## Health Grade 5 Scope & Sequence

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
	<u>Mental and</u> Emotional Health:		<u>Mental and Emotional Health</u> <u>Essential Questions:</u>
	Emotions	Explain what it means to be emotionally healthy. 1a.5.1	What does it mean to be emotionally healthy?
	Self and Social Awareness	Evaluate appropriate ways to express emotions. 1a.5.2 Demonstrate helpful ways to manage strong emotions. 1a.5.3	What are appropriate ways to express emotions? How can you manage strong emotions, grief and loss?
		Demonstrate respectful ways to show empathy to others. 1a.5.4 Describe how to recognize and build on personal strengths. 1a.5.5	How can you show empathy to others? What are your personal
	Relationships	Identify reasons for making positive contributions to others. 1a.5.6	strengths? How can you grow strength in your life? Why is it important to make positive contributions to others and to your community?

Trusted Adults Stress and Anxiety	Describe the value of others' talents and strengths. 1a.5.7 Describe the characteristics of healthy and unhealthy relationships among friends and with family members. 1a.5.8 Explain how a trusted adult can	How can you recognize strength and talent in others? What are characteristics of healthy and unhealthy relationships with peers and family?
Depression Awareness and Suicide Prevention	support you or someone else with difficult emotions or situations. 1a.5.9 Differentiate between positive and negative ways of dealing with stress and anxiety. 1a.5.10	Who are the trusted adults in your life? How can trusted adults support you or someone else with difficult emotions, troublesome feelings, and situations?
Teasing, bullying, harassment, discrimination, and violence	Explain that long-lasting troublesome feelings should be discussed with a trusted adult. 1a.5.11 Demonstrate how to tell a trusted adult if someone is in danger of hurting themselves or others. 1a.5.12	How can you positively cope with stress and anxiety? What are negative ways of coping with stress and anxiety? How can you tell a trusted adult if you or a friend is in danger of hurting yourself/themself or others?

Body Image	Explain why it is wrong to tease or bully others based on personal characteristics such as body type, race, gender, sexuality, appearance, mannerisms, and the way one dresses or acts. 1a.5.13	Why is it wrong to tease or bully others?
Grief and Loss	Demonstrate how to be a positive bystander in situations of conflict. 1a.5.14	What is a bystander?
	Explain the impact of conflict, discrimination, and violence on	How can a bystander help in a bullying situation?
	mental and emotional health. 1a.5.15 Practice using non-violent means to	What is the impact of conflict, discrimination, and violence on
	solve interpersonal conflict. 1a.5.16	mental and emotional healtah?
	Explain how peers, media, family, society, and culture influence ideas about body. 1a.5.17	What are some non-violent ways to resolve a conflict?
		How do peers, media, family, society, and culture influence body image?
	Identify that all people in a wide range of situations commonly experience feelings and emotions	
	associated with loss and grief. 1a.5.18	How do people grieve?
		Where can you go for help if you are dealing with loss and grief?

<u>Substance Abuse</u> <u>Prevention</u>		Substance Abuse Prevention Essential Questions:
Medicine	Analyze the potential risks associated with inappropriate use and abuse of prescription medicines including addiction. 1b.5.1	What are the risks associated with inappropriate use and abuse of prescription and over the counter medicines? What is addiction?
Household Products Alcohol, nicotine, caffeine, and	Review why products are harmful to self and others if absorbed, inhaled, or ingested. 1b.5.2	What are the harmful effects if household products are absorbed, inhaled, or ingested?
marijuana products	Review short and long-term effects of alcohol, nicotine, and marijuana products. 1b.5.3	What are the short term and long term effects of alcohol? What are the short term and long term effects of nicotine?

		Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5 Identify the benefits of being free from alcohol, opioid, nicotine products, marijuana products, and other drugs. 1b.5.6 Identify refusal skills that you can use to keep yourself safe from risky or dangerous situations.	<ul> <li>What are the short and long term effects of using marijuana products?</li> <li>What are some negative consequences of using alcohol?</li> <li>What are some negative consequences of using nicotine products?</li> <li>What are some negative consequences of using marijuana?</li> <li>What are some negative consequences of using opioids?</li> <li>What are the benefits of being drug free?</li> <li>What are refusal skills that you can use to keep yourself safe from risky or dangerous situations?</li> </ul>
r	<u>Healthy Eating:</u> Nutritious Foods and Beverages	Identify nutrients that should be consumed daily. 1e.5.1	Healthy Eating Essential Questions: What are the essential nutrients?

Moderation and "all foods fit" <u>Safety and Violence</u> <u>Prevention:</u>	Summarize the benefits of drinking water versus other beverages. 1e.5.3 Evaluate the benefits of eating in moderation and in line with the idea that "all foods fit." 1e.5.5	What are the benefits of drinking water? What is moderation and how does it fit into my life? Safety and Violence Prevention Unit Essential Questions:
	water versus other beverages. 1e.5.3 Evaluate the benefits of eating in	
	work together to deliver nutrients to parts of the body. 1e.5.2 Construct a nutritious eating plan utilizing school lunch and restaurant menus. 1e.5.4	What nutrients should be consumed each day? How do different types of food work together to deliver nutrients to the body? What foods can I select to create

	List examples of dangerous or risky	What are examples of
	behaviors that might lead to injuries. 1d.5.2	dangerous or risky behaviors that could lead to injury?
	Identify ways to reduce risk of injuries around water. 1d.5.3	How can you be safe around water?
Accessing Trusted Adults	Identify ways to protect vision and hearing from injury. 1d.5.4	How can you protect your eyes/vision from injury?
		How can you protect your ears/hearing from injury?
	Explain the importance of sharing all information with parents, guardians, or trusted adults. 1d.5.5	Why is it important to share information with parents, guardians, and trusted adults?
Technology Safety	Create a list of trusted people/community resources to notify or contact if assault or abuse occurs. 1d.5.6	Who are trusted people in your life?
		What are some people/community resources where you can go for help if you are being hurt or abused?
Boundaries and Consent	Identify the ways in which technology and social media can impact physical and emotional	How can technology and social
Consent	safety. 1d.5.7	media impact your physical and emotional safety?
	Demonstrate computer, internet, and media safety. 1d.5.8	How can you be safe on the internet and on social media?

	Analyze the relationship between consent, personal boundaries, and bodily autonomy. 1d.5.9	What is consent? What are your personal boundaries?
Discrimination and	Describe how culture, media, family,	How can you communicate your personal boundaries?
Violence	friends, and society may influence the attitudes, behaviors and decisions of young people. 1d.5.10	How do media, culture, family, friends impact your attitudes, behaviors, and decisions?
Safety, Abuse, and Assault	Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected. 1d.5.13	How can you deal withor address prejudice, discrimination, and bias?
		What are refusal skills?
	Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.14	How can you use refusal skills to keep yourself safe?

Bystander Intervention and Compassion for Victims	Identify strategies to respond to sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.5.15 Demonstrate what to say and do when witnessing or experiencing potentially harmful or unsafe situations. 1d.5.16 Explain that sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are never the fault of the victim. 1d.5.17	<ul> <li>Where can you go for help if someone is making you feel uncomfortable?</li> <li>What do the terms mistreatment,grooming, harassment, abuse, assault, and exploitation mean?</li> <li>What can you do to respond to mistreatment grooming, harassment, abuse, assault, and exploitation?</li> <li>How can you protect yourself or others from harm or</li> </ul>
Disease Prevention and Control: Disease Prevention		mistreatment? Understand that a victim is never at fault if they are mistreated, abused, assaulted, or exploited. How can using Universal Precautions prevent the spread of germs?

Hygiene	Summarize the benefits of personal health care practices. 1f.5.2	What is the benefit of practicing personal health care routines/habits?
Disease		
	Describe the difference between infectious and non-infectious	What are infectious diseases?
	diseases. 1f.5.3	What are non-infectious diseases?
	Describe ways that common infectious diseases are transmitted. 1f.5.4	How are infectious diseases transmitted?
		What are symptoms of common diseases/conditions?
	Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 1f.5.5	Why is it important to seek treatment for your physical health?
	Describe the importance of seeking help and treatment for common infectious diseases. 1f.5.6	

<u>Family Life and</u> Human Sexuality		
Healthy Relationships and Consent	Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health. 1c.5.1	Who are the trusted adults in your life? Who is the trusted adult that you can go to to ask about relationships, growth, and physical health? What is consent?
Puberty and Adolescent Sexual Development	Analyze the relationship between consent and personal boundaries. 1c.5.2	What are your personal body boundaries?
	Describe the physical, social, and emotional changes that occur during puberty. 1c.5.3 Summarize that the onset and progression of puberty varies considerably. 1c.5.4 Describe human reproductive systems including medically	What physical changes occur during puberty? What social changes occur during puberty? What emotional changes occur during puberty?

accurate names for internal and external genitalia functions 1c.5.5 Describe how puberty prepares	Understand that your body will develop and mature at a rate that is right for you.
human bodies for the potential to reproduce. 1c.5.6	What are the parts of the reproductive system?
Identify that reproduction requires that a sperm and egg join and	What is the purpose of puberty?
implant. 1c.5.7	What is reproduction?

Human Body	Describe the function and parts of the skeletal system.	What are the parts of the digestive system?
Body Systems	Describe the function and parts of the circulatory system.	What is the function of the muscular system?
	Describe the function and parts of the digestive system.	What are the parts of the muscular system?
	Describe the function and parts of the digestive system.	What is the function of the respiratory system?
	Describe the function and parts of the muscular system.	What are the parts of the respiratory system?
	Describe the function and parts of the respiratory system.	How can you take care of each of your body systems?