California Health

Grade 5

Adopted 2008

Nutrition and Physical Activity

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- N. Describe the food groups, including recommended portions to eat from each food group. 1.1.N
- N. Identify key components of the "Nutrition Facts" labels. 1.2.N
- N. Explain the relationship between the intake of nutrients and metabolism. 1.3.N
- N. Explain why some food groups have a greater number of recommended portions than other food groups. 1.4.N
- N. Describe safe food handling and preparation practices. 1.5.N
- N. Differentiate between more-nutritious and less-nutritious beverages and snacks. 1.6.N
- N. Explain the concept of eating in moderation. 1.7.N
- N. Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. 1.8.N
- N. Explain how good health is influenced by healthy eating and being physically active. 1.9.N
- N. Describe how physical activity, rest, and sleep are related. 1.10.N
- N. Identify physical, academic, mental, and social benefits of regular physical activity. 1.11.N

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- N. Describe internal and external influences that affect food choices and physical activity. 2.1.N
- N. Recognize that family and cultural influences affect food choices. 2.2.N
- N. Describe the influence of advertising and marketing techniques on food and beverage choices. 2.3.N

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- N. Locate age-appropriate guidelines for eating and physical activity. 3.1.N
- N. Interpret information provided on food labels. 3.2.N

Skip to main content

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- N. Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. 4.1.N

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- N. Use a decision-making process to identify healthy foods for meals and snacks. 5.1.N
- N. Use a decision-making process to determine activities that increase physical fitness. 5.2.N
- N. Compare personal eating and physical activity patterns with current age-appropriate guidelines. 5.3.N

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- N. Monitor personal progress toward a nutritional goal. 6.1.N
- N. Monitor personal progress toward a physical activity goal. 6.2.N

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- N. Identify ways to choose healthy snacks based on current research-based guidelines. 7.1.N
- N. Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. 7.2.N
- N. Demonstrate the ability to balance food intake and physical activity. 7.3.N
- N. Demonstrate the ability to assess personal physical activity levels. 7.4.N

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- N. Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. 8.1.N

Personal and Community Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- P. Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, handwashing, hearing protection, and toothbrushing and tooth flossing). 1.1.P
- P. Explain how viruses and bacteria affect the immune system and impact health. 1.2.P
- P. Describe how environmental conditions affect personal health. 1.3.P
- P. Describe the personal hygiene needs associated with the onset of puberty. 1.4.P

Skip to main content

P. Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings). 1.5.P

P. Explain that all individuals have a responsibility to protect and preserve the environment. 1.6.P

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

P. Identify internal and external influences that affect personal health practices. 2.1.P

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

P. Identify sources of valid information about personal health products and services. 3.1.P

P. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures). 3.2.P

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

P. Practice effective communication skills to seek help for health-related problems or emergencies. 4.1.P

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

P. Use a decision-making process to determine personal choices that promote personal, environmental, and community health. 5.1.P

P. Use a decision-making process to determine when medical assistance is needed. 5.2.P

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

P. Monitor progress toward a goal to help protect the environment. 6.1.P

P. Monitor progress toward a personal health goal. 6.2.P

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

P. Practice good personal and dental hygiene. 7.1.P

P. Demonstrate personal responsibility for health habits. 7.2.P

P. Practice strategies to protect against the harmful effects of the sun. 7.3.P

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

P. Encourage others to minimize pollution in the environment. 8.1.P

Skip to main content

Growth, Development, and Sexual Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- G. Describe the human cycle of reproduction, birth, growth, aging, and death. 1.1.G
- G. Explain the structure, function, and major parts of the human reproductive system. 1.2.G
- G. Identify the physical, social, and emotional changes that occur during puberty. 1.3.G
- G. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). 1.4.G
- G. Describe how HIV is and is not transmitted. 1.5.G
- G. Recognize that there are individual differences in growth and development, physical appearance, and gender roles. 1.6.G
- G. Recognize that everyone has the right to establish personal boundaries. 1.7.G
- G. Recognize that friendship, attraction, and affection can be expressed in different ways. 1.8.G
- G. Explain that puberty and physical development can vary considerably and still be normal. 1.9.G
- G. Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters). 1.10.G

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- G. Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. 2.1.G
- G. Describe how heredity influences growth and development. 2.2.G
- G. Discuss how changes during puberty affect thoughts, emotions, and behaviors. 2.3.G

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- G. Recognize parents, guardians, and other trusted adults as resources for information about puberty. 3.1.G
- G. Differentiate between reliable and unreliable sources of information about puberty. 3.2.G

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- G. Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty. 4.1.G
- G. Use healthy and respectful ways to express friendship, attraction, and affection. 4.2.G

Skip to main content

G. Demonstrate refusal skills to protect personal boundaries. 4.3.G

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

G. Describe the importance of identifying personal boundaries. 5.1.G

G. Analyze why it is safe to be a friend to someone who is living with HIV or AIDS. 5.2.G

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

G. Identify steps to achieve and maintain a healthy and accurate body image. 6.1.G

G. Develop plans to maintain personal hygiene during puberty. 6.2.G

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

G. Engage in behaviors that promote healthy growth and development during puberty 7.1.G

G. Describe ways people can protect themselves against serious bloodborne communicable diseases. 7.2.G

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

Skills for this content area are not identified until grades seven and eight.