

# GRADE LEVEL CONTENT EXPECTATIONS

# HEALTH EDUCATION



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**Grade Five**

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# Welcome to Michigan's Health Education Content Standards and Expectations for Grade Five

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among youth. Each year approximately three million cases of sexually transmitted infections occur among teenagers, and one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective health education program: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and HIV/STI prevention. Growth and Development is recommended, but not mandated.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by recommending that Michigan schools do the following:

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, as developmentally appropriate.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

## Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

### **Michigan Health Education Content Standards (2006)**

- |                              |   |
|------------------------------|---|
| <b>1. Core Concepts</b>      | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| <b>2. Access Information</b> | All students will access valid health information and appropriate health promoting products and services.                                 |
| <b>3. Health Behaviors</b>   | All students will practice health enhancing behaviors and avoid or reduce health risks.   |
| <b>4. Influences</b>         | All students will analyze the influence of family, peers, culture, media, and technology on health.                                       |
| <b>5. Goal Setting</b>       | All students will use goal setting skills to enhance health.  |
| <b>6. Decision Making</b>    | All students will use decision-making skills to enhance health.   |
| <b>7. Social Skills</b>      | All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| <b>8. Advocacy</b>           | All students will demonstrate advocacy skills for enhanced personal, family, and community health.  |

***Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.***

**STRAND 1: NUTRITION AND PHYSICAL ACTIVITY****Standard 1: Core Concepts**

- 1.1 Describe the essential nutrients the body needs to stay healthy.
- 1.2 Describe guidelines to follow for healthy eating.
- 1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
- 1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

**Standard 2: Access Information**

- 1.5 Interpret information provided on food labels.

**Standard 3: Health Behaviors**

- 1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
- 1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

**STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS****Standard 1: Core Concepts**

- 2.1 Describe poison safety rules for household products.
- 2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.
- 2.3 Describe health benefits of abstaining from or stopping tobacco use.
- 2.4 Recognize that it is hard to stop using tobacco.
- 2.5 Compute the economic cost of tobacco use.
- 2.6 Explain school policies and community laws related to the sale and use of tobacco products.
- 2.7 Describe how use of alcohol and other drugs impairs safe driving.

**Standard 3: Health Behaviors**

- 2.8 Apply effective strategies to avoid exposure to inhalants.
- 2.9 Apply strategies to avoid riding with an impaired driver.

**Standard 4: Influences**

- 2.10 Analyze the accuracy of information conveyed in the media about tobacco use.
- 2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.
- 2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.

**Standard 6: Decision Making**

- 2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.

**Standard 7: Social Skills**

- 2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.



## **STRAND 3: SAFETY**

### **Standard 1: Core Concepts**

- 3.1 Explain the importance of respecting personal space and boundaries.
- 3.2 Describe the characteristics of appropriate and inappropriate touch.
- 3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- 3.4 Describe hazards related to sun, water, and ice.

### **Standard 2: Access Information**

- 3.5 Demonstrate how to ask a trusted adult for help.

### **Standard 3: Health Behaviors**

- 3.6 Analyze situations to predict safety hazards when home alone and in public places.
- 3.7 Apply strategies to avoid personally unsafe situations.
- 3.8 Apply strategies to be safe in the sun and when around water and ice.

### **Standard 5: Goal Setting**

- 3.9 Develop plans to stay safe when home alone and in public places.

### **Standard 7: Social Skills**

- 3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction.



## **STRAND 4: SOCIAL AND EMOTIONAL HEALTH**

*(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)*

### **Standard 1: Core Concepts**

- 4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

### **Standard 2: Access Information**

- 4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

### **Standard 3: Health Behaviors**

- 4.3 Demonstrate strategies to manage strong feelings.
- 4.4 Predict situations that might lead to trouble, including violence.
- 4.5 Demonstrate strategies to avoid situations that might lead to trouble.
- 4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.

### **Standard 5: Goal Setting**

- 4.7 Set a personal goal and plan the steps necessary to achieve the goal.

### **Standard 6: Decision Making**

- 4.8 Describe the characteristics of people who can help make decisions and solve problems.
- 4.9 Explain the decision making and problem solving steps.
- 4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

### **Standard 7: Social Skills**

- 4.11 Demonstrate effective listening strategies.
- 4.12 Demonstrate how to communicate assertively.
- 4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

### **Standard 8: Advocacy**

- 4.14 Advocate for a caring school environment.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

### **Standard 1: Core Concepts**

5.1 Analyze the physical, emotional, mental, and social importance of keeping the body clean.

### **Standard 4: Influences**

5.2 Analyze media influences related to hygiene products.

### **Standard 5: Goal Setting**

5.3 Develop a plan to keep the body clean.



## **STRAND 6: HIV PREVENTION**

*(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at [www.michiganlegislature.org](http://www.michiganlegislature.org).)*

### **Standard 1: Core Concepts**

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Describe how HIV is and is not transmitted.

### **Standard 3: Health Behaviors**

6.4 Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.



## **STRAND 7: GROWTH AND DEVELOPMENT**

*(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at [www.michiganlegislature.org](http://www.michiganlegislature.org).)*

### **Standard 1: Core Concepts**

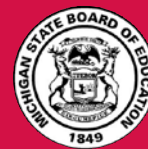
- 7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.
- 7.2 Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
- 7.3 Explain emotional changes during puberty (e.g., mood shifts).
- 7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
- 7.5 Define and identify basic male and female reproductive anatomy using scientific names.
- 7.6 Define the functions of sperm and egg cells in human reproduction.
- 7.7 Describe how sperm cells are produced.
- 7.8 Describe the menstrual cycle and its potential for human reproduction.
- 7.9 Describe the functions of basic male and female reproductive anatomy.

### **Standard 2: Access Information**

- 7.10 Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.

### **Standard 4: Influences**

- 7.11 Explain how culture, media, and others influence what one thinks about oneself and relationships.



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