

**HEALTH
GRADE 5
CURRICULUM MAP**

1 st Nine Weeks	2 nd Nine Weeks
<p>8. Knows essential concepts about the prevention and control of disease.</p> <ul style="list-style-type: none">• Knows ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings).• Knows the benefits of early detection and treatment of disease.• Knows ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents, and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medication).	<p>3. Understands the relationship of family health to individual health.</p> <ul style="list-style-type: none">• Knows how the family influences personal health (e.g., physical, psychological, social).• Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks).• Knows how health-related problems impact the whole family.

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3rd Nine Weeks	4th Nine Weeks
<p>5. Knows essential concepts and practices concerning injury prevention and safety.</p> <ul style="list-style-type: none">• Knows safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight).• Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance.	<p>9. Understands aspects of substance use and abuse.</p> <ul style="list-style-type: none">• Differentiates between the use and misuse of prescription and nonprescription drugs.• Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost).• Recognizes high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help.• Knows ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control).