



# Community Consolidated School District 46

565 Frederick Road, Grayslake, IL 60030

## 25-26 Fifth Grade Health Priority Standards

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For Health in Fifth Grade, all students will receive one session that covers all Health Education Priority Standards. During a students' assigned session, they may not attend Physical Education, but Health Class instead.

Cycle 1 Mental & Emotional Health	Cycle 2 Tobacco, Alcohol & Other Drug Prevention	Cycle 3 Body Systems
22.D.3a: Identify and communicate with others within your school, family, and community regarding health issues.	22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	22.A.3a: Identify and describe ways to reduce health risks common to adolescents (e.g. exercise, diet, refusal of harmful substances).
23.C.3a: Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth)	22.D.3a: Identify and communicate with others within your school, family, and community regarding health issues.	22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).
24.A.3a: Describe possible causes and consequences of conflict and violence among youth in schools and communities.	23.B.3a: Explain the effects of health related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	23.A.3a: Explain how body systems interact with each other (e. g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).
24.B.3a: Apply a decision-making process to an individual health concern.	23.C.3a: Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth)	23.C.3a: Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth)
24.C.3a: Apply refusal and negotiation skills to potentially harmful situations.	24.B.3a: Apply a decision-making process to an individual health concern.	
	24.C.3a: Apply refusal and negotiation skills to potentially harmful situations.	

**Per ISBE, Families Can Opt Out of Only the following content. Families must opt out in writing (or email) each school year.**

- Comprehensive Sex Ed
- Family Life Class
- HIV/AIDS and STIs
- Avoiding sexual abuse / Erin's Law
- Instruction on organ/tissue and blood donor and transplantation programs
- Animal Dissection