

# By the end of grade 5

## Personal and Mental Health

### PGD Personal Growth and Development

Health is influenced by the interaction of body systems.

- 1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). [2.1.5.PGD.1](#)

Puberty is a time of physical, social, and emotional changes.

- 2 Examine how the body changes during puberty and how these changes influence personal self-care. [2.1.5.PGD.2](#)
- 3 Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. [2.1.5.PGD.3](#)
- 4 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). [2.1.5.PGD.4](#)
- 5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. [2.1.5.PGD.5](#)

---

### PP Pregnancy and Parenting

Pregnancy can be achieved through a variety of methods.

- 1 Explain the relationship between sexual intercourse and human reproduction. [2.1.5.PP.1](#)
- 2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). [2.1.5.PP.2](#)

---

## **EH Emotional Health**

Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

- 1 Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. [2.1.5.EH.1](#)
- 2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. [2.1.5.EH.2](#)

Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

- 3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). [2.1.5.EH.3](#)
- 4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. [2.1.5.EH.4](#)

---

## **SSH Social and Sexual Health**

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

- 1 Describe gender-role stereotypes and their potential impact on self and others [2.1.5.SSH.1](#)
- 2 Differentiate between sexual orientation and gender identity. [2.1.5.SSH.2](#)
- 3 Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). [2.1.5.SSH.3](#)

Family members impact the development of their children physically, socially and emotionally.

- 4 Describe how families can share common values, offer emotional support, and set boundaries and limits. [2.1.5.SSH.4](#)
- 5 Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. [2.1.5.SSH.5](#)

People in healthy relationships share thoughts and feelings, as well as mutual respect.

- 6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. [2.1.5.SSH.6](#)
- 7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. [2.1.5.SSH.7](#)

---

## **CHSS Community Health Services and Support**

Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

- 1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). [2.1.5.CHSS.1](#)
- 2 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change [2.1.5.CHSS.2](#)

Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

- 3 Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. [2.1.5.CHSS.3](#)
- 

## **Physical Wellness**

### **Movement Skills and Concepts**

1. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). [2.2.5.MSC.1](#)
2. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. [2.2.5.MSC.2](#)
3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). [2.2.5.MSC.3](#)
4. Develop the necessary body control to improve stability and balance during movement and physical activity. [2.2.5.MSC.4](#)
5. Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. [2.2.5.MSC.5](#)
6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. [2.2.5.MSC.6](#)
7. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. [2.2.5.MSC.7](#)

---

## Physical Fitness

1. Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. [2.2.5.PF.1](#)
2. Accept and respect others of all skill levels and abilities during participation. [2.2.5.PF.2](#)
3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). [2.2.5.PF.3](#)
4. Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health [2.2.5.PF.4](#)
5. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology) [2.2.5.PF.5](#)

---

## Lifelong Fitness

1. Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. [2.2.5.LF.1](#)
  2. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. [2.2.5.LF.2](#)
  3. Proactively engage in movement and physical activity for enjoyment individually or with others. [2.2.5.LF.3](#)
  4. Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). [2.2.5.LF.4](#)
  5. Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. [2.2.5.LF.5](#)
1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. [2.2.5.N.1](#)
  2. Create a healthy meal based on nutritional content, value, calories, and cost. [2.2.5.N.2](#)
  3. Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. [2.2.5.N.3](#)
-

## Safety

### Personal Safety

1. Develop strategies to reduce the risk of injuries at home, school, and in the community. [2.3.5.PS.1](#)
  2. Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). [2.3.5.PS.2](#)
  3. Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. [2.3.5.PS.3](#)
  4. Develop strategies to safely communicate through digital media with respect. [2.3.5.PS.4](#)
  5. Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. [2.3.5.PS.5](#)
  6. Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. [2.3.5.PS.6](#)
- 

### Health Conditions, Diseases and Medicines

1. Identify conditions that may keep the human body from working properly, and the ways in which the body responds. [2.3.5.HCDM.1](#)
  2. Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) [2.3.5.HCDM.2](#)
  3. Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). [2.3.5.HCDM.3](#)
- 

### Alcohol, Tobacco and other Drugs

1. Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). [2.3.5.ATD.1](#)
2. Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. [2.3.5.ATD.2](#)
3. Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. [2.3.5.ATD.3](#)

---

## Dependency, Substances Disorder, and Treatment

1. Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. [2.3.5.DSDT.1](#)
2. Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. [2.3.5.DSDT.2](#)
3. Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. [2.3.5.DSDT.3](#)
4. Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. [2.3.5.DSDT.4](#)
5. Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). [2.3.5.DSDT.5](#)