



# HEALTH

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UTAH CORE STATE STANDARDS  
*for*  
**HEALTH  
EDUCATION**

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Adopted April 2019

by the  
Utah State Board of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

<https://schools.utah.gov>



The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



# UTAH STATE BOARD OF EDUCATION

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### ORGANIZATION OF THE STANDARDS

The Utah Core Standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

# INTRODUCTION

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students should receive instruction on this strand first. It should also be interwoven throughout all other strands. The goal of this strand is to develop fundamental skills for overall health and wellness.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance overall health.
- **Substance Abuse Prevention (SAP)** promotes overall health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting negative peer pressure, understand marketing tactics, and learn the benefits of a substance free lifestyle.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on health throughout their life. A

healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. Students will learn how to choose or obtain the food necessary for overall health.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn and adopt behaviors which will maintain and enhance overall health.

The standards align vertically from kindergarten through high school, systematically building on knowledge and skills each year to confidently practice and reinforce healthy behaviors. Health Education helps students adopt and maintain healthy behaviors that protect health and avoid or reduce health risks for themselves and others. By the end of Health II, students will have developed the knowledge and skills necessary to make healthy decisions, achieve health literacy, and adopt health-enhancing attitudes and behaviors which will provide a foundation for leading healthy, productive lives.

# GRADE 5

Students should be encouraged to involve parents and families in the skills and lessons they learn.

In fifth grade, **Health Education develops knowledge and practical skills of students by learning and practicing healthy behaviors** in each strand:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will learn to set SMART (specific, measurable, attainable, realistic, timely) goals and resiliency skills.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. Students will learn how to manage stress and recognize when help is needed for self or others.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will learn how to safely respond in different environments to prevent injuries and other potentially harmful situations. Students will also learn the difference between infectious and chronic disease.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will identify choices and behaviors that support a substance-free lifestyle.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement,

and decreased discipline and emotional problems. Students will create a healthy meal based on personal dietary needs. Students will also research food production products in the United States.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn about maturation and adolescent development.

**Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)**

*Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.*

- **Standard 5.HF.1:** Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.
- **Standard 5.HF.2:** Describe how the positive and negative consequences of a decision can have short and/or long-term effects.
- **Standard 5.HF.3:** Define and practice positive self-talk.
- **Standard 5.HF.4:** Demonstrate ways to express gratitude and treat others with dignity and respect.

**Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)**

*Students will examine personal traits and lifestyles and how they impact overall wellness.*

- **Standard 5.MEH.1:** Practice a variety of stress management techniques.
- **Standard 5.MEH.2:** Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.
- **Standard 5.MEH.3:** Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.

**Strand 3: SAFETY AND DISEASE PREVENTION (SDP)**

*Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.*

- **Standard 5.SDP.1:** Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

- **Standard 5.SDP.2:** Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.
- **Standard 5.SDP.3:** Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.
- **Standard 5.SDP.4:** Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
- **Standard 5.SDP.5:** Identify how to avoid, manage and report situations involving exposure to another person’s blood and other bodily fluids.

#### Strand 4: **SUBSTANCE ABUSE PREVENTION (SAP)**

*Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.*

- **Standard 5.SAP.1:** Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.
- **Standard 5.SAP.2:** Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.
- **Standard 5.SAP.3:** Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.

#### Strand 5: **NUTRITION (N)**

*Students will identify the basics of nutrition, healthy eating habits that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.*

- **Standard 5.N.1:** Use a food label to calculate how caloric intake can change depending on the number of servings consumed.
- **Standard 5.N.2:** Create a healthy meal, including beverage, using current dietary guidelines.
- **Standard 5.N.3:** Differentiate between appetite and hunger.
- **Standard 5.N.4:** Explain the role of healthy eating and physical activity in maintaining health.
- **Standard 5.N.5:** Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.

- **Standard 5.N.6:** Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.

**Strand 6: HUMAN DEVELOPMENT (HD)**

*Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention.*

- **Standard 5.HD.1:** Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.
- **Standard 5.HD.2:** Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.
- **Standard 5.HD.3:** Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.
- **Standard 5.HD.4:** Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.
- **Standard 5.HD.5:** Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.
- **Standard 5.HD.6:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.



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State Superintendent

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