

Health Education - Next Generation Sunshine State Standards

Fifth Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health.	non-smoking and disease prevention; expressing feelings and healthy relationships; use of sunscreen and cancer prevention.
HE.5.C.1.2 Explain the physical, mental/emotional, social, and intellectual dimensions of health.	manage problems, teamwork, immunizations, critical thinking, changes during puberty.
HE.5.C.1.3 Explain ways a safe, healthy home environment and school environment promote personal health.	smoke-free environment, behavior rules, availability of fresh produce.
HE.5.C.1.4 Compare ways to prevent common childhood injuries and health problems.	wear a seat belt, avoid food with empty calories, have health check-ups.
HE.5.C.1.5 Recognize how appropriate health care can promote personal health.	having immunizations, using medication appropriately, seeking grief and loss counseling.
HE.5.C.1.6 Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.	digestive and circulatory systems receive and distribute nutrients to provide energy, endocrine glands influence the reproductive system, respiratory system provides oxygen to the circulatory system.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.C.2.1 Predict how families may influence various health practices of children.	involvement in youth sports, family hygiene practices, eating out patterns.
HE.5.C.2.2 Predict how friends/peers may influence various health practices of children.	peer pressure to smoke, pressure to cheat, decision to stand up for someone being bullied.
HE.5.C.2.3 Predict how the school and community influence various health practices of children.	after-school activities, community safety education programs, variety and nutrition of school lunch, recycling.
HE.5.C.2.4 Give examples of school and public health policies that influence health promotion and disease prevention.	head lice guidelines, seat belt and child restraint laws, helmet laws, fire drills, school bus rules.
HE.5.C.2.5 Determine how media influences family health behaviors and the selection of health information, products, and services.	severe weather alerts, health product commercials, television cooking shows, PSAs.
HE.5.C.2.6 Describe ways that technology can influence family health behaviors.	seat belt alarms, carbon monoxide detectors, microwave ovens.
HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs.	foods that are "good" or "bad" for you, health risks from tobacco use, healthy skin care.
HE.5.C.2.8 Investigate influences that change health and behavior.	tobacco use, firearm safety, use of seat belts/child restraints

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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Fifth Grade – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.B.1.1 Discuss characteristics of valid health information, products, and services.	reliable source, current information, medically accurate information.
HE.5.B.1.2 Compile resources from home, school, and community that provide valid health information.	library, brochures, books.
HE.5.B.1.3 Evaluate criteria for selecting health resources, products, and services.	function, directions for use, competence of the provider.
HE.5.B.1.4 Demonstrate the use of a variety of technologies to gather health information.	computers, radio, television, telephone, scale.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.B.2.1 Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.	written or verbal communication, conflict resolution skills.
HE.5.B.2.2 Discuss refusal skills and negotiation skills that avoid or reduce health risks.	state desires clearly, offer alternative, use I-messages.
HE.5.B.2.3 Illustrate effective conflict resolution strategies.	expressing emotions, listening, using body language.
HE.5.B.2.4 Determine ways to ask for assistance to enhance the health of self and others.	verbalize, write, draw.
Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.B.3.1 Describe circumstances that can help or hinder healthy decision making.	peer pressure, bullying, substance abuse, stress.
HE.5.B.3.2 Analyze when assistance is needed when making a health-related decision.	bullying intervention, puberty, access to appropriate safety equipment, media influences.
HE.5.B.3.3 Summarize healthy options to health-related issues or problems.	concerns over bullying may be addressed by teacher, guidance counselor, peers, parents; concerns over body changes/image; anger management.
HE.5.B.3.4 Compare the potential short-term impact of each option on self and others when making a health-related decision.	bullying intervention, practicing positive character traits, substance abuse.
HE.5.B.3.5 Select a healthy option when making decisions for yourself and/or others.	report bullying, resolve conflicts, use safety equipment.
HE.5.B.3.6 Analyze the outcomes of a health-related decision.	school staff procedures to help resolve bullying, safety rules to reduce injuries, improve personal health habits.

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Fifth Grade – Health Literacy: Behavior cont.

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.B.4.1 Specify a personal health goal and track progress toward achievement.	work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, pollution control.
HE.5.B.4.2 Select reliable resources that would assist in achieving a small group personal health goal.	reliable members from family, school, community, media.

Fifth Grade – Health Literacy: Promotions

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.P.1.1 Model responsible personal health behaviors.	respect others, limit television time, choose healthy foods, pick up litter.
HE.5.P.1.2 Apply a variety of healthy practices and behaviors to maintain or improve personal health.	healthy foods, bathe daily, use conflict resolution skills.
HE.5.P.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.	bicycle safety, hygiene, create healthy menus.
Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.5.P.2.1 Persuade others to make positive health choices.	encouraging others to practice negotiation skills, advocate for a smoke-free environment, encourage use of safety equipment

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