Publisher: *[Enter Publisher Name]*

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Components *[Enter Components]*

# Standards Map Template–2020 Health Education Adoption Grade Five

(Download and use to cite where instructional resources fully address each standard)

## Nutrition and Physical Activity

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1.1.N | Describe the food groups, including recommended portions to eat from each food group. |  |  |  |  |
| 5.1.2.N | Identify key components of the “Nutrition Facts” labels. |  |  |  |  |
| 5.1.3.N | Explain the relationship between the intake of nutrients and metabolism. |  |  |  |  |
| 5.1.4.N | Explain why some food groups have a greater number of recommended portions than other food groups. |  |  |  |  |
| 5.1.5.N | Describe safe food handling and preparation practices. |  |  |  |  |
| 5.1.6.N | Differentiate between more-nutritious and less-nutritious beverages and snacks. |  |  |  |  |
| 5.1.7.N | Explain the concept of eating in moderation. |  |  |  |  |
| 5.1.8.N | Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. |  |  |  |  |
| 5.1.9.N | Explain how good health is influenced by healthy eating and being physically active. |  |  |  |  |
| 5.1.10.N | Describe how physical activity, rest, and sleep are related. |  |  |  |  |
| 5.1.11.N | Identify physical, academic, mental, and social benefits of regular physical activity. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.2.1.N | Describe internal and external influences that affect food choices and physical activity. |  |  |  |  |
| 5.2.2.N | Recognize that family and cultural influences affect food choices. |  |  |  |  |
| 5.2.3.N | Describe the influence of advertising and marketing techniques on food and beverage choices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.3.1.N | Locate age-appropriate guidelines for eating and physical activity. |  |  |  |  |
| 5.3.2.N | Interpret information provided on food labels. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.4.1.N | Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.5.1.N | Use a decision-making process to identify healthy foods for meals and snacks. |  |  |  |  |
| 5.5.2.N | Use a decision-making process to determine activities that increase physical fitness. |  |  |  |  |
| 5.5.3.N | Compare personal eating and physical activity patterns with current age-appropriate guidelines. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.6.1.N | Monitor personal progress toward a nutritional goal. |  |  |  |  |
| 5.6.2.N | Monitor personal progress toward a physical activity goal. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.7.1.N | Identify ways to choose healthy snacks based on current research-based guidelines. |  |  |  |  |
| 5.7.2.N | Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. |  |  |  |  |
| 5.7.3.N | Demonstrate the ability to balance food intake and physical activity. |  |  |  |  |
| 5.7.4.N | Demonstrate the ability to assess personal physical activity levels. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.8.1.N | Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. |  |  |  |  |

## Growth, Development and Sexual Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1.1.G | Describe the human cycle of reproduction, birth, growth, aging, and death. |  |  |  |  |
| 5.1.2.G | Explain the structure, function, and major parts of the human reproductive system. |  |  |  |  |
| 5.1.3.G | Identify the physical, social, and emotional changes that occur during puberty. |  |  |  |  |
| 5.1.4.G | Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). |  |  |  |  |
| 5.1.5.G | Describe how HIV is and is not transmitted. |  |  |  |  |
| 5.1.6.G | Recognize that there are individual differences in growth and development, physical appearance, and gender roles. |  |  |  |  |
| 5.1.7.G | Recognize that everyone has the right to establish personal boundaries. |  |  |  |  |
| 5.1.8.G | Recognize that friendship, attraction, and affection can be expressed in different ways. |  |  |  |  |
| 5.1.9.G | Explain that puberty and physical development can vary considerably and still be normal. |  |  |  |  |
| 5.1.10.G | Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters). |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.2.1.G | Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. |  |  |  |  |
| 5.2.2.G | Describe how heredity influences growth and development. |  |  |  |  |
| 5.2.3.G | Discuss how changes during puberty affect thoughts, emotions, and behaviors. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.3.1.G | Recognize parents, guardians, and other trusted adults as resources for information about puberty. |  |  |  |  |
| 5.3.2.G | Differentiate between reliable and unreliable sources of information about puberty. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.4.1.G | Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty. |  |  |  |  |
| 5.4.2.G | Use healthy and respectful ways to express friendship, attraction, and affection. |  |  |  |  |
| 5.4.3.G | Demonstrate refusal skills to protect personal boundaries. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.5.1.G | Describe the importance of identifying personal boundaries. |  |  |  |  |
| 5.5.2.G | Analyze why it is safe to be a friend to someone who is living with HIV or AIDS*.* |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.6.1.G | Identify steps to achieve and maintain a healthy and accurate body image. |  |  |  |  |
| 5.6.2.G | Develop plans to maintain personal hygiene during puberty. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.7.1.G | Engage in behaviors that promote healthy growth and development during puberty. |  |  |  |  |
| 5.7.2.G | Describe ways people can protect themselves against serious bloodborne communicable diseases. |  |  |  |  |

## Personal and Community Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1.1.P | Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing). |  |  |  |  |
| 5.1.2.P | Explain how viruses and bacteria affect the immune system and impact health. |  |  |  |  |
| 5.1.3.P | Describe how environmental conditions affect personal health. |  |  |  |  |
| 5.1.4.P | Describe the personal hygiene needs associated with the onset of puberty. |  |  |  |  |
| 5.1.5.P | Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings). |  |  |  |  |
| 5.1.6.P | Explain that all individuals have a responsibility to protect and preserve the environment. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.2.1.P | Identify internal and external influences that affect personal health practices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.3.1.P | Identify sources of valid information about personal health products and services. |  |  |  |  |
| 5.3.2.P | Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures). |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.4.1.P | Practice effective communication skills to seek help for health-related problems or emergencies. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.5.1.P | Use a decision-making process to determine personal choices that promote personal, environmental, and community health. |  |  |  |  |
| 5.5.2.P | Use a decision-making process to determine when medical assistance is needed. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.6.1.P | Monitor progress toward a goal to help protect the environment. |  |  |  |  |
| 5.6.2.P | Monitor progress toward a personal health goal. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.7.1.P | Practice good personal and dental hygiene. |  |  |  |  |
| 5.7.2.P | Demonstrate personal responsibility for health habits. |  |  |  |  |
| 5.7.3.P | Practice strategies to protect against the harmful effects of the sun. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.8.1.P | Encourage others to minimize pollution in the environment. |  |  |  |  |