

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

FIFTH GRADE

FIRST NINE WEEKS

Nutrition:

Standard 4: The student will understand the relationship of nutrition to healthy living.

4.1 Use the Food Pyramid as a guide for choosing a variety of foods necessary for good health.

- a. Describe the Food Guide Pyramid.
- b. Explain the importance of sanitary and safe handling of foods.
- c. Describe that adequate water intake and a nutritious breakfast are essential components of healthful living.
- d. Explain the role of dietary supplements and nutrients.

4.2 Explain how weight is controlled by balancing diet and physical exercise.

- a. Identify the causes of obesity.
- b. Explain the importance of sanitary and safe handling of foods.
- c. Describe that adequate water intake and a nutritious breakfast are essential components of healthful living.
- d. Explain the role of dietary supplements and nutrients.

Injury Prevention and Safety:

Standard 11: The student will understand attitudes and behaviors for preventing accidents and injuries.

11.1 List the eight most common injury risks for children.

- a. Identify the 8 most common risks of childhood injury and death (poisoning, fire and burns, bike and pedestrian accidents, firearm accidents, motor vehicle accidents, choking/suffocation and strangulation, drowning, and falls).

11.2 Identify ways to reduce the risk of accidents and injuries.

- a. List two or more rules for preventing falls.
- b. Explain safety precautions that would help prevent accidents/injuries (e.g. helmet, pads, harnesses, seat belts, sun safety, bus safety, water safety, personal safety, gun safety, etc.).

Standard 12: The student will understand appropriate care for injuries and sudden illnesses.

12.1 Describe appropriate actions for emergency and non-emergency situations.

- a. Distinguish between emergency and non-emergency situations.

12.2 Demonstrate first aid techniques.

- a. Explain the importance of first aid and emergency care.

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Standard 13: The student will understand the appropriate action to take when personal safety is threatened.

13.1 Identify situations that should be reported to a trusted adult.

- a. Describe physical, sexual, and emotional abuse and the appropriate procedures to follow for reporting.

13.2 Demonstrate self-protection skills and identify appropriate resources for help.

- a. Explain safety procedures for staying home alone for short periods of time (latch key kids).

SECOND NINE WEEKS

Disease Prevention and Control:

Standard 10: The student will understand attitudes and behaviors for preventing and controlling disease.

10.1 Compare and contrast communicable and non-communicable diseases.

- a. Analyze the relationship between communicable disease and hygiene, childhood diseases and parasites.
- b. Apply universal precautions in every day life.
- c. Describe the risk-reduction behaviors that prevent the spread of germs and viruses including HIV.

10.2 Describe ways diseases are spread, prevented, and managed.

- a. Identify possible causes and prevention of heart disease, cancer, diabetes, high blood pressure, stroke, asthma/allergies (heredity, environment, and life styles).
- b. Relate factual information about HIV/AIDS.

10.3 Distinguish between safe and risky behaviors as related to disease prevention.

- a. Assess the relationship between illness and alcohol and tobacco use.

Personal Health and Wellness:

Standard 1: The student will understand the role of personal hygiene practices as it relates to healthful living.

1.1 Demonstrate the concepts of personal hygiene in daily life.

- a. Describe basic personal hygiene methods including hand washing, dental/oral care, bathing/shampooing, use of deodorant, and appropriate dress.

1.2 Describe physical/mental/social health implications of personal hygiene.

- a. Explain that personal hygiene practices can affect personal health and friendships.

1.3 Identify personal health responsibilities.

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Standard 2: The student will understand the role of body systems as related to healthful living.

- 2.1 Describe the basic human body structures.
 - a. Name basic human body organs (e.g. heart, lungs, stomach, intestines, liver, and brain).
- 2.2 Describe the functions of the human body systems.
 - a. Name major human systems (e.g. muscular, skeletal, digestive, excretory, cardiovascular, circulatory, and respiratory).
 - b. Illustrate ways the skeletal and muscular systems work together.
 - c. Explain the structure and function of the skin.
- 2.3 Explain how health is influenced by the interaction of human body systems.
 - a. Evaluate the interaction of body systems.

Standard 3: The student will understand the relationship of physical activity to healthful living.

- 3.1 Explain the importance of physical activity to personal health.
 - a. Explain the benefits of daily physical activity, good posture, rest, and sleep on personal health.
- 3.2 Identify personal physical activity practices in order to achieve desired physical fitness levels.
 - a. Select physical activities that will promote personal fitness.

THIRD NINE WEEKS

Substance Use and Abuse Prevention:

Standard 14: The student will understand appropriate and inappropriate uses of chemical substances for healthful living.

- 14.1 Distinguish between appropriate use and the misuse/abuse of chemical substances for healthful living.
 - a. Explain the difference between appropriate use and the abuse of chemical substances for healthful living.
 - b. Identify the difference between proper use and misuse of medicinal substances.
- 14.2 Analyze the influences of peers, family, and community on chemical substance use and abuse.
 - a. Connect influences of family, community, and media to personal views of appropriate use and the abuse of chemical substances.
 - b. Compose a list of resources that may provide positive influences in decisions concerning appropriate chemical substance use for healthful living.

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Standard 15: The student will understand the effects of substance use and abuse.

15.1 Evaluate the effects of substance use and abuse (e.g. tobacco, alcohol, and illegal drugs) on physical, mental, and social functioning.

- a. Explain how the avoidance of substances can enhance physical, mental, and social functioning.
- b. Describe the effects of substance use, abuse and misuse on physical, mental, and social functioning.

15.2 Explain how personal choices relate to health and wellness consequences.

- a. Define appropriate refusal skills to avoid harmful substances.
- b. Practice skills needed to avoid risk-taking behaviors (e.g. decision making, conflict resolution, and refusal skills).
- c. Analyze the relationship between substance abuse/misuse and negative consequences (e.g. legal ramifications, personal finances, successful relationships).
- d. Draw conclusions concerning the quality of life of those individuals who choose to use and abuse substances.

Emotional, Social, and Mental Health:

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthful living.

8.1 Describe how feelings affect behavior.

- a. Discuss the connection between feelings and behavior.

8.2 Demonstrate respect for the unique qualities of self and others.

- a. Explain that emotions may be expressed in different ways.

8.3 Describe characteristics to be a responsible friend and family member.

- a. Identify appropriate manners.

Standard 9: The student will understand how positive social, emotional, and mental health practices promote healthful living.

9.1 Identify how attitudes and behaviors, and attitudes relate to social health.

- a. Describe the importance of responsibility and cooperation.

9.2 Develop skills for dealing with pleasant and unpleasant situations.

- a. Describe the effect of hormones on social/emotional/mental health

9.3 Describe how feelings behaviors, and attitudes relate to personal mental health.

- a. Identify healthy ways of dealing with anger.

FOURTH NINE WEEKS

Environmental and Community Health:

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Standard 16: The student will recognize environmental practices and products that affect personal and community health.

- 16.1 Identify the causes and effects of different types of pollution on health.
 - a. Identify various types of pollution (e.g. water, air, noise, and ground).
- 16.2 Apply the practices of “reduce, reuse, and recycle”.
 - a. Demonstrate the practices of “reduce, reuse, and recycle”.
- 16.3 Evaluate and select environmentally safe products.
 - a. Determine which household cleaners and pesticides/ insecticides are environmentally friendly.

Consumer Health:

Standard 18: The student will understand how the culture, media, and technology impact consumer decisions about healthful living.

- 18.1 Describe the influence of cultural beliefs on personal and community health behaviors and the use of health services.
 - a. Explain how individual decisions related to health behaviors and services are often connected to media, technology, and/or cultural influences and beliefs.
- 18.2 Analyze how messages from media and technology influence health behaviors.
 - a. Interpret advertising methods which used to promote the sale of health-related products.
 - b. Explain the importance of obtaining valid information regarding health products and services.

Family Life:

Standard 5: The student will understand the contribution of family relationships to healthful living.

- 5.1 Identify all families as unique.
 - a. Describe a variety of family structures (e.g. two parent, single parent, blended, extended, foster, and adopted) and how they change over time.
- 5.2 Demonstrate respect for the responsibilities of each person within the family.
 - a. Know that being loved and cared for are human needs.
 - b. Examine roles, responsibilities, and contributions of family members.
- 5.3 Identify how to improve family relationships.
 - a. Explain how environmental factors can affect family like (socio-economic factors, urban/suburban/rural areas, etc.).

Standard 6: The student will understand the stages of human growth and development.

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- 6.1 Identify changes in the body that occur throughout the life cycle.
 - a. Describe how the body changes as it grows and develops.
- 6.2 Demonstrate respect for others as physical changes occur at varying rates.
 - a. Describe how physical growth and development is accompanied by changes in emotions.
 - b. Define growth spurts.

Standard 7: The student will understand the need and process of setting personal goals and standards for healthful living.

- 7.1 Identify effective decision making techniques.
 - a. Describe the steps of the decision-making process.
- 7.2 Determine influences on setting personal goals and standards.
 - a. Explain the difference between short and long term personal goals.