

Grade 5 Crosswalk – Virginia 2015 Health Standards of Learning						
Students in grade five distinguish reliable from unreliable health information and resources. Students’ practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles. Students analyze the influences of advertising and various media on personal and community health.						
Essential Health Concepts <i>What Students Should Know</i>			Healthy Decisions <i>What Students Should Understand</i>		Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	
5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.		Lesson (Grade Topic-#)	5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.	Lesson (Grade Topic-#)	5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.	Lesson (Grade Topic-#)
Alcohol, Tobacco and Drug Use Prevention	l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.	5 ATOD-1 5 ATOD-3 5 ATOD-4 5 ATOD-5 5 ATOD-6 5 ATOD-7 5 ATOD-8 5 ATOD-9 5 ATOD-10 5 ATOD-11 5 ATOD-12 5 ATOD-13	h) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.	5 ATOD-1 5 ATOD-4	e) Encourage others not to use alcohol, tobacco, or other drugs.	5 ATOD-1 5 ATOD-2 5 ATOD-3 5 ATOD-4 5 ATOD-5
Body Systems	a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.	5 BOD-1 5 BOD-3 5 BOD-4			d) Develop a plan to prevent the spread of disease.	5 BOD-1 5 BOD-2
Community Involvement	s) Examine community health issues.	5 HP-6			k) Promote the value of community health and wellness.	5 HP-6
					l) Advocate for a caring school environment.	5 HP-6 5 SE-2
					m) Identify community health projects for peers and community groups to work on together.	5 HP-6
					n) Promote volunteerism and community service.	5 HP-6
Healthy Environment	t) Assess environmental health and safety issues in the community.	5 HE-1	t) Describe the consequences of an unhealthy environment.	5 HE-1	o) Recognize that all individuals have a responsibility to protect and preserve the environment.	5 HE-1
					p) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.	5 HE-1

Health Promotion Including Nutrition and Physical Activity	b) Examine the health risks associated with unprotected sun exposure.	5 HP-5	a) Determine strategies to protect against the harmful effects of the sun.	5 HP-5	a) Identify strategies that you will employ to protect against the harmful effects of the sun.	5 HP-5 5 ATOD-11
	c) Explain the impact of personal health habits and behaviors on cardiorespiratory fitness.	5 HP-2	b) Practice personal health habits that promote cardiorespiratory fitness.	5 HP-2 5 HP-10	b) Support others in making positive food, physical activity, and sleep choices.	5 HP-2 5 HP-9
	d) Describe why some food groups have a greater number of recommended servings than other food groups.	5 HP-1	c) Select healthy foods and beverages for breakfast and lunch.	5 HP-1 5 HP-7	c) Identify physical activities that students can do with friends and family to build positive relationships.	5 HP-2
	e) Explain the concepts of eating in moderation and energy balance.	5 HP-1 5 HP-2 5 HP-7	d) Interpret information on food labels.	5 HP-1 5 HP-7 5 HP-8	g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.	5 HP-6
	f) Identify the influence of marketing techniques on food and beverage choices.		e) Identify connections between nutritional guidelines and weight management.	5 HP-1 5 HP-7	h) Identify how culture, family, friends, and the media influence health practices.	5 HP-6 5 ATOD-5 5 ATOD-6 5 ATOD-7 5 ATOD-8 5 ATOD-9 5 ATOD-10 5 ATOD-11 5 ATOD-12 5 ATOD-13
	g) Analyze the physical, academic, mental, and social benefits of regular physical activity.	5 HP-2	f) Explain the importance of exercise and recreation.	5 HP-2		
	h) Describe how physical activity, sleep, and good health are related.	5 HP-2	g) Analyze the physical, academic, social, and emotional benefits of getting enough sleep.	5 HP-2		
	i) Explain the importance of sleep.	5 HP-2 5 BOD-4	j) Explain the relationship between health promotion and disease prevention.	5 HP-4		
	j) Recognize the importance of good hygiene habits.	5 HP-4	k) Demonstrate dental care, hand washing, and other personal hygiene habits.	5 HP-4 5 BOD-4		
	k) Describe ways to prevent vision and hearing loss.	5 HP-3	l) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.	5 HP-2		
Safety and Injury Prevention	m) Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.	5 SAF-1	m) Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills.	5 SAF-2	f) Examine the role of self and others in causing or preventing injuries.	5 SAF-1
			n) Show effective communication skills in emergency situations.	5 SAF-2		

Social Emotional Health	n) Identify strategies for managing stress.	5 SE-1	i) Practice strategies for managing stress.	5 SE-1 4 SE-4		
			o) Manage emotions appropriately in a variety of situations.	5 SE-1		
			p) Recognize the importance of developing and maintaining a positive self-image.	5 SE-1 5 SE-5		
Violence Prevention and Healthy Relationships	o) Recognize the development of positive social skills as essential for building and sustaining relationships.	5 VP-1	q) Demonstrate effective communication skills to address harassing behaviors.	5 VP-1 5 VP-4	i) Explain the benefits of having positive relationships with family, friends, and neighbors.	5 VP-1 5 VP-2
	p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.	5 VP-1 5 SE-3	r) Describe how to report harassing behaviors at school and at home.	5 VP-1 5 VP-4	j) Describe ways to offer friendship and support to someone who was bullied.	5 VP-1 5 VP-3
	q) Analyze the role of active listening in refusal and conflict resolution.	5 VP-1	s) Demonstrate how to show respect for individual differences.	5 VP-1		
	r) Examine the influence of violence in the media on health behaviors.	5 VP-1				

ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships