

CALIFORNIA HEALTH STANDARDS

ATTACHED are the Grade Five, 2008 California Health Standards.

- ❖ Grade five standards include the area of Growth, Development, and Sexual Health. These standards also address puberty, HIV and “how it is and is not transmitted.”
- ❖ The grade five standards are guidelines not mandates; however, it is appropriate to continue to address the Growth, Development, and Sexual Health standards in grade six as the District has, in the past.

Grade Five

As a result of health instruction in grade five, all students will demonstrate the ability to:

Growth, Development, and Sexual Health¹⁰

Standard 1: Essential Concepts

- 5.1.G.1 Describe the human cycle of reproduction, birth, growth, aging, and death.
- 5.1.G.2 Explain the structure, function, and major parts of the human reproductive system.
- 5.1.G.3 Identify the physical, social, and emotional changes that occur during puberty.
- 5.1.G.4 Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- 5.1.G.5 Describe how HIV is and is not transmitted.
- 5.1.G.6 Recognize that there are individual differences in growth and development, body image, and gender roles.
- 5.1.G.7 Recognize that everybody has the right to establish personal boundaries.
- 5.1.G.8 Recognize that friendship, attraction, and affection can be expressed in different ways.
- 5.1.G.9 Explain that puberty and development can vary considerably and still be normal.
- 5.1.G.10 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences

- 5.2.G.11 Explain how culture, media, and other people influence perceptions about body image, gender roles, and attractiveness.
- 5.2.G.12 Describe how heredity influences growth and development.
- 5.2.G.13 Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information

- 5.3.G.14 Recognize parents, guardians, and/or other trusted adults as resources for information about puberty.
- 5.3.G.15 Differentiate between reliable and unreliable sources of information about puberty.

¹⁰ EC Section 51933(a)(b)(c)

Standard 4: Interpersonal Communication

- 5.4.G.16 Use effective communication skills to discuss with parents, guardians, and/or other trusted adults the changes that occur during puberty.
- 5.4.G.17 Use healthy and respectful ways to express friendship, attraction, and affection.
- 5.4.G.18 Demonstrate refusal skills to protect personal boundaries.

Standard 5: Decision Making

- 5.5.G.19 Examine the importance of identifying personal boundaries.
- 5.5.G.20 Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting

- 5.6.G.21 Identify steps in achieving and maintaining a healthy and accurate body image.
- 5.6.G.22 Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

- 5.7.G.23 Engage in behaviors that promote healthy growth and development during puberty.
- 5.7.G.24 Describe ways people can protect themselves from infection with serious blood-borne communicable diseases.

Standard 8: Health Promotion

No standard statement for this grade and content area.

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 5.1.N.1 Describe the food groups, including recommended portions to eat from each food group.
- 5.1.N.2 Identify key and define the components of the Nutrition Facts labels.
- 5.1.N.3 Examine the relationship between the intake of nutrients and metabolism.
- 5.1.N.4 Explain why some food groups have a greater number of recommended portions than other food groups.
- 5.1.N.5 Describe safe food handling and preparation practices.
- 5.1.N.6 Differentiate between more nutritious and less nutritious beverages and snacks.
- 5.1.N.7 Explain the concept of eating in moderation.
- 5.1.N.8 Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.