

## NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

5<sup>th</sup> Grade NC Standard Course of Study:

### MENTAL AND EMOTIONAL HEALTH

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#### **5.MEH.1 Apply positive stress management strategies.**

- 5.MEH.1.1 Implement positive stress management strategies.
- 5.MEH.1.2 Evaluate the effectiveness of stress management strategies.

#### **5.MEH.2 Understand help-seeking strategies for depression and mental disorders.**

- 5.MEH.2.1 Interpret feelings of depression and sadness as normal responses to loss.
- 5.MEH.2.2 Summarize how to seek assistance from reliable resources for depression and sadness.

### PERSONAL AND CONSUMER HEALTH

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#### **5.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.**

- 5.PCH.1.1 Explain the influence of personal values on health behaviors.
- 5.PCH.1.2 Design a personal action plan for sufficient rest and sleep.

#### **5.PCH.2 Analyze health products and sources of health information.**

- 5.PCH.2.1 Recognize dependable resources for health information.
- 5.PCH.2.2 Differentiate between safe and unsafe products.

#### **5.PCH.3 Apply measures for cleanliness and disease prevention.**

- 5.PCH.3.1 Implement a personal dental health plan to include brushing, flossing, nutrition, and injury prevention.
- 5.PCH.3.2 Carry out activities that avoid harmful effects of the sun.

#### **5.PCH.4 Understand body systems and organs, functions, and their care.**

- 5.PCH.4.2 Summarize the functions of the organs which make up the digestive system.
- 5.PCH.4.3 Interpret the relationship between and among the vessels and organs of the circulatory system.

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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### ***5.ICR.1 Understand healthy and effective interpersonal communication and relationships.***

- 5.ICR.1.1 Illustrate the dangers of communicating with unknown individuals.
- 5.ICR.1.2 Summarize things you can do to seek assistance when encountering a stranger.
- 5.ICR.1.3 Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.
- 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

### ***5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.***

- 5.ICR.2.1 Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.
- 5.ICR.2.2 Differentiate between accurate and inaccurate sources of information about puberty and development.
- 5.ICR.2.3 Summarize the functions of the male and female reproductive systems.
- 5.ICR.2.4 Illustrate how societal influences can impact behavioral choices and feelings regarding one's reproductive health.
- 5.ICR.2.5 Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.

## NUTRITION AND PHYSICAL ACTIVITY

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### ***5.NPA.1 Apply tools (MyPlate) to plan healthy nutrition and fitness.***

- 5.NPA.1.1 Use MyPlate to make healthy choices of foods and beverages.
- 5.NPA.1.2 Use recommendations in MyPlate to increase physical activity.

### ***5.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.***

- 5.NPA.2.1 Summarize the influences of family, culture, and the media on food choices.
- 5.NPA.2.2 Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

### ***5.NPA.3 Understand the benefits of nutrition and fitness to disease prevention.***

- 5.NPA.3.1 Contrast dieting and healthy weight management, including limiting high-fat and high-sugar foods.
- 5.NPA.3.2 Explain the benefits of regular physical activity on physical, mental, emotional, and social health.
- 5.NPA.3.3 Summarize normal weight gain and body changes during puberty.

## ALCOHOL, TOBACCO, AND OTHER DRUGS

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### ***5.ATOD.1 Understand health risks associated with use of alcohol.***

- 5.ATOD.1.1 Explain the short-term and long-term effects of alcohol abuse.
- 5.ATOD.1.2 Explain the effects of alcohol abuse on others.

### ***5.ATOD.2 Understand why people use alcohol.***

- 5.ATOD.2.1 Explain possible internal and external influences to use alcohol.
- 5.ATOD.2.2 Evaluate the effect of advertising strategies of alcohol companies on people's use of alcohol.

### ***5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.***

- 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.
- 5.ATOD.3.2 Design strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.

## MOTOR SKILL DEVELOPMENT

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### ***5.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.***

- PE.5.MS.1.1 Executive combinations of more complex locomotor skills and manipulative skills specific to individual, dual and team activities.
- PE.5.MS.1.2 Use increasingly complex skills with power and accuracy.
- PE.5.MS.1.3 Illustrate mature form in combining locomotor and manipulative skills for traditional and non-traditional activities.
- PE.5.MS.1.4 Create movement sequences that are smooth and fluid and have several different rhythmic patterns.

## MOVEMENT CONCEPTS

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### ***5.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.***

- PE.5.MC.2.1 Select scientific principles and/or concepts that have an effect on the quality of complex movement.
- PE.5.MC.2.2 Evaluate movement and game skills in order to provide feedback that will lead to improvement.
- PE.5.MC.2.3 Identify basic offensive and defensive strategies in modified game situations.
- PE.5.MC.2.4 Analyze the five components of health-related physical fitness in terms of their relationship to various activities.

## HEALTH-RELATED FITNESS

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### ***5.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.***

PE.5.HF.3.1 Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness assessment.

PE.5.HF.3.2 Implement strategies to achieve health-related physical fitness.

PE.5.HF.3.3 Select physical activities that develop/ maintain each of the five components of health-related fitness.

## PERSONAL/SOCIAL RESPONSIBILITY

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### ***5.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.***

PE.5.PR.4.1 Use self-control to work independently in developing responsibility and respect for self and others.

PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.5.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

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