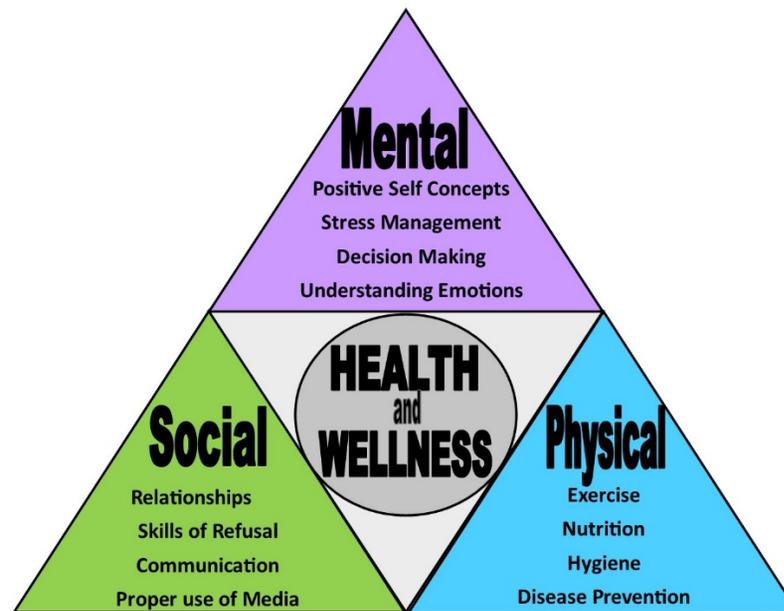


# Fifth Grade

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.



## **Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)**

Goal: Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

### **Standard 5.HF.1**

Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.

#### **Concepts and Skills to Master**

Define and give examples of each letter (S,M,A,R,T) for SMART goals, and explain the significance for this type of goal setting.

#### **Critical Background Knowledge**

Standard 4.HF.1: Set a specific and measurable short-term goal and track the progress.

#### **Related Standards: Current Grade Level**

Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.

#### **Related Standards: Future Grade Level**

Standard 6.HF.1: Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.

### **Standard 5.HF.2**

Describe how the positive and negative consequences of a decision can have short and/or long-term effects.

#### **Concepts and Skills to Master**

- Using a graphic organizer (positive, negative, short-term, long-term), post a relevant decision both positive and negative (e.g., do your homework, don't do chores at home, start vaping), students will list consequences for each.

#### **Critical Background Knowledge**

Standard 4.HF.2: Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.

#### **Related Standards: Current Grade Level**

Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

#### **Related Standards: Future Grade Level**

Standard 6.HF.2: Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.

Standard 6.HF.3: Define locus of control and the impact it has on decision-making.

### **Standard 5.HF.3**

Define and practice positive self-talk.

#### **Concepts and Skills to Master**

Practice reframing negative self-talk and shifting it to positive self-talk.

#### **Critical Background Knowledge**

N/A

#### **Related Standards: Current Grade Level**

Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image

<b>Related Standards: Future Grade Level</b>
Standard HI.HF.3a: Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.
<b>Standard 5.HF.4</b>
Demonstrate ways to express gratitude and treat others with dignity and respect.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Practice expressing gratitude to various people (e.g., writing a letter, telling peers and school staff thank you).</li> <li>• Discuss the traits that makes each student unique, talk about how we respect differences.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
<b>Related Standards: Current Grade Level</b>
Standard 5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations. Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.
<b>Related Standards: Future Grade Level</b>
Standard 6.HF.4: Demonstrate positive ways to communicate differences of opinion while maintaining relationships. Standard 6.HF.5: Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.
<b>Academic Language</b>
<b>Self-Talk:</b> The act or practice of talking to oneself, either aloud or silently. Self-talk impacts how we feel about ourselves, our achievements, and how we interact with others. <b>SMART Goal:</b> A strategy for setting achievable goals. SMART stands for: specific, measurable, achievable/attainable, relevant/realistic/reasonable, time. See <a href="#">Health Terms and Law and Policy for Health Education</a> for more details
<b>Assessment Exemplars</b>
Students will be able to create a skit in which positive self-talk is defined & practiced and includes ways to express gratitude and treat others with dignity and respect. Students may work in small groups, but each must take a turn showing they understand & can implement the concepts.

## Strand 2: Mental and Emotional Health (MEH)

Goal: Students will examine personal traits and lifestyles and how they impact overall wellness.

### Standard 5.MEH.1

Practice a variety of stress management techniques.

#### Concepts and Skills to Master

- Recognize personal behaviors and situations that may cause conflict or stress.
- Discuss how to accept and adapt to personal traits.
- Practice stress management techniques (e.g., muscle relaxation, breathing exercise, yoga, coloring, music, physical activity).

#### Critical Background Knowledge

Standard 4.MEH.1: Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).

#### Related Standards: Current Grade Level

Standard 5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.

#### Related Standards: Future Grade Level

Standard 6.MEH.2: Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.

### Standard 5.MEH.2

Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.

#### Concepts and Skills to Master

- List out scenarios where students may need to ask for help (e.g., someone is alone and looks sad on the playground, you don't understand the math lesson, you have a family situation that make you upset). Have students role play their responses in small groups and then share with the class.

#### Critical Background Knowledge

Standard 4.MEH.2: Practice strategies to manage inappropriate or harmful comments and behaviors from others.

#### Related Standards: Current Grade Level

Standard 5.MEH.1: Practice a variety of stress management techniques.

#### Related Standards: Future Grade Level

Standard 6.MEH.4: List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.

### Standard 5.MEH.3

Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.

#### Concepts and Skills to Master

- Discuss the benefits of seeking help from others (e.g., school counselor, family, teacher) and explore the stigmas around getting help for mental health.

#### Critical Background Knowledge

Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.

Standard 4.MEH.4: Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.

#### Related Standards: Current Grade Level

Standard 5.MEH.1: Practice a variety of stress management techniques.

Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.

Standard 5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

**Related Standards: Future Grade Level**

Standard 6.MEH.5: Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).

**Academic Language**

**Stigma:** Negative attitudes and beliefs towards people. Stigmas can lead to discrimination, bullying, or not seeking help for health needs.

**Stress Management:** Techniques aimed at preventing stress or controlling a person's stress level through self-care, relaxation, and managing the response to stressful situations.

See [Health Terms and Law and Policy for Health Education](#) for more details

**Assessment Exemplars**

Students will practice identifying how different emotions make their body feel including stress. You could play a game that might induce stress or go over things that they might be scared of and how their body responds.

### **Strand 3: Safety and Disease Prevention (SDP)**

Goal: Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.

#### **Standard 5.SDP.1**

Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

##### **Concepts and Skills to Master**

- Brainstorm scenarios where students or others need help. Create a T-chart that has the scenario and a local resource they would use for support.
- Observe hands-only Cardiopulmonary Resuscitation (CPR) training including proper utilization of an Automated External Defibrillator (AED). Discuss first aid procedures.

##### **Critical Background Knowledge**

Standard 4.SDP.1: Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.

Standard 4.SDP.2: Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.

##### **Related Standards: Current Grade Level**

Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.

##### **Related Standards: Future Grade Level**

Standard 6.SDP.1: Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.

#### **Standard 5.SDP.2**

Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.

##### **Concepts and Skills to Master**

- Brainstorm, compare, and contrast healthy and unhealthy behaviors. Identify reasons healthy behaviors support a healthy life.

##### **Critical Background Knowledge**

Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

##### **Related Standards: Current Grade Level**

Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.

Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids

##### **Related Standards: Future Grade Level**

Standard 6.SDP.1: Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings

#### **Standard 5.SDP.3**

Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.

<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Analyze ways media and technology influence behaviors.</li> <li>Set a goal to improve technology use.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 4.SDP.4: Discuss use and misuse of current technology and develop a personal safety plan for technology use.
<b>Related Standards: Current Grade Level</b>
Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.
<b>Related Standards: Future Grade Level</b>
Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors). Standard 6.SDP.3: Explore consequences for using technology inappropriately and discuss school policies.
<b>Standard 5.SDP.4</b>
Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Define infectious and chronic disease. List diseases and identify whether it is infectious or chronic.</li> <li>Research chronic disease or disability and understand how it impacts daily living and discuss ways students can approach those with diseases or disabilities and treat them respectfully.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 4.SDP.5: Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.
<b>Related Standards: Current Grade Level</b>
Standard 5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.
<b>Related Standards: Future Grade Level</b>
Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.
<b>Standard 5.SDP.5</b>
Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Explain procedures with blood/bodily fluids, explain what students should do when they encounter these situations.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 4.SDP.6: Describe procedures to follow when encountering another person's blood or body fluid.
<b>Related Standards: Current Grade Level</b>

Standard 5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.

Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.

**Related Standards: Future Grade Level**

Standard 6.SDP.5: Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission

**Academic Language**

**Cardiopulmonary Resuscitation (CPR):** An emergency lifesaving procedure performed when the heart stops beating. Immediate CPR can double or triple chances of survival after cardiac arrest.

**Chronic Disease:** A long-term disease that is not passed from person to person, generally cannot be prevented by vaccines or cured by medication. Treatment and life-style changes can reduce symptoms and people can live and manage symptoms over a long period of time. Common examples include: diabetes, cancer, asthma, epilepsy, hypertension, arthritis, heart disease.

**Infectious Disease:** A disorder caused by an organism such as bacteria, viruses, fungi, or parasite. Can be transmitted through various ways. Common examples include: common cold, influenza, streptococcus, mononucleosis, athlete's foot, meningitis, STD/STIs.

**Media:** Includes all print, online, social, radio and television media sources.

**Universal Precautions:** Approach to infectious control to treat all human blood and certain body fluids as if they were known to be infectious for pathogens.

**Assessment Exemplars**

Students will be able to create 10 healthy behavior (healthy & disease preventing) scenarios and take each of them through the 3 C's of Decision-Making (Botvin) process.

## **Strand 4: Substance Abuse Prevention (SAP)**

Goal: Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.

### **Standard 5.SAP.1**

Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

#### **Concepts and Skills to Master**

- List the choices, behaviors, and practices that support a substance-free lifestyle.
- Brainstorm healthy alternatives to substance use.

#### **Critical Background Knowledge**

Standard 4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.

Standard 3.SAP.2: Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.

#### **Related Standards: Current Grade Level**

Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.

Standard 5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.

#### **Related Standards: Future Grade Level**

Standard 6.SAP.1

### **Standard 5.SAP.2**

Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.

#### **Concepts and Skills to Master**

- List out scenarios where students may need to say no or leave a situation (approached by a stranger, another student asks them if they want to try vaping, etc.) have students role play their responses in small groups and then share with the class.

#### **Critical Background Knowledge**

Standard 4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.

#### **Related Standards: Current Grade Level**

Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.

Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

#### **Related Standards: Future Grade Level**

Standard 6.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

### **Standard 5.SAP.3**

Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.

#### **Concepts and Skills to Master**

- Research and explain illnesses, injuries, and health complications substances can cause (e.g., slowed brain development for youth, asthma, addiction, increased heart rate, disease).

<b>Critical Background Knowledge</b>
Standard 4.SAP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.
<b>Related Standards: Current Grade Level</b>
Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
<b>Related Standards: Future Grade Level</b>
Standard 6.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations. Standard 6.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior
<b>Academic Language</b>
<b>Addiction:</b> The compulsive activity or use of a substance despite any cost to health, family, or social standing. Addiction is a medical condition and requires medical treatment. <b>Peer Pressure:</b> The feeling of being pushed towards a certain choice by people of similar age and social group in order to be liked or respected. Peer pressure can be positive or negative. <b>Vaping:</b> Inhaling and exhaling the vapor produced an electronic cigarette or similar device.
<b>Assessment Exemplars</b>
5.SAP.2: Students will be broken up into groups and will do role plays. Give half of the group members a prompt and have the other half of the group react as if it were a real situation. Note: Some scenarios should be positive peer pressure and some should be negative peer pressure. Example of prompt: Negative: You are annoyed with James. He was being rude to you yesterday and you want to get even with him, by pushing him to the ground. Your friend Michael does not want to help because that would be mean. Negatively pressure him into helping you. Positive: Today in math you learned how to do some difficult steps in an equation. Your friend doesn't want to do the homework because he doesn't understand it and he thought it was too hard. Positively influence him to work on the homework with you so that you can both get better at it.

## Strand 5: Nutrition (N)

Goal: Students will identify the basics of nutrition, healthy eating habits that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.

### Standard 5.N.1

Use a food label to calculate how caloric intake can change depending on the number of servings consumed.

#### Concepts and Skills to Master

- Scan/browse food labels to make a daily meal plan.
- Cross-curricular math activity: Using food labels, students calculate the caloric intake based on various servings.

#### Critical Background Knowledge

Standard 4.N.2: Locate key nutrition items on nutrition facts label.

#### Related Standards: Current Grade Level

Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.

Math Standard: Standard 5.NF.2 Solve real-world problems involving addition and subtraction of fractions

#### Related Standards: Future Grade Level

Standard 6.N.1: Locate age-appropriate guidelines for eating and physical activity.

### Standard 5.N.2

Create a healthy meal, including beverage, using current dietary guidelines.

#### Concepts and Skills to Master

- Cross-curricular math portion activity: Use models and calculate food portions and practice fractions, percentages, and proportions.
- Identify foods and beverages that are high in added sugar and list examples of healthy alternatives.

#### Critical Background Knowledge

Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).

#### Related Standards: Current Grade Level

Standard 5.N.1: Create a healthy meal, including beverage, using current dietary guidelines.

Math Standard: Math Standard: Standard 5.NF.2 Solve real-world problems involving addition and subtraction of fractions

#### Related Standards: Future Grade Level

Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.

### Standard 5.N.3

Differentiate between appetite and hunger.

#### Concepts and Skills to Master

- Define appetite and hunger and create a sort with scenarios where students differentiate between the 2 (e.g., Just finished a long soccer practice and feel weak, hearing the ice cream truck music and desiring ice cream)

#### Critical Background Knowledge

Standard 2.N.3: Recognize the signals the body sends when hungry or full.

#### Related Standards: Current Grade Level

Standard 5.N.4: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.  
Sci: LS1.C: Standard 5.3.2: Obtain, evaluate, and communicate information that animals obtain energy and matter from the food they eat for body repair, growth, and motion and to maintain body warmth.

**Related Standards: Future Grade Level**

Standard 6.N.4: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.

**Standard 5.N.4**

Explain the role of healthy eating and physical activity in maintaining health.

**Concepts and Skills to Master**

- Explain the health benefits of healthy eating and physical activity and how the balance of both contributes to a healthy body.

**Critical Background Knowledge**

Standard 4.N.4: Examine how health can be managed through healthy eating and physical activity.

**Related Standards: Current Grade Level**

Standard 5.N.3: Differentiate between appetite and hunger.

Science: LS1.C Standard 5.3.2 Obtain, evaluate, and communicate information that animals obtain energy and matter from the food they eat for body repair, growth, and motion and to maintain body warmth.

**Related Standards: Future Grade Level**

Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.

Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

Standard 6.N.4: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.

**Standard 5.N.5**

Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.

**Concepts and Skills to Master**

- Review a variety of food and beverage ads and understand marketing strategies used.
- Review commercials, print ads, and grocery store layout. Analyze how students are targets for certain products. Discuss how to manage and choose healthy food options.

**Critical Background Knowledge**

Standard 4.N.5: Analyze marketing tactics used for food and beverages.

**Related Standards: Current Grade Level**

Stand.5.HF.3: Define and practice positive self-talk.

Stand.5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.

**Related Standards: Future Grade Level**

Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

**Standard 5.N.6**

Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.

**Concepts and Skills to Master**

- Look at a variety of maps on the website in the teacher resources list. Have students fill out a map with areas and the identified crops grown in the region.

- Integrate food production into state projects for social studies.

**Critical Background Knowledge**

Standard 4.N.6: Identify foods that are grown and produced in Utah.

**Related Standards: Current Grade Level**

Social Studies

**Related Standards: Future Grade Level**

Standard 6.N.5: Research food culture around the world and identify foods that are produced in different regions.

**Academic Language**

**Appetite:** A desire for food or drink, sometimes a specific food or drink; can be physical or psychological.

**Calorie:** A unit of heat energy. Used to measure the energy content of food and activity.

**Body Image:** An individual's perception of their physical self.

**Diet:** The kinds of foods a person or community habitually eats

**Dietary Guidelines:** Source for nutritional advice, written by USDA and HHS every five years. Similar guidelines are written by the American Heart Association, American Diabetes Association and National Cancer Institute. All are considered evidence-based documents.

**Eating Habits:** Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's eating habits.

**Food Culture:** Practices, attitudes, and beliefs surrounding the consumption of food.

**Food Environment:** The physical, social, economic, cultural, and political factors that impact the food within a community or region.

**Hunger:** A feeling of discomfort or weakness caused by a lack of food, coupled with the physical need to eat.

**Media:** Includes all print, online, social, radio and television media sources.

**Nutrition Facts Label:** A label required on packaged food which may include: percent daily value, calories, serving size, nutrient information and added sugar.

**Assessment Exemplars**

Students will be able to draw and label a healthy dinner plate, with appropriate servings sizes of their food & beverage choices and explain how these choices may be influenced by the media.

## Strand 6: Human Development (HD)

Goal: Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention. \*Note: this strand is often taught during maturation program by a nurse or contracted instructor. It is the responsibility of the teacher to ensure each standard has been covered.

### Standard 5.HD.1

Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.

#### Concepts and Skills to Master

- Typically, part of maturation program/ Nurse presentation.
- Explain how healthy bodies come in a variety of shapes and sizes.

#### Critical Background Knowledge

N/A

#### Related Standards: Current Grade Level

Standards 5.HD.1-5

#### Related Standards: Future Grade Level

Standard HI.HD.1

### Standard 5.HD.2

Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.

#### Concepts and Skills to Master

- Typically, part of maturation program/ Nurse presentation.
- Describe the basic structures (Reproductive: vagina, uterus, ovaries, cervix, penis, scrotum, testes. Endocrine: hypothalamus, pituitary, thyroid, ovaries, testes) of each system and their function – even in split setting both boys and girls should learn about male and female anatomy.

#### Critical Background Knowledge

Standard 4.HD.1: Describe the skeletal and muscular systems and their basic functions.

#### Related Standards: Current Grade Level

Standards 5.HD.1-5

#### Related Standards: Future Grade Level

Standard HI.HD.2: Describe the anatomy, physiology, and ways to care for the reproductive system.

### Standard 5.HD.3

Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.

#### Concepts and Skills to Master

- Typically, part of maturation program/ Nurse presentation.
- Describe the changes that accompany puberty and how it relates to future reproduction.

#### Critical Background Knowledge

Standard 4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

<b>Related Standards: Current Grade Level</b>
Standards 5.HD.1-5
<b>Related Standards: Future Grade Level</b>
Standard HI.HD.1: Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.
<b>Standard 5.HD.4</b>
Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Typically, part of maturation program/ Nurse presentation.</li> <li>Using the health triangle, explain how puberty changes each area of health and how to manage these changes.</li> </ul>
<b>Critical Background Knowledge</b>
N/A
<b>Related Standards: Current Grade Level</b>
Standards 5.HD.1-5
<b>Related Standards: Future Grade Level</b>
Standard HI.HD.1: Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.
<b>Standard 5.HD.5</b>
Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>List trusted adults students feel comfortable talking with about puberty.</li> </ul>
<b>Critical Background Knowledge</b>
N/A
<b>Related Standards: Current Grade Level</b>
Standards 5.HD.1-5
<b>Related Standards: Future Grade Level</b>
Standard HI.HD.7: Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).
<b>Standard 5.HD.6</b>
Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>List out scenarios where students may need to say no or leave a situation (approached by a stranger, another student asks them if they want to try vaping, etc.), have students role play their responses in small groups and then share with the class.</li> <li>Guest Speaker: Prevent Child Abuse Utah.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

<b>Related Standards: Current Grade Level</b>
Standard 5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations
<b>Related Standards: Future Grade Level</b>
Standard 6.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult
<b>Academic Language</b>
<p><b>Endocrine System:</b> Collection of glands that produce hormones that regulate metabolism, growth and development, tissue function, sexual function, reproduction, sleep, and mood, among other things.</p> <p><b>Puberty:</b> The period during which adolescents reach sexual maturity and become capable of reproduction. Typically happens between ages 10-14 for girls and 12-16 for boys.</p> <p><b>Reproductive System:</b> System of sex organs within an organism which work together for the purpose of sexual reproduction.</p> <p><b>Trusted Adult:</b> An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy</p>
<b>Assessment Exemplars</b>
Students will match on a worksheet reproductive system, endocrine system and changes during puberty and adolescence for females and males.