

<p style="text-align: center;">GRADE 5 <i>Overview of the Health Standards</i></p>

A health education program for students in grades three to five involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address four unifying ideas for health literacy.

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

**II. RESPECT FOR AND PROMOTION OF
HEALTH OF OTHERS**

**III. AN UNDERSTANDING OF THE PROCESS OF
GROWTH AND DEVELOPMENT**

**IV. INFORMED USE OF HEALTH-RELATED
INFORMATION, PRODUCTS, AND SERVICES**

GRADE 5
Health Standards and Benchmark Proficiencies

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

I-A: Students in GRADE 5 will understand ways in which they can enhance and maintain their own health and well-being.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-A-1		Understanding good personal hygiene habits, paying attention to the changing needs of preadolescents				
I-A-2		Explaining the need for using protective equipment, such as a helmet when bicycling, or practicing behavior to protect the body, such as applying sunscreen when appropriate				
I-A-3		Identifying elements of a healthy lifestyle				
I-A-4		Setting personal fitness goals				
I-A-5		Identifying strategies for resisting negative peer pressure				

I-B: Students in GRADE 5 will understand ways to prevent disease and speed recovery from illness.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-B-1		Identifying positive health behaviors which reduce the risk of disease				
I-B-2		Explaining how to take prescription and over-the-counter medicines properly				
I-B-3		Identifying how to cooperate in treating or managing disease				

I-C: Students in GRADE 5 will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-C-1		Using appropriate ways to respond to negative social influences and pressures to use alcohol, tobacco, or other drugs				
I-C-2		Identify ways to seek assistance if abused or threatened				
I-C-3		Recognizing and responding appropriately to emergencies				
I-C-4		Explaining rules for gun safety				

II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

II-A: Students in GRADE 5 will know how to play a positive, active role in promoting the health of their families.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-A-1		Evaluating how well they handle family responsibilities				
II-A-2		Identifying effective strategies to cope with change in the family, including identifying a support system				

II-B: Students in GRADE 5 will know how to promote positive health practices within the school and community, including positive relationships with peers.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-B-1		Identifying acceptable methods of gaining attention and showing and expressing feelings				
II-B-2		Identifying ways to resolve conflicts in a positive, constructive way				
II-B-3		Identifying how public policies and laws influence health-related issues				

III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

III-A: Students in GRADE 5 will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-A-1		Understanding the human reproductive process				
III-A-2		Understanding the social and emotional changes of adolescence (e.g., growing sensitivity, to peer pressure, mood swings, family tensions)				

III-B: Students in GRADE 5 will understand individual differences in growth and development.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-B-1		Understanding that the rate of change during puberty varies with each individual				
III-B-2		Recognizing problems associated with not having a realistic body image, including dieting and eating disorders				
III-B-3		Identifying realistic short-term and long-term goals to focus on the future				

IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

IV-A: Students in GRADE 5 will know how to identify products, services, and information that may be helpful or harmful to their health.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
IV-A-1		Distinguishing between health products that are necessary, unnecessary, and those that may be harmful				
IV-A-2		Looking critically at health claims				
IV-A-3		Analyzing marketing, advertising, and peer pressure and their influence on making choices				