

# Health Standards for California

## Grade Five

### Nutrition and Physical Activity

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#### Standard 1: Essential Concepts

- 1.1.N Describe the food groups, including recommended portions to eat from each food group.
  - 1.2.N Identify key components of the “Nutrition Facts” labels.
  - 1.3.N Explain the relationship between the intake of nutrients and metabolism.
  - 1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.
  - 1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
  - 1.9.N Explain how good health is influenced by healthy eating and being physically active.
  - 1.10.N Describe how physical activity, rest, and sleep are related.
  - 1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.
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#### Standard 2: Analyzing Influences

- 2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.
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#### Standard 6: Goal Setting

- 6.1.N Monitor personal progress toward a nutritional goal.
  - 6.2.N Monitor personal progress toward a physical activity goal.
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#### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.
  - 7.3.N Demonstrate the ability to balance food intake and physical activity.
  - 7.4.N Demonstrate the ability to assess personal physical activity levels.
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### **Standard 8: Health Promotion**

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

### **Personal and Community Health**

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#### **Standard 1: Essential Concepts**

- 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).
  - 1.2.P Explain how viruses and bacteria affect the immune system and impact health.
  - 1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.
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#### **Standard 6: Goal Setting**

- 6.1.P Monitor progress toward a goal to help protect the environment.
  - 6.2.P Monitor progress toward a personal health goal.
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#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Practice good personal and dental hygiene.

- 7.2.P Demonstrate personal responsibility for health habits.
- 7.3.P Practice strategies to protect against the harmful effects of the sun.
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### **Standard 8: Health Promotion**

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

## **Physical Education Model Content Standards for California**

### **GRADE FIVE**

#### **STANDARD 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

##### *Body Management*

- 1.1 Perform simple small-group balance stunts by distributing weight and base of support.

#### **STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

##### *Fitness Concepts*

- 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

##### *Flexibility*

- 3.5 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

## **STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### *Fitness Concepts*

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.

4.5 Explain the elements of warm-up and cool-down activities.

### *Muscular Strength/Endurance*

4.13 Explain the benefits of having strong arm, chest, and back muscles.

### *Flexibility*

4.14 Explain the benefits of stretching after warm-up activi

## **California Science Content Standards**

### **Grade Five**

### **Science Content Standards**

#### **Life Sciences**

- a. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO<sub>2</sub>) and oxygen (O<sub>2</sub>) are exchanged in the lungs and tissues.
- b. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.

## **Earth Sciences**

- a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- b. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

## ***5-8th***

### ***Science in Personal and Social Perspectives***

#### **Content Standard F**

**As a result of activities in grades 5-8, all students should develop understanding of**

- Personal health
- Populations, resources, and environments
- Natural hazards
- Risks and benefits
- Science and technology in society

#### **Common Core Standards in Literacy**

##### **English Language Arts Standards- Science & Technical Subjects**

##### **English Language Arts Standards Reading: Informational Text**

##### **Grade 5**

##### **Key Ideas and Details**

CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

##### **Craft and Structure**

CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure

(e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### **Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### **Comprehension and Collaboration-Speaking and Listening**

#### **Grade 5**

CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.