

# COMMUNITY UNIT SCHOOL DISTRICT 200

## HEALTH CURRICULUM GRADE 5

**Subject Expectation 1  
(State Goal 22)**      **The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Explain the basic principles of health promotion, illness prevention and safety</b>
---	--

- |                  |         |  |
|------------------|---------|--|
| Critical Content | 22.A.2b | a. identify basic first aid procedures for injuries <i>such as</i> burns, cuts, choking and bleeding                               |
|                  | 22.A.2c | b. explore the immune system (communicable and non-communicable diseases) and benefits of early detection and treatment of illness |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Describe and explain the factors that influence health among individuals, groups and communities</b>
---	---

- |                  |        |   |
|------------------|--------|---|
| Critical Content | 22.B.2 | a. explore four types of social pressure <i>including</i> self, peer, media and adults using methods <i>such as</i> role play, DARE and conflict resolution |
|                  | 22.B.2 | b. describe how individuals and groups influence the health of individuals <i>such as</i> peer pressure, media and advertising                              |

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Explain how the environment can affect health</b>
---	--

- |                  |        |  |
|------------------|--------|--|
| Critical Content | 22.C.2 | a. recognize ways to reduce risks of environmental hazards on health <i>such as</i> sun exposure linked <i>to</i> skin cancers |
|------------------|--------|--|

<b>Essential Learning 4 *</b>	<b>Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors</b>
-------------------------------	--

**Subject Expectation 2  
(State Goal 23)**

**The student will understand human body systems and factors that influence growth and development.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Describe and explain the structure and functions of the human body systems and how they interrelate</b>
---	--

- |                  |         |   |
|------------------|---------|---|
| Critical Content | 23.A.2  | a. identify tissues, organs, and systems and how they interrelate |
|                  | 23.A.2  | b. identify the functions of the reproductive system              |
|                  | 23.C.2a | c. recognize the importance of a positive self-esteem             |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Explain the effects of health related actions on the body systems</b>
---	--

- |                  |        |   |
|------------------|--------|---|
| Critical Content | 23.B.2 | a. identify practices for promoting good health and wellness including nutrition, making healthy choices and exercise |
|                  | 23.B.2 | b. identify healthy choices <i>including</i> exercise, diet and avoiding harmful substances                           |

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Describe factors that affect growth and development</b>
---	--

- |                  |         |   |
|------------------|---------|---|
| Critical Content | 23.C.2a | a. identify physical, mental, social and cultural factors affecting growth and development of children <i>such as</i> nutrition, self-esteem, family and illness  |
|                  | 23.C.2a | b. list factors that contribute to a positive self-esteem during puberty  |
|                  | 23.C.2b | c. identify the changes of puberty and the basic reproductive system as related to both genders <ul style="list-style-type: none"> <li>• know that puberty begins at different ages</li> <li>• know that hormones control growth</li> </ul> |
|                  | 23.C.2b | d. know that the differences between boys and girls become greater as they grow and mature  |
|                  | 23.C.2b | e. know that reproduction is part of the human life cycle   |
|                  | *       | f. recognize that a male and female are necessary to form a fertilized egg  |
|                  |         | g. recognize that parents are a resource to consult with questions about reproduction   |

<b>Essential Learning 4</b>	*	<b>Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors</b>
-----------------------------	---	--

Board Approved 5-25-05

Fifth Grade Health Critical Content

Note: *such as* = an example used for clarification, but not a mandatory concept

**including** = a mandatory concept

. = exceeds state standards

\* = word = needs discussion/it's an addition

**Subject Expectation 3  
(State Goal 24)**

**The student will promote and enhance health and well being through the use of effective communication and decision-making skills.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflicts</b>
---	--

Critical Content	24.A.2	a. demonstrate refusal skills in social situations
	24.A.2	b. apply skills necessary for resolving peer conflict

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply decision-making skills related to the protection and promotion of individual health</b>
---	--

Critical Content	24.B.2	a. describe key elements of a decision
	24.B.2	b. identify and describe the decision making process
	24.B.2	c. discuss how self esteem affects individual decisions

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Demonstrate skills essential to enhancing health and avoiding dangerous situations</b>
---	---

Critical Content	24.C.2	a. describe situations where refusal skills are necessary <i>such as</i> pressure to smoke, use alcohol or other drugs
	22.A.2c	b. recognize safety procedures for crossing railroad tracks, using the internet, wearing seat belts, bike helmets and bike safety

<b>Essential Learning 4</b>	*	<b>Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors</b>
-----------------------------	---	--

Board Approved 5-25-05

Note: *such as* = an example used for clarification, but not a mandatory concept

**including** = a mandatory concept

- = exceeds state standards
- word = needs discussion/it's an addition

Fifth Grade Health Critical Content