

## Grade 5

### 2020 Health Standards and Health Smart Virginia Lesson Crosswalk

The Virginia Standards of Learning (SOLs) address several overarching health topic areas (Body Systems; Nutrition; Physical Health; Disease Prevention and Health Promotion; Substance Abuse Prevention; Safety and Injury Prevention; Mental Wellness and Social Emotional Skills; Violence Prevention; Community and Environmental Health) and catalyze outcomes across the 3 following areas:

**1. Essential Health Concepts**

Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.

**2. Healthy Decisions**

Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.

**3. Advocacy and Health Promotion**

Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

| Essential Health Concepts                                       |  | Healthy Decisions |   | Advocacy and Health Promotion |  | <b>Related<br/>Health Smart Virginia<br/>Lessons</b> |
|---|--|-------------------|---|-------------------------------|--|--|
| 5.1   | The student will analyze the impact of positive health behaviors and risky behaviors on personal health.                               | 5.2               | The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. | 5.3                           | The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community. |  |
| <b>Body Systems SOLs</b>  |  |                   |   |                               |  | <b>Locate a Lesson Plan</b>                          |
| a)  | Identify the major structures and functions of the integumentary (skin, hair, and nails) system.                                       | a)                | Describe the importance of maintaining a healthy integumentary system.  | a)                            | Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety).   |  |
| b)  | Identify the major structures and functions of the eyes and ears.  | b)                | Identify behaviors and environments that can lead to vision and hearing loss.   | b)                            | Describe ways to prevent vision and hearing loss and the associated healthcare professionals (e.g., optometrist, ophthalmologist, audiologist).      |  |
| <b>Nutrition SOLs</b>   |  |                   |   |                               |  | <b>Locate a Lesson Plan</b>                          |
| c)  | Define macronutrients and micronutrients and how the body uses each.   | c)                | Explain the RDA for macronutrients and micronutrients.  | c)                            | Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims.                          |  |
| d)  | Explain Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to healthy weight. | d)                | Analyze food labels for a selected meal that meets RDA and energy balance for health.   | d)                            | Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.          |  |
| e)  | Describe the effects of caffeine on the body.  | e)                | Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).  | e)                            | Promote sale and consumption of healthy beverages.   |  |
| <b>Physical Health/Disease Prevention/Health Promotion SOLs</b> |  |                   |   |                               |  | <b>Locate a Lesson Plan</b>                          |
| f)  | Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.                             | f)                | Review personal health habits that support heart health and the ability to perform various physical activities.                                       | f)                            | Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.                                    |  |
| g)  | Examine the health risks associated with unprotected sun exposure.   | g)                | Determine strategies to protect against the harmful effects of the sun.   | g)                            | Identify strategies to protect against the harmful effects of the sun.   |  |
| h)  | Describe hygiene habits that promote good health.  | h)                | Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.   | h)                            | Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.      |  |

| <b>Substance Abuse Prevention SOLs</b>   |  |   | <b>Locate a Lesson Plan</b> |
|--|--|---|-----------------------------|
| <p>i) Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.</p> <p>j) Explain the connection between mental health and substance use.</p>   | <p>i) Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.</p> <p>j) Describe how to get help and assistance with mental health and substance use concerns.</p>                      | <p>i) Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.</p> <p>j) Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.</p>  |                             |
| <b>Safety/Injury Prevention SOLs</b>   |  |   | <b>Locate a Lesson Plan</b> |
| <p>k) Analyze why people choose to follow or not follow safety rules at school.</p>  | <p>k) Examine one's role and the role of others in causing or preventing injuries at school.</p>   | <p>k. Promote safety procedures school wide.</p>  |                             |
| <b>Mental Wellness/Social Emotional Skills SOLs</b>  |  |   | <b>Locate a Lesson Plan</b> |
| <p>l. Define stress and identify physical and emotional responses caused by stress.</p> <p>m. Define positive self-image.</p> <p>n. Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends</p>            | <p>l) Identify positive and negative ways to manage stress in a variety of situations.</p> <p>m) Recognize the importance of developing and maintaining a positive self-image.</p> <p>n) Describe the benefits of healthy relationships with family, friends, and other adult mentors.</p>                     | <p>l) Practice strategies for managing stress.</p> <p>m) Analyze positive and negative influences on self-image (e.g., media, peers).</p> <p>n) Identify healthy activities that students can do with friends and family to build positive relationships.</p>   |                             |
| <b>Violence Prevention SOLs</b>  |  |   | <b>Locate a Lesson Plan</b> |
| <p>o) Identify effective verbal and nonverbal communication skills for resolving conflict situations.</p> <p>p) Define cyberbullying and its impact on one's health and well-being.</p> <p>q) Recognize the influence of violence in the media on behaviors.</p> <p>r) Define and describe harassment.</p> | <p>o) Ability to analyze the role of feelings/emotions in conflict resolution situations.</p> <p>p) Describe how to report cyberbullying at school and at home.</p> <p>q) Demonstrate how to show respect for individual differences.</p> <p>r) Describe how to respond to and report harassing behaviors.</p> | <p>o) Demonstrate effective communication skills to defuse or resolve conflict.</p> <p>p) Describe ways to offer friendship and support to someone who has been cyberbullied.</p> <p>q) Advocate for a caring school environment.</p> <p>r) Practice ways to respond to and report harassing behaviors.</p> |                             |
| <b>Community/Environmental Health SOLs</b>   |  |   | <b>Locate a Lesson Plan</b> |

|  |  |  |  |
|--|--|--|--|
| s) Describe the effects of air and noise pollution on health and the environment | t) Describe strategies to decrease the impact of air quality and noise pollution on body function and the environment. | s) Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together. |  |
|--|--|--|--|

**Legend:**

**BOD = Body Systems**

**NUTR = Nutrition**

**DPHP= Physical Health, Disease Prevention, Health Promotion**

**SAP = Substance Abuse Prevention**

**SAF= Safety/Injury Prevention**

**SES = Mental Wellness/Social Emotional Skills**

**VP = Violence Prevention**

**CEH = Community/Environmental Health**