

Oregon State: 5th Grade Education Standards

Health Education Standards and Performance Indicators (Applicable Click City®: Tobacco activities are in parentheses)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. *(Tobacco Tour; Kid's Choice, Parts 1 and 2; Secondhand Smoke and Vapor Lab; Superhero; Every Cigarette Does, Parts 1 and 2)*

HE.1.5.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.5.2 Analyze examples of physical, mental, social, emotional, and environmental health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors. *(Reality Check)*

HE.2.5.4 Analyze how peers and family can influence healthy and unhealthy behaviors. *(Make your Own Vaper, Parts 1 and 2; Truth or Dare; Make a Video; Definition of a Smoker; Personality Quiz)*

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. *(Reality Check)*

HE.3.5.1 Analyze resources from home, school, and community that provide valid health information.

HE.3.5.2 Analyze characteristics of valid health information, products, and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. *(Playground)*

HE.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

HE.4.5.3 Demonstrate refusal skills that avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. *(Tobacco Tour; Camp Cravings; Wheel of Misfortune; Every Cigarette Does, Parts 1 and 2; Addiction Maze; Time Machine)*

HE.5.5.1 Analyze health-related situations that might require a decision.

HE.5.5.3 Analyze a healthy option when making a decision.

HE.5.5.4 Reflect the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. *(Addiction Pong; Playground)*

HE.6.5.1 Analyze a personal health goal and track progress toward its achievement.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. *(Addiction Maze, Addiction Pong; Playground)*

HE.7.5.1 Analyze responsible personal health behaviors.

HE.7.5.2 Analyze a variety of healthy practices and behaviors to maintain or improve personal health.

HE.7.5.3 Analyze a variety of behaviors to avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. *(Entire program)*

HE.8.5.1 Express opinions based on accurate information about health issues.

HE.8.5.2 Encourage others to make positive health choices.

Library Standards

Information Literacy

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge. *(Entire program)*

LIB 1.1.D Find, evaluate and select appropriate sources to answer questions.

LIB 1.1.F Evaluate information for accuracy, validity, importance and bias.

Standard 2: Use skills, resources, and tools to draw conclusions, make informed decisions, create new knowledge, and apply knowledge to new situations. *(Entire program)*

LIB 1.2.A Analyze and evaluate information to draw conclusions and make informed decisions.

LIB 1.2.E Reach and defend informed conclusions based on best evidence.

English Language Arts and Literary Standards

Reading Informational Text

Integration of Knowledge and Ideas

Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Entire program)*

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Language

Vocabulary Acquisition and Use

Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. *(Entire program)*

5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

5.L.4a Use context as a clue to the meaning of a word or phrase.

Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(Entire program)*

5.L.5a Interpret figurative language, including similes and metaphors, in context.

5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

5.L.5c Use the relationship between particular words to better understand each of the words.

Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. *(Entire program)*

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.