

Grade 5
Health
Curriculum Sequence

Date Taught

TEKS/SE and Alignment Objectives

First Six Weeks

Fitness Appreciation

- 5.1E, Differentiate between health related and skill-related physical activities.
- 5.1F, Analyze the components of a personal health maintains plan for individuals and families such as stress management and personal safety.
- 5.4A, Explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs.
- 5.9C, Analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences.
- 5.9D, Describe the benefits in setting and implementing short and long term goals.

Second Six Weeks

Nutrition

- 5.1A, Examine and analyze food labels and menus for nutritional content.
- 5.1B, Apply information from the food guide pyramid to making healthy food choices.
- 5.1C, Identify foods that are sources of one or more of the six major nutrients.
- 5.1D, Calculate the relationships between caloric intake and energy expenditure.
- 5.3A, Describe methods of accessing health information.
- 5.3B, Demonstrate ways to communicate health information such as posters, videos, and brochures.
- 5.7A, Research the effect of media on health promoting behaviors.
- 5.7B, Identify the use of health related technology in the school such as audiometry and the Internet.
- 5.8D, Identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

Third Six Weeks

Body Systems

- 5.2A, Describe the structure, functions, and interdependence of major body systems.
- 5.4C, Distinguish between myth and fact related to disease and disease prevention.
- 5.4D, List the effects of harmful viruses on the body such as polio, HIV, and common cold.
- 5.4E, Explain how to manage common minor illnesses such as colds, and skin infections.
- 5.4B, Relate the importance of immunizations in disease prevention.
- 5.2B, Identify and describe changes in male and female anatomy that occur during puberty.
- 5.9B, Access the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving.

Fourth Six Weeks

Decision-Making

- 5.6A, Distinguish between healthy and harmful influences of friends and others.
- 5.6B, Describe the characteristics of healthy and unhealthy friendships.
- 5.5C, Analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences.
- 5.9A, Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor.
- 5.9F, Explain the importance of parent/trusted adult guidance in goal setting.
- 5.5F, Explain strategies for avoiding violence, gangs, weapons, and drugs.
- 5.6G, Describe strategies for stress management.
- 5.6C, Identify ways to enhance personal communication skills.
- 5.6F, Apply and practice strategies for self-control.
- 5.6D, Analyze respectful ways to communicate with family, adults, and peers.

Fifth Six Weeks

Drug and Alcohol Refusal Skills

- 5.5A, Describe the use and abuse of prescription and non-prescription medications such as over-the-counter.
- 5.5B, Compare and contrast the effects of medications and street drugs.
- 5.5C, Analyze the short term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences.
- 5.5D, Identify and describe alternatives to drug and substance use.
- 5.5E, Demonstrate strategies for preventing and responding to deliberate and accidental injuries.
- 5.5F, Explain strategies for avoiding violence, gangs, weapons, and drugs.
- 5.5H, Describe the value of seeking advice from parents and educational personnel about unsafe behaviors.
- 5.5I, Explain the impact of neglect and abuse.
- 5.5G, Describe response procedures for emergency situations.

Sixth Six Weeks

Social Skills/Goal Setting

- 5.6E, Demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English.
- 5.8A, Explain the importance of communication skills as a major influence on the social and emotional health of the individual and family.
- 5.8B, Describe daily and weekly activities that promote the health of a family.
- 5.8C, Describe how a safe school environment relates to a healthy community.
- 5.9E, Explain the necessity of perseverance to achieve goals.