

## Catholic Identity Standards

**5.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 5.1A recognize that every human life is sacred because each person is created and loved by God\*
- 5.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 5.1C recognize and oppose unjust social structures and work toward justice for all\*
- 5.1D see God at work in all things and as expressed in the sacraments\*
- 5.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Physical Health

**5.2 Physical health.** The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
<p><b>5.2A Body Systems</b> examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<p>5.2A.1 identify the major structures, functions and importance of the integumentary system and how to care for this system 5.2A.2 describe how to care for eyes and ears including how to prevent hearing and vision loss</p>
<p><b>5.2B Nutrition</b> identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<p>5.2B.1 define micro- and macronutrients and how the body uses each 5.2B.2 explain the Recommended Dietary Allowance (RDA) 5.2B.3 analyze and interpret information on food packaging, such as Nutrition Fact Labels, ingredient lists, and health claims</p>
<p><b>5.2C Physical Health</b> obtain, process, and understand basic physical activity information needed to make health promoting decisions</p>	<p>5.2C.1 describe ways to promote heart health 5.2C.2 examine the health risks associated with unprotected sun exposure and identify strategies to protect against the harmful effects of the sun</p>

## Mental Health and Wellness

**5.3 Mental health and wellness.** The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
<p><b>5.3A Mental Wellness/Social Emotional Skills</b> identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships</p>	<p>5.3A.1 define positive self-image, recognize the importance of developing and maintaining a positive self-image, and analyze positive and negative influences on self-image 5.3A.2 define stress, identify physical and emotional responses caused by stress, identify positive and negative ways to manage stress in variety of situations, and practice positive strategies for managing stress 5.3A.3 identify the importance of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends</p>

## Safety and Prevention

**5.4 Safety and prevention.** The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
<p><b>5.4A Disease Prevention</b> understand preventative health behaviors, and how to access and evaluate health care information to make decisions</p>	<p>5.4A.1 describe types and causes of noncommunicable/chronic diseases and explore methods to reduce risks associated with these conditions</p>
<p><b>5.4B Safety &amp; Injury Prevention</b> identify and demonstrate safety and first aid knowledge to prevent and treat injuries</p>	<p>5.4B.1 analyze why people choose to follow or not follow safety rules at school 5.4B.2 examine one's role and the role of others in causing or preventing injuries at school</p>
<p><b>5.4C Violence Prevention</b> understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<p>5.4C.1 define and describe harassment 5.4C.2 identify and practice ways to respond to and report harassing behaviors 5.4C.3 define cyberbullying and its effect on one's health 5.4C.4 identify and practice ways to respond to and report cyberbullying and how to offer support and friendship to someone who is being cyberbullied 5.4C.5 identify and demonstrate effective verbal and nonverbal communication skills for resolving conflict situations in school and at home</p>

\*Catholic identity

adapted with permission from the Virginia Department of Education Health SOL

Instructional resources are available at VDOE Health Smart <https://healthsmartva.org> and [VDOE :: Health Standards of Learning Resources \(virginia.gov\)](https://www.vdoe.org/Health-Standards-of-Learning-Resources)

	5.4C.6	recognize the influence of violence in the media
<b>5.4D Substance Abuse Prevention</b> understand the difference between use and misuse of different substances and their impact on health	5.4D.1	analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals
	5.4D.2	explain the connection between mental health and substance abuse and describe how to get help and assistance with mental health and substance abuse problems
	5.4D.3	identify prevention resources and strategies for avoiding alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs

Environmental Health		
<b>5.5 Community and environmental health.</b> The student explains the environmental impact on health.		
Application	Instructional Focus	
<b>5.5A Community Health</b> describe ways in which safe and healthy school and community environments can promote personal health	5.5A.1	describe the effects of air and noise pollution on health and the environment
	5.5A.2	describe strategies to decrease the impact of air quality and noise pollution on body functions and the environment