.1 categorize various drugs and discuss the laws regarding their use
  - tobacco
  - alcohol
  - marijuana
  - methamphetamines
  - prescription
  - over-the-counter (OTC)
- (5) 4.2 predict how drug-use can affect the way people make decisions and perform tasks
- (5) 4.3 analyze persuasive techniques used in advertising and discuss the impact on the consumer
  - repetition – idea is repeated over and over
  - testimonial – using words of an expert
  - card stacking - telling on side of the story
- (5) 4.4 identify positive alternatives to substance abuse
  - hanging out with friends/family
  - participating in sports/activities
  - playing an instrument

### **SAFETY**

*It is expected that students will:*

- (5) 5.1 explain accepted procedures for personal safety when confronted with violence or other hazards in the neighborhood
  - find a trusted adult
  - stand your ground
  - report a dangerous situation
  - be aware of your surroundings
  - call for help (parents or 911)
- (5) 5.2 explain how childhood injuries can be prevented or treated and evaluate their own safety practices and set goals for improving personal safety
  - obey traffic signals
  - wear safety equipment
  - wear seat belt
  - look both ways before crossing the street
  - use cross walks
  - use bicycle safety measures
- (5) 5.3 demonstrate skills and strategies for solving interpersonal conflicts without harming self and others
  - identify the problem
  - come up with possible solutions

## HEALTH GRADE FIVE (continued)

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- evaluate alternative solutions
  - decide on best solution
  - implement the solution
  - continue to evaluate solution
  - utilize good communication skills
- (5) 5.4 recognize basic safety, first aid, and life-saving techniques
- Heimlich maneuver
  - rescue breathing
  - CPR

### DISEASE PREVENTION

*It is expected that students will:*

- (5) 6.1 discuss common illnesses and how they are transmitted and explain ways to prevent/control communicable and non-communicable illness/disease
- bacteria/strep throat
  - viruses/chicken pox
  - fungi/ringworm
  - parasites/lice
- (5) 6.2 locate resources from home, school, and community that provide reliable health information
- school nurse
  - school counselor
  - Southern Nevada Health District
- (5) 6.3 demonstrate strategies to manage stress
- (5) 6.4 develop a plan to access community resources to enhance and prevent illness and disease

### ENVIRONMENT/CONSUMER HEALTH

*It is expected that students will:*

- (5) 7.1 analyze how personal health choices positively and negatively affect the environment
- (5) 7.2 develop a plan for taking care of the school and community environment
- starting a recycling program
  - plan neighborhood clean-ups
- (5) 7.3 analyze how stated and implied messages from media influence health behaviors
- creates a personal connection with consumer to buy product
  - persuades consumer to buy product
- (5) 7.4 demonstrate personal responsibility when making decisions to protect oneself against environmental elements