

GRADE 5 HEALTH INSTRUCTIONAL PACING GUIDE (Based On A 75 Minute Class Period)

Standard 1. The student will comprehend concepts related to health promotion to enhance health.
 Standard 2. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
 Standard 3. The student will demonstrate the ability to access valid information and products and services to enhance health.
 Standard 4. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 Standard 5. The student will demonstrate the ability to use decision-making skills to enhance health.
 Standard 6. The student will demonstrate the ability to use goal-setting skills to enhance health.
 Standard 7. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
 Standard 8. The student will demonstrate the ability to advocate for personal, family, and consumer health.

DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
FIRST NINE WEEKS		
	I-5.1.1 Examine the impact of violent and unsafe behaviors.	5 DAYS
	D-5.1.5 Describe the link between alcohol use, injury, and disease.	
	I-5.5.2 Describe what to do if someone displays a weapon at home, at the school, or in the community.	
	G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.	
	I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.	
	I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.	
	P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.	
	I-5.4.1 Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.	5 DAYS
	M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.	
	M-5.7.1 Practice behaviors that promote healthy relationships with families and peers	
	M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).	
	D-5.4.1 Demonstrate effective refusal skills regarding ATOD.	5 DAYS
	D-5.7.1 Implement strategies for dealing with peer pressure.	
	I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, and violence.	
	I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.	
	D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.	
	I-5.7.1 Implement safety strategies to avoid causing injury to him- or herself and to others (for example, wearing sunscreen, wearing flotation equipment, being aware of weather conditions, knowing fire safety procedures).	
	I-5.1.2 Explain CPR (cardiopulmonary resuscitation) and rescue breathing.	
	N-5.1.5 Explain basic precautions to help prevent injury during physical activity.	5 DAYS
	I-5.7.3 Practice safety rules when he or she is home alone and with others.	
	I-5.8.1 Advocate for disaster preparedness for home and school.	
	G-5.1.1 Describe the physical, emotional, and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings).	
	M-5.1.1 Describe coping strategies to promote mental health (for example, engaging in physical activity, reading, playing or listening to music, writing).	

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DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
FIRST NINE WEEKS (CONTINUED)		
	P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)	5 DAYS
	P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.	
	M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.	
	I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.	5 DAYS
	I-5.1.1 Examine the impact of violent and unsafe behaviors.	
	N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.	
	N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.	5 DAYS
	P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)	
	M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.	
	P-5.3.1 Locate resources from home, school, and community that provide valid health information.	5 DAYS
	I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.	
	G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.	
	I-5.4.1 Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.	
	M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.	
	M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).	
ADMINISTER COMMON ASSESSMENT 1		
SECOND NINE WEEKS		
	P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.	8 DAYS
	P-5.1.2 Describe ways that family health history can affect a person's health (for example, heart disease, diabetes, sickle cell anemia).	
	P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.	
	P-5.3.1 Locate resources from home, school, and community that provide valid health information.	
	M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.	
	P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.	

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DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
SECOND NINE WEEKS (CONTINUED)		
	I-5.7.1 Implement safety strategies to avoid causing injury to him- or herself and to others (for example, wearing sunscreen, wearing flotation equipment, being aware of weather conditions, knowing fire safety procedures).	5 DAYS
	P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)	
	N-5.4.1 Discuss with family members and peers ways to make healthy food choices.	
	N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.	7 DAYS
	N-5.5.1 Select healthy foods from a fast food restaurant menu.	
	N-5.5.2 Describe physical activities that promote health-related fitness.	
	N-5.7.1 Demonstrate food choices and physical activity behaviors that reduce or help eliminate health risks, including obesity and tooth decay.	
	N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.	
	M-5.1.1 Describe coping strategies to promote mental health (for example, engaging in physical activity, reading, playing or listening to music, writing).	5 DAYS
	N-5.1.5 Explain basic precautions to help prevent injury during physical activity.	
	N-5.2.1 Examine the various strategies used by the media to influence food choices and physical activity.	
	M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.	4 DAYS
	I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.	
	M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.	
	I-5.4.1 Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.	
	I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, and violence.	3 DAYS
	I-5.7.3 Practice safety rules when he or she is home alone and with others.	
	M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).	
	G-5.1.1 Describe the physical, emotional, and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings).	5 DAYS
	P-5.4.1 Demonstrate refusal skills to avoid or reduce health risks.	
	D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.	3 DAYS
	D-5.4.1 Demonstrate effective refusal skills regarding ATOD.	
	D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.	
	D-5.6.1 Identify ways that ATOD use can interfere with a person's achievement of his or her goals.	5 DAYS
	G-5.1.2 Define the term abstinence.	
	G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent	3 DAYS
	P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.	

ADMINISTER COMMON ASSESSMENT 2

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DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
THIRD NINE WEEKS		
	D-5.1.1 Describe the structures and function of the respiratory system (for example, lungs, bronchioles, diaphragm).	7 DAYS
	D-5.1.2 Discuss the social, economic, and physical consequences of ATOD use.	
	G-5.1.2 Define the term abstinence.	
	D-5.1.3 Define the terms ATOD, dependence, addiction, and withdrawal.	
	D-5.1.4 Explain the link between tobacco use and diseases, including oral disease.	
	D-5.1.5 Describe the link between alcohol use, injury, and disease.	6 DAYS
	I-5.1.1 Examine the impact of violent and unsafe behaviors.	
	D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.	
	P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.	4 DAYS
	P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.	
	I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.	6 DAYS
	M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.	
	D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD.	
	P-5.3.1 Locate resources from home, school, and community that provide valid health information.	7 DAYS
	P-5.4.1 Demonstrate refusal skills to avoid or reduce health risks.	
	D-5.4.1 Demonstrate effective refusal skills regarding ATOD.	
	D-5.7.1 Implement strategies for dealing with peer pressure.	
	I-5.4.1 Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.	6 DAYS
	I-5.7.3 Practice safety rules when he or she is home alone and with others.	
	I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.	
	M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.	4 DAYS
	M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.	
	M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).	
	D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.	
	D-5.6.1 Identify ways that ATOD use can interfere with a person's achievement of his or her goals.	4 DAYS
	P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)	
	P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.	

ADMINISTER COMMON ASSESSMENT 3

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DATES TAUGHT			RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
FOURTH NINE WEEKS			
	G-5.1.1	Describe the physical, emotional, and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings).	5 DAYS
	N-5.1.4	Discuss the benefits of moderate to vigorous physical activity.	
	M-5.7.1	Practice behaviors that promote healthy relationships with families and peers.	
	G-5.4.1	Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development that take place during adolescence.	
	G-5.4.2	Demonstrate ways to ask for assistance in harmful situations or relationships.	3 DAYS
	P-5.2.1	Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.	
	M-5.2.1	Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.	
	I-5.2.2	Analyze media messages on the subject of violence and risk behaviors.	5 DAYS
	G-5.1.2	Define the term abstinence.	
	G-5.5.1	Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent	
	P-5.3.1	Locate resources from home, school, and community that provide valid health information.	
	P-5.4.1	Demonstrate refusal skills to avoid or reduce health risks.	4 DAYS
	D-5.7.1	Implement strategies for dealing with peer pressure.	
	I-5.4.1	Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.	
	I-5.5.1	Decide when he or she needs to seek help to protect personal safety or that of others.	
	I-5.7.3	Practice safety rules when he or she is home alone and with others.	5 DAYS
	G-5.3.1	Locate people in the family, school or community (for example, parents, teachers, nurses, doctors, clergy) who can provide valid health information about the changes that occur during puberty.	
	P-5.1.3	Identify ways that health care providers promote health and detect and treat problems.	
	P-5.1.1	Discuss the barriers to a person's practicing healthy behaviors.	5 DAYS
	P-5.2.1	Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.	
	P-5.1.2	Describe ways that family health history can affect a person's health (for example, heart disease, diabetes, sickle cell anemia).	
	N-5.1.1	Examine the six essential nutrients, their function, and foods or food groups in which they are present.	

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FOURTH NINE WEEKS (CONTINUED)		
	N-5.1.2 Identify the benefits of following the federal dietary guidelines.	7 DAYS
	N-5.3.1 Locate resources that provide information on the link between excessive sugar consumption and diseases (for example, obesity, diabetes, tooth decay).	
	N-5.4.1 Discuss with family members and peers ways to make healthy food choices.	
	N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.	
	P-5.4.1 Demonstrate refusal skills to avoid or reduce health risks.	
	N-5.5.1 Select healthy foods from a fast food restaurant menu.	
	N-5.2.1 Examine the various strategies used by the media to influence food choices and physical activity.	
	N-5.1.3 Describe methods of safe food handling and preparation.	4 DAYS
	N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.	
	N-5.1.5 Explain basic precautions to help prevent injury during physical activity.	
	N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.	2 DAYS
	P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)	
	N-5.5.2 Describe physical activities that promote health-related fitness.	
	N-5.7.1 Demonstrate food choices and physical activity behaviors that reduce or help eliminate health risks, including obesity and tooth decay.	
	P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.	
ADMINISTER COMMON ASSESSMENT 4		