

# **Roanoke County Schools**

## **Health Curriculum Integration Guide**

**Roanoke County Public Schools  
5937 Cove Road  
Roanoke. VA 24019**

**Summer 2002**

**This curriculum integration guide lists each Health SOL specific for your grade level. The corresponding integrated SOL, school resources, and further information are listed in bold under each Health SOL Key Concept/Skill. If a listed resource is Guidance, SAP, or school nurse it is the teacher's responsibility to collaborate with the resource person in the presentation of the SOL. Background information, work pages, and media resources for many of the Standards of Learning are included. Community health care givers and agencies, county videos, and websites are also included. Teachers are encouraged to look for natural opportunities to integrate these Health SOL into the core curriculum .**

**Thank you to the following teachers who participated in this the development of this guide:**

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## **Health Integration Guide Grade Kindergarten**

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.

**Health K.1** The student will explain that the body is a living and growing organism. Key concepts/skills:

- a.) the importance of making healthy food choices  
Science SOL K.6  
Social Studies SOL K.7  
Heart Power Kit, Teacher Resource Book Level K-2:
- b.) the effects of drugs and medicines  
See attached information from the Michigan Model for Comprehensive School Health Education, Grade K
- c.) the five senses and major body parts (e.g., head, eyes, trunk,...)  
Science SOL K.2  
Windows on Science, Primary, Volume 1: ALL ABOUT ME (Senses)  
Windows on Science, Primary, Volume 2: SOUND, LIGHT
- d.) the need for physical activity  
Science SOL K.6  
Social Studies SOL K.7  
Windows on Science, Primary, Volume 1: ALL ABOUT ME (Body Works)  
Heart Power Kit, Teacher Resource Book Level K-2:

**Health K.2** The student will explain the concept of being healthy. Key concepts/skills:

- a.) the impact of positive and negative emotions  
Guidance
- b.) personal hygiene practices  
Basic classroom principles  
Windows on Science, Primary, Volume 1: ALL ABOUT ME (Taking Care of Me)
- c.) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).  
Basic Classroom principles  
Windows on Science, Primary, Volume 1: ALL ABOUT ME (Taking Care of Me)

**Health K.3** The student will explain the concept of being safe. Key concepts:

- a.) the need for rules and practices
- b.) the differences between emergency and non-emergency situations
- d.) the choices that prevent injuries  
Guidance  
Basic classroom principles

**Health K.4** The student will identify sources of health safety information. Key concepts/skills:

- a.) a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media  
English SOL K.6
- b.) individuals, including school nurses, family members, health care personnel, teachers, and public safety officials  
Social Studies SOL K.6

**Health K.5** The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills:

- a.) the peaceful resolution of conflicts
- b.) the importance of sharing information
  - English SOL K.2, K.3
  - Social Studies K.8
  - Guidance
  - Character Counts
  - Basic classroom principles

**Health K.6** The student will identify expectations for personal behavior in school and social settings. Key concepts/skills:

- a.) acceptable behavior in classroom and during play
- b.) respect for the property and rights of others
- c.) respect for the personal space of others
  - Social Studies K.8
  - Guidance
  - Character Counts
  - Basic classroom principles

**Sexuality Education:** Please see the latest copy of the “Roanoke County Schools Sexuality Education Curriculum” for additional health related objectives for your grade level and guidelines for the delivery of that information. Guidance and school nurses will be excellent resources.

## Health Integration Guide Grade 1

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

**Health 1.1** The student will identify the major body systems and explain their connection to personal health

Key concepts/Skills:

- a.) cardiovascular system
- b.) digestive system
- c.) skeletal system
- d.) muscular system
- e.) nervous system

See attached information from <http://tjjunior.thinkquest.org>, [www.imcpl.lib.in.us/kids](http://www.imcpl.lib.in.us/kids)  
Windows on Science, Life Science, Volume 2

**Health 1.2** The student will explain that good health is related to health-promoting decisions.

Key concepts/Skills:

- a.) personal hygiene, including care of one's teeth  
Health For Life, Scott Foresman, Chapter 7  
Basic classroom principles  
Windows on Science, Primary, Volume 1, All About Me (Taking Care of ME, Body Works)
- b.) personal safety behaviors  
Health For Life, Scott Foresman, Chapter 5  
Basic classroom principles
- c.) harmful effects of misusing medicines and drugs  
Health For Life, Scott Foresman, Chapter 6
- d.) sleep habits  
Health For Life, Scott Foresman, Chapter 7
- e.) physical activity and healthy entertainment  
Health For Life, Scott Foresman, Chapter 4  
Heart Power Kit, Teacher Resource Book Level K-2, pages 50-56
- f.) proper nutrition  
Science SOL 1.5  
Health For Life, Scott Foresman, Chapter 3  
Heart Power Kit, Teacher Resource Book Level K-2, pages 42-48

**Health 1.3** The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/Skills:

- a.) bus and automobile safety  
Bus Safety Training (as provided by Roanoke County)  
Health For Life, Scott Foresman, Chapter 5
- b.) pedestrian safety  
Health For Life, Scott Foresman, Chapter 5
- c.) playground safety  
Health For Life, Scott Foresman, Chapter 5  
Basic classroom principles
- d.) sleep habits  
Health For Life, Scott Foresman, Chapter 7
- e.) home safety  
Health For Life, Scott Foresman, Chapter 5 (matches)
- f.) water safety
- g.) bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety
- h.) the need for protective gear

See attached information from <http://askeric.org>, [www.safekids.org](http://www.safekids.org)

**Health 1.4** The student will demonstrate healthy mental and emotional development.

Key concepts/Skills:

- a.) cooperation with others
- b.) adaptation to change
- c.) expression of ideas and thoughts to create positive relationships
- d.) the difference between positive and negative emotions

English SOL 1.3

Guidance

Character Counts

Basic classroom principles

**Health 1.5** The student will identify health care providers and agencies that influence personal health.

Key concepts/Skills:

- a.) the role of community health care professionals  
Health For Life, Scott Foresman, Chapter 8
- b.) the purpose of community health care agencies  
See attached information "Community Health Care Givers/Agencies" from [Healthteacher.com](http://Healthteacher.com)

**Health 1.6** The student will demonstrate responsible personal and social behaviors in the school community. Key concepts/Skills:

- a.) cooperative behavior
- b.) respect for others
- c.) adherence to school rules
- d.) acceptance of responsibility
- e.) respect for the property of others

Social Studies SOL 1.10

Guidance

Character Counts

Basic classroom principles

**Health 1.7** The student will explain that his/her personal decisions help contribute to a healthy environment.

Key concepts/Skills:

- a.) the proper disposal of trash
- b.) the prevention of water pollution
- c.) the effects of pollution on drinking water and marine life
- d.) water conservation

Science SOL 1.8

Basic classroom principles

Windows on Science, Primary, Volume 2, Earth's Resources ( All About Garbage)

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## Health Integration Guide Grade Two

Students in grade two continue to relate health behaviors and choices to positive and negative consequences. They begin to understand the factors that influence health decisions and the addictive nature of drugs. Focus continues on preventing illness and disease. Students learn to communicate consideration and respect for others.

**Health 2.1** The student will identify the basic components and functions of the systems of the human body.

Key concepts/skills include:

- a.) body structures (e.g., abdomen, chest, head) and organs ( e.g., heart, brain, lungs, stomach)  
Health for Life, Scott Foresman, Gr. 2, Chap. 2  
HeartPower K-2 kit, p. 34,35,37,39,54,58  
Windows on Science, Primary Vol.1, All About Me, Lesson 1-8  
Websites- TheGateway.org, Ask Eric, Kids Health, PBS Teacher Resource
- b) the principles of correct posture  
Health for Life, Scott Foresman, Gr.2, p. 88-93  
Being Healthy, Harcourt Brace, Gr.4, Chap. 5 (use as a resource or taught by grade 4)  
Windows on Science, Primary Vol.1, All About Me, Lesson 20  
AIMS, Jawbreakers and Heartthumpers, (spine) p.44-48
- c) the interconnection of all body systems  
Health for Life, Scott Foresman, Gr.2, Chap. 2, 3, 4  
HeartPower kit, K-2, p. 26, 27, 43, 51, 53, 54, 55  
See attached information from Michigan Model, Gr. 2, Lesson VI-2  
Windows on Science, Primary Vol.1, All About Me, Lessons 15-18

**Health 2.2** The student will explain that personal health decisions and health habits influence health and well-being throughout life. Key concepts/skills include:

- a) how food choices are related to a healthy lifestyle  
Health for Life, Scott Foresman, Gr. 2, Chap. 3  
HeartPower K-2 kit, p. 26, 43, 45, 47  
AIMS, Jawbreakers and Heartthumpers, p. 49-51  
See attached information from Michigan Model, Gr. 2, Lesson III-1, III-2, III-3, III-4, VI-1,2,5  
Windows on Science, Primary Vol.1, All About Me, Lesson 21  
<http://askeric.org>- Nutrition  
Pyramid Café: A Nutrition Teaching Module (grade 2)
- b) the addictive nature of drugs, alcohol, and tobacco  
Health for Life, Scott Foresman, Gr.2, Chap. 6  
HeartPower kit, K-2, p. 30, 31, 58, 60  
Healthteacher.com- tobacco
- c) the need for regular health check-ups and screenings  
School Nurse  
Health for Life, Scott Foresman, Gr. 2, Chap. 5, 8  
Windows on Science, Primary Vol.1, All About Me, Lesson 22
- d) the importance of learning and using refusal skills  
SOL Social Studies 2.6, 2.7  
Health for Life, Scott Foresman, Gr. 2, p. 144  
HeartPower kit, K-2, p. 30, 31, 32, 60, 62, 64  
See attached information from Michigan Model, Gr. 2, Lesson III-5, III-6
- e) the use of nonviolent strategies to resolve conflicts  
Guidance  
SOL Social Studies 2.9  
Health for Life, Scott Foresman, Gr. 2, Chap.1  
See attached information from the Michigan Model for Comprehensive School Health Education, Grade 2, Lessons I-8, I-9, I-10, I-11

**Health 2.3** The student will describe the influences and factors that impact health and well-being.

Key concepts/skills include:

- a.) heredity:  
Being Healthy, Harcourt Brace, Gr. 5, p.84 (use as a resource or taught by Grade 5)
- b.) the environment:  
SOL Social Studies 2.2  
Health for Life, Scott Foresman, Grade 2, Chap. 8  
See attached information from the Michigan Model, Grade 2, Lesson III-7  
Healthteacher.com- environment & community
- c.) germs and diseases  
Health for Life, Scott Foresman, Grade 2, Chap. 5  
HeartPower kit, K-2, p. 30
- d.) different customs and traditions  
SOL Social Studies 2.2  
See attached information from the Michigan Model, Grade 2, Lesson I-2
- e.) self-image related to personal success  
Guidance  
Health for Life, Scott Foresman, Grade 2, Chap. 1, 4, 5, 6, 7  
See information from the Michigan Model, Grade 2, Lesson I-2, I-12  
Healthteacher.com- Physical Activity
- f.) disappointment, loss, grief, and separation  
Guidance  
Health for Life, Scott Foresman, Grade 2, Chap. 1  
See attached information from the Michigan Model, Grade 2, Lesson I-5  
<http://askeric.org>- Mental Health

**Health 2.4** The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include:

- a.) health care professionals, resources, and services:  
School Nurse  
Health for Life, Scott Foresman, Grade 2, Chap. 6  
<http://askeric.org>- Body Systems, Dental
- b.) emergency services:  
School Nurse  
Health for Life, Scott Foresman, Grade 2, Chapter 6, 7
- c.) print, audiovisual, and electronic media  
Health for Life, Scott Foresman, Grade 2, Chap. 6  
HeartPower kit, K-2, p. 62, 64

**Health 2.5** The student will demonstrate ways to communicate consideration and respect for health of individuals in the community. Key concepts/skills include:

- a.) the impact of verbal and nonverbal aggressive behaviors:  
Guidance  
Health for Life, Scott Foresman, Grade 2, Chap. 1
- b.) the effects of personal health decisions on other individuals.  
Health for Life, Scott Foresman, Grade 2, Chap. 7  
HeartPower kit, K-2, p.60, 62, 64

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## Health Integration Guide Grade Three

Students in grade three learn about growth and development throughout life as well as about body systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

**Health 3.1** The student will explain that health habits impact personal growth and development.

Key concepts/skills include

- a) food choices based on nutritional content;  
School Nurse -- "Mysteries of the Food Guide Pyramid"; Weight management  
Health for Life, Scott Foresman, Gr. 3, Chapter 2  
Windows on Science, 3-5, Life Science, Volume 2, YOU ARE WHAT YOU EAT!  
See attached information from AIMS, Jaw Breakers and Heart Thumpers, "About Time for Foods" (breakfast) pgs. 49-51, "Pyramid of Choices" pgs.52-61, "Fat Finders" pgs.62-66  
Heart Power, Level 3-5 Kit, Pages 42, 43, 45  
Healthteacher.com, lesson guides - (Nutrition), "Nutrients and Food Groups"  
Pyramid Café: A Nutrition Teaching Module (grade 2)
- b) the benefits of physical activity and personal fitness;  
School Nurse-Importance of exercising; Weight management  
Health for Life, Scott, Foresman, Gr. 3, Chapter 7  
Heart Power, Level 3-5 Kit, Pages 35, 37, 50, 53  
Healthteacher.com, lesson guides (Physical Activity), "Physical Activity is Good for Me"
- c) safe and harmful behaviors;  
SAP  
School Nurse, Video – "Hand washing", Video – "What's a Hygiene?"  
Health for Life, Scott, Foresman , Gr. 3 ,Chapter 5  
Heart Power, Level 3-5 Kit, Pages 58, 59,63
- d) positive interaction with family, peers, and other individuals.  
Guidance  
SAP  
Health for Life, Scott, Foresman, Gr. 3, Chapter 1  
Heart Power, Level 3-5 Kit, Pages 47, 51, 53, 55, 61  
Healthteacher.com, lesson guides -- (Mental Health) "Family Connections", "People We Admire", "Friends"

**Health 3.2** The student will use decision-making skills to promote health and personal well-being.

Key concepts/skills include

- a) goal setting for personal health;  
SAP  
Heart Power, Level 3-5 Kit, Pages 45, 47, 50, 51, 55, 61, 63  
Healthteacher.com, lesson guides - (Alcohol and other Drugs) "My Incredible Machine", "Hazardous to My Health"
- b) the process of resolving conflicts peacefully;  
Guidance  
SAP  
Health for Life, Scott, Foresman, Gr. 3, Chapter 1  
Healthteacher.com, lesson guides -- (Injuries) "Dealing with a Bully"
- c) strategies for solving problems related to health.  
Guidance  
SAP  
Health for Life, Scott, Foresman, Gr. 3, Chapter 1  
Heart Power, Level 3-5 Kit, Pages 45, 51, 55, 58, 59, 63  
Healthteacher.com, lesson guides -- (Alcohol and other Drugs) "Drugs and Goals Don't Mix"

**Health 3.3** The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include

- a) improper use of medicines;  
SAP  
Health for Life, Scott, Foresman, Gr. 3, Chapter 6  
Healthteacher.com, lesson guides -- (Alcohol and other Drugs) "You Can't Tell by Looking", "Over-the-Counter and Prescription Medicines",  
Healthteacher.com, lesson guides - (Injuries) "Keep Away from Poison"
- b) the use of refusal skills to counter negative influences;  
Guidance  
SAP  
Heart Power, Level 3-5 Kit, Page 61
- c) the effects of nicotine, alcohol, and other drugs on body systems;  
SAP  
School Nurse  
Health for Life, Scott, Foresman, Gr. 3, Chapter 6  
Heart Power, Level 3-5 Kit, Pages 58, 59, 61, 63  
Healthteacher.com, lesson guides -(Alcohol and other Drugs) "Hazardous to My Health"
- d) the use of common household items as inhalants;  
SAP  
School Nurse  
Healthteacher.com, lesson guides - (Alcohol and other Drugs) "Hazardous to My Health"  
Healthteacher.com, lesson guides -- (Injuries) "Keep Away from Poison"
- e) the effects of mind-altering drugs on behavior.  
SAP  
School Nurse  
Healthteacher.com, lesson guides -- (Alcohol and other Drugs) "Drugs and Goals Don't Mix", "Hazardous to My Health"

**Health 3.4** The student will demonstrate the ability to use health information to improve personal health  
Key concepts/skills include

- a) the use of health services and agencies to gain information;  
School Nurse  
Health for Life, Scott, Foresman, Gr. 3, Chapter 8  
Heart Power, Level 3-5 Kit, Page 43
- b) the ways in which health care has improved as a result of technology;  
School Nurse  
Fourth Grade Social Studies -- Jamestown/Yorktown Foundation Presentation,  
"Colonial Medicine" lesson plans  
Health for Life, Scott, Foresman, Gr. 3, Chapter 8
- c) the use of a variety of print, audiovisual, and electronic media resources.  
Heart Power, Level 3-5 Kit, Pages 53, 55, 63

**Health 3.5** The student will explain that customs and traditions may impact community health decisions. .

Key concepts/skills include

- a) dietary customs and practices;  
SOL Social Studies, Grade 1, 1.12  
Healthteacher.com, lesson guides -- (Mental Health) "I'm Unique", "Family Connections"  
Healthteacher.com, lesson guides -- (Nutrition) "Favorite Foods"
- b) recreational activities;  
Health for Life, Scott, Foresman, Gr. 3, Chapter 7  
Heart Power, Level 3-5 Kit, Pages 50, 53, 55  
Healthteacher.com, lesson guides - (Mental Health) "Family Connections", "Influences on Activity"
- c) celebrations and traditions.  
SOL Social Studies, Grade 1, 1.12 and SOL Social Studies, Grade 3  
Healthteacher.com, lesson guides - (Mental Health) "Family Connections"  
Healthteacher.com, lesson guides -- (Nutrition) "Favorite Foods"

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## Health Integration Guide Fourth Grade

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

**Health 4.1** The student will explain how nutrition affects personal health and academic achievement.

Key concepts/skills include:

- a.) the nutrients needed for proper brain functioning  
Being Healthy, Harcourt Brace, Ch. 4  
See attached from Jaw Breakers and Heart Thumpers AIMS p. 55  
Heart Power Kit 3-5 p. 45, 47  
Dietitian, Pam Wells, Carilion Health Services 981-7641
- b.) the components of a balanced meal  
Being Healthy Harcourt Brace Ch. 4  
Heartpower, Kit 3-5, "Healthy Heart", p. 22  
Healthteacher.com, lesson guides "It's A Matter of Balance"  
Pyramid Explorations: A Nutrition Teaching Module (grade 4)
- c.) the effects of malnutrition  
[www.nutrition.uu.se/studentprojects](http://www.nutrition.uu.se/studentprojects)
- d.) the impact of growth and development  
Being Healthy, Harcourt Brace, Ch. 4
- e.) the impact of fats, carbohydrates, and proteins on physical performance  
Heartpower, Kit 3-5, "What's In It For Me", p. 43  
Heartpower, Kit 3-5, "How Do Foods Help Our Bodies", p. 45  
Healthteacher.com, lesson guides, "Finding Fat"  
Pyramid Explorations: A Nutrition Teaching Module (grade 4)

**Health 4.2** The student will develop the skills necessary for coping with difficult relationships.

Key concepts/skills include:

- a.) development of refusal skills  
Guidance  
SAP  
Healthteacher.com, lesson guides "Refuse To Use"
- b.) identification of bullying and aggressive behavior  
Guidance  
SAP  
Character Counts in Virginia  
Healthteacher.com, lesson guides, "Dealing With Bullying"  
<http://www.kidsafe-caps.org/bullies.html>
- c.) development of coping skills  
Guidance  
SAP
- d.) recognition of harmful or abusive relationships  
Guidance  
SAP  
Healthteacher.com, Keyword accurate health information (Teacher Support Page)
- e.) practicing self control  
Guidance  
SAP  
Being Healthy , Harcourt Brace, Ch. 1, 8

**Health 4.3** The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts include:

- a.) the impact on self, family, and community  
Guidance  
SAP  
Being Healthy, Harcourt Brace, Ch. 7, 8
- b.) the long term consequences of drug use  
Guidance  
SAP  
Heartpower Kit, 3-5, p. 58, 59  
Healthteacher.com, lesson guides “Drugs in the News”, “To Air is Human”, “Choosing Friends”
- c.) acts of violence and use of weapons  
SAP  
School-appointed state trooper
- d.) laws related to illegal alcohol and tobacco use  
Guidance  
SAP

**Health 4.4** The student will demonstrate an understanding of health concepts

- a.) the body’s defenses  
Being Healthy, Harcourt Brace, Ch. 6  
Healthteacher.com, Keyword: body defenses
- b.) the spread of germs (viruses, bacteria, and fungi)  
Social Studies (Jamestown)  
School nurse  
Being Healthy, Harcourt Brace, Ch. 6  
Healthteacher.com, lesson guides, “Preventing Infectious Illness”
- c.) the difference between communicable and noncommunicable diseases  
School nurse  
Being Healthy, Harcourt Brace, Ch. 6
- d.) the importance of early detection of health problems  
Being Healthy, Harcourt Brace, Ch. 6
- e.) the role of regular physical activity  
Being Healthy, Harcourt Brace p. 302-307  
Heartpower Kit 3-5 p. 51, “How Does Physical Activity Help You?”  
Heartpower Kit 3-5 p. 55, “What Factors Affect Exercise Habits?”  
Healthteacher.com, lesson guides “Healthful Eating and Exercises”  
Healthykids.com, Keyword: fitness

**Health 4.5** The student will access and use health resources to improve personal and family health.

Key concepts/skills include:

- a.) the use of healthcare agencies, printed materials, broadcast media, internet, and audiovisual material  
Being Healthy, Harcourt Brace, Ch. 10  
Healthteacher.com, lesson guides, “Advertising and Food Choices”  
Healthteacher.com, lesson guides, “Health Services in the Community”
- b.) identification of accurate and inaccurate health information  
Healthteacher.com, Keyword: accurate health information

**Health 4.6** The student will evaluate his/her role in solving community health problems.

Key concepts include:

- d.) personal responsibility for exhibiting healthy practices within the school and community setting  
Being Healthy, Harcourt Brace, Ch. 10  
Healthteacher.com, lesson guides, “Community”

- e.) the benefits of volunteerism  
Being Healthy, Harcourt Brace, Ch. 10

**Health 4.7** The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include;

- a.) identification of obstacles and solutions to communication  
Guidance/peer mediation  
Healthteacher.com, lesson guides “Family Communication”
- b.) assistance from a trusted adult when in unsafe or uncomfortable situations  
Guidance  
SAP

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## Health Integration Guide Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

**Health 5.1** The student will demonstrate the interpersonal skills necessary to build healthy relationships.

Key concepts/skills:

- a) the development of positive social skills;
- b) the use of refusal and conflict resolution skills;
- c) effective verbal and nonverbal communication skills.

Guidance

SAP

**Health 5.2** The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills:

- a) the relationship between health promotion and prevention;

School Nurse

Being Healthy, Harcourt Brace, Chapter 7, p.205

- b) the connection between dietary guidelines and weight management;

Being Healthy, Harcourt Brace, Chapter 5, p;.141, Section 1-2

Being Healthy, Harcourt Brace, Chapter 6, p.173

HeartPower, p.43, "What's In It for Me?"

See attached information from AIMS, "About Time for Food", "Pyramid of Choices", "Fat Finders", "Daily Food Guide"

Dietitian, Pam Wells, Carilion

V2764 Bill Nye: Nutrition

Pyramid Explorations: A Nutrition Teaching Module (grade 4)

- c) strategies for managing stress

Guidance

Being Healthy, Harcourt Brace, p.15

[www.healthteacher.com/teachersupports/content/mental/teacher4.asp](http://www.healthteacher.com/teachersupports/content/mental/teacher4.asp)

- d) the importance of exercise and recreation;

HeartPower, p.51-52, "How Does Physical Activity Help You?"

Being Healthy, Harcourt Brace, p.174-179

Healthteacher.com, lesson guides, "The Benefits of Physical Activity"

- e) the effects of personal health habits on cardiovascular fitness;

Windows on Science, Life Science 2, Lesson 11

HeartPower, p. 53-54, How Can You Stay Fit?

See attached information from AIMS, "I've Got Rhythm"

V-2963 Bill Nye: Heart

Being Healthy, Harcourt Brace, p.181-188

Healthteacher.com, lesson guides, "Flexibility & Cardio-respiratory Fitness"

- f) the importance of developing and maintaining a positive self-image

Guidance

SAP

**Health 5.3** The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body.

Key concepts/skills:

- a.) the effects on the integrated functioning of the body systems
- b.) the effects on academic performance
- c.) the effects on relationships with family, peers, and other individuals.

SAP Program

**Health 5.4** The student will critically evaluate how print media, broadcast media, and internet technology influence perceptions of health information, products, and services. Key concepts/skills:

- a) strategies for validating health information;  
Being Healthy, Harcourt Brace, p. 104-106
- b) tools for the critical evaluation of advertisements and promotions.  
Being Healthy, Harcourt Brace, p. 107-109, p.163  
HeartPower, p.63-64, “What Does Advertising Say About Smoking?”  
SAP Program  
Healthteacher.com, lesson guides , “Drugs in the News”

**Health 5.5** The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills:

- a) collaborative support for environmental issues;  
Being Healthy, Harcourt Brace, p. 353-361
- b) the existence of customs and traditions;  
Being Healthy, Harcourt Brace, p. 353-361
- c) promotion of the value of community health and wellness;  
Being Healthy, Harcourt Brace, p. 353-361  
HeartPower, p.90-94, “Promote a Heart-Healthy Environment at Home”  
Jump Rope For Heart Program, HeartPower, p. 89
- d) examination of community health issues;  
Being Healthy, Harcourt Brace p. 353-361
- e) development of community health projects;  
HeartPower, p.95-96, “Reach Out to Encourage a Hear Healthy Community”
- f) promotion of volunteerism and community

**Sexuality Education:** Please see the latest copy of the “Roanoke County Schools Sexuality Education Curriculum” for additional health related objectives for your grade level and guidelines for the delivery of that information. Guidance and school nurses will be excellent resources.

## A Description of Resources Listed

**HeartPower** is the American Heart Association's Schoolsite Program for teaching about the heart and how to keep it healthy for a lifetime. It is available to every school in the form of a K-2 kit and a 3-5 kit. Each kit contains a teacher resource book, activity cards, student books, posters, music, videos, stethoscopes and more. Correlations to the VA SOL's have been done for English, mathematics, history, Science and social science, health and PE. Kits are available to schools through the local American Heart Association. If they are not currently in your school, please request copies through the Roanoke County HPE Coordinator.

**HealthTeacher.com** is provided as an alternative approach to improving school-based health education. HealthTeacher.com provides a comprehensive, sequential K-12 health education curriculum that consists of almost 300 lesson guides that meet National Health Education Standards and provide skills-based assessment methods. HealthTeacher.com is designed to address the significant health and behavioral issues facing today's youth -- and their classroom teachers. This help for health educators is absolutely free and it's just a click away.

**The Michigan Model®** is a K-12 Health Curriculum. Complete copies of the curriculum (by grade level) are available upon request from the Roanoke County HPE Coordinator.

**Pyramid Café: A Nutrition Teaching Module (grade 2) and Pyramid Explorations: A Nutrition Teaching Module (grade 4)** – provided to each elementary school upon request by the Southeast United Dairy Industry Association. Correlations available to science, English, math and social science SOL. Both contain colorful student workbooks and teachers guide. Additional copies of workbooks will be provided as needed by the SUDIA. Contact the Roanoke County HPE Coordinator for additional copies.

## ADDITIONAL RESOURCES

Dietician- Pam Wells ( Carilion Health Services)  
Community Education Coordinator  
981-7641 \*Will do classroom guest speaking

American Red Cross- Jennifer Hall (Youth Services)  
985-3505

American Heart Association- Leslie Woodie ( Youth Market Director) 989-2810

American Cancer Society- Jennifer Sullenberger ( Education Coordinator) 344-8699

American Lung Association- Melissa Gilmore ( Field Director of Education) 774-5864

Roanoke County Health Department- Joan Doyle ( Health Information) 857-7800 or 387-5530

Roanoke County Schools Nursing Dept.- Laverne Davis ( Central Office) 562-3700

School-appointed state trooper (refer to principal)

Websites: Teacher lesson guides and activities

[www.Healthteacher.com](http://www.Healthteacher.com)

[www.kidshealth.org](http://www.kidshealth.org)

[www.askeric.org](http://www.askeric.org)

[www.bam.gov](http://www.bam.gov)

[www.pbs.org](http://www.pbs.org)

[www.pecentral.vt.edu](http://www.pecentral.vt.edu)

[www.pelinks4u.org](http://www.pelinks4u.org)

# Health Education Standards of Learning for Virginia Public Schools

## Introduction

The Health Education Standards of Learning delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Standards of Learning in each strand are sequenced and progress in complexity from grade level to grade level. The goals and standards in this document are intended to provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries) identified by the Centers for Disease Control and Prevention.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Health Education Standards of Learning do not prescribe the grade level at which the standards must be taught. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

## Goals and Descriptions

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

*1. Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)*

The intent of this goal is for students to skillfully apply health knowledge to improve their health. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

*2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and well-being in a positive manner. (Information Access and Use)*

The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. Upon the completion of the health education program, students will have the ability to influence their health and well-being in a positive manner by applying the skills of information access and evaluation.

*3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)*

The intent of this goal is for students to demonstrate an understanding of how to create or maintain an environment that serves to protect and promote the health and well-being of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors that promote safe and healthy communities.