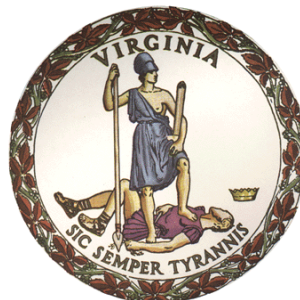


Health Education Standards of Learning

**for
Virginia Public
Schools**



Health Education Standards of Learning for Virginia Public Schools

**Adopted January 2020 by the
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Preface

The 2020 Health Education Standards of Learning for Virginia Public Schools utilize the best practices from the 2015 Standards of Learning and elevate them to meet the health challenges facing today’s youth. Students will learn essential health concepts, develop understanding of health information, and actively advocate for their own health, as well as the health of their peers, families, and communities.

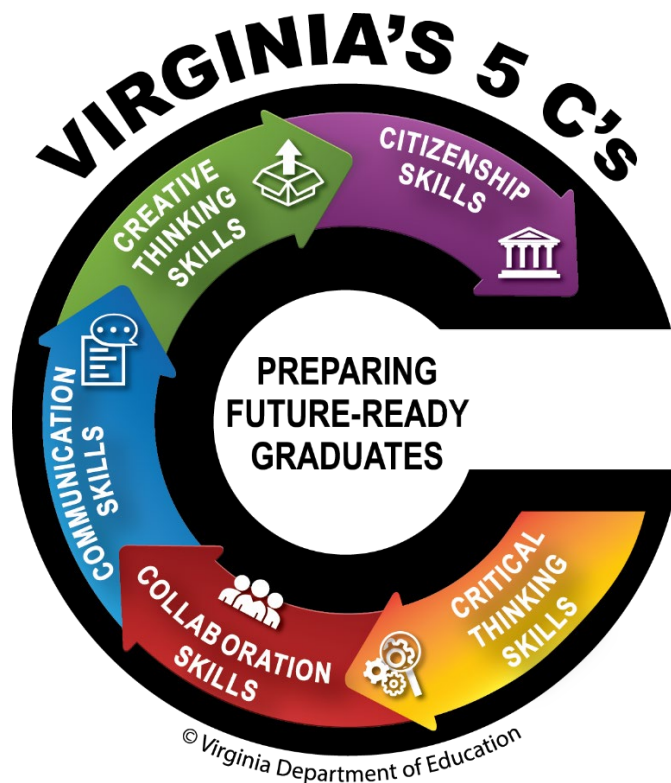
The 2020 Standards of Learning reflect age-appropriate knowledge and abilities, increasing in depth and complexity as students mature. The standards are designed to provide a core body of knowledge (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Competence, Violence Prevention, Community/Environmental Health), while also allowing flexibility for students to develop personal values and beliefs and shared positive group norms and for individual school communities to address local health issues and emerging health concerns.

The standards follow the research-based recommendations of mental, social, emotional and behavioral health, substance abuse prevention, nutrition, and public health subject matter experts and the Centers for Disease Control and Prevention for health education curricula by teaching functional health information; shaping personal values and beliefs that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. The standards are also designed to support the social and emotional development of students (<https://casel.org/core-competencies/>), enhancing students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges, understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The standards articulate learning goals in the terms of what students should know, understand, and do. Standard 1, Essential Health Concepts, provides foundational health knowledge—what students should know. Standard 2, Healthy Decisions, broadens student understanding of health content at the same time it develops skills to allow students to transfer information in a variety of contexts to make healthy and safe life choices—what students should understand. Standard 3, Advocacy and Health Promotion, provides relevance for student learning and opportunities for students to demonstrate or design realistic outcomes for application of health information—what students should be able to do to advocate for their health and the health of others. The standards enable students to immerse themselves in a health topic from content to understanding to application and advocacy. As a result, Virginia students will be better prepared to make healthy decisions for themselves and influence others to do the same.

Profile of a Virginia Graduate

The 2020 Health Standards of Learning support the Profile of a Virginia Graduate through the development and use of communication, collaboration, creativity, critical thinking and civic responsibility skills necessary to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices and advocate for personal health and the health of others.

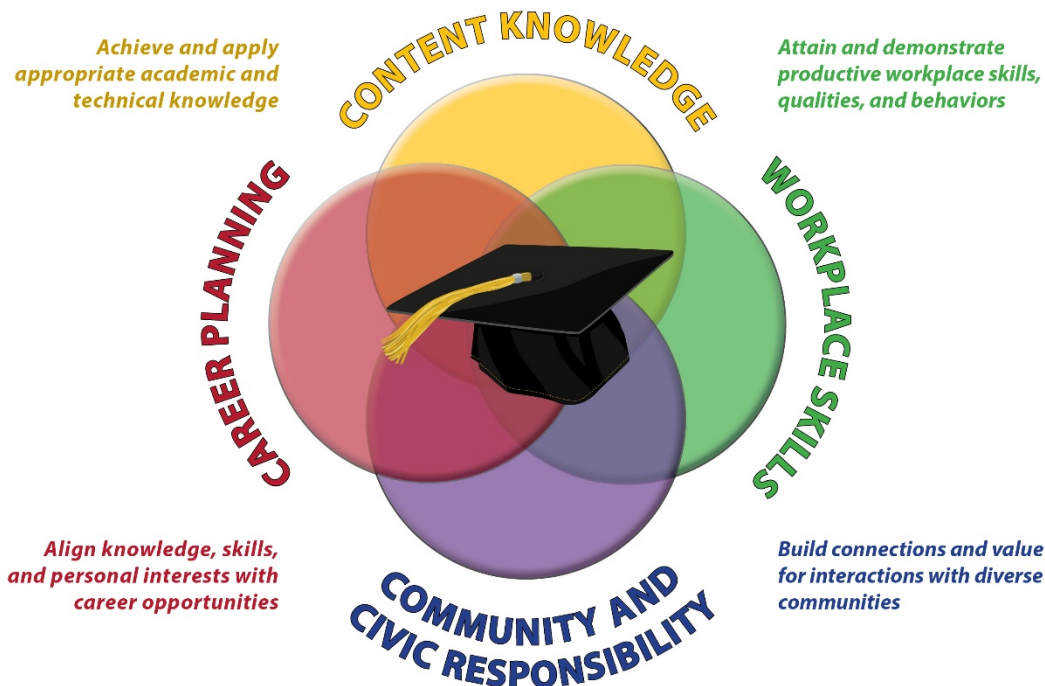


Through Health Education, students will

- ✓ *Acquire, interpret, and understand health concepts; and develop and apply a range of health skills needed to make appropriate health decisions (Content Knowledge)*
- ✓ *Acquire and practice effective communication, relationship-, cooperation-, self-awareness, self-management, social awareness, responsible decision-making, and stress-management skills (Workplace Skills)*
- ✓ *Engage in home, school, and community projects to enhance physical, mental, social, emotional, and environmental health (Community Engagement and Civic Responsibility)*
- ✓ *Explore a variety of health-related career opportunities in health promotion, disease, injury, and substance abuse prevention, mental health, nutrition, and community health (Career Exploration)*

Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will
During His or Her K-12 Experience:



INTRODUCTION

Health education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. The *Health Education Standards of Learning for Virginia Public Schools* identify the concepts, processes, and academic, social and emotional skills for a continuum of learning experiences for students from kindergarten to grade ten. The standards provide school divisions and teachers with a guide for creating aligned curricula and structured learning experiences in health education that will provide students with the necessary knowledge, processes, and skills to make healthy choices (goal-setting and planning skills, communication and assertive skills, responsible decision making), prevent chronic disease, and avoid health-risk behaviors identified by the national Centers for Disease Control and Prevention (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).

The standards for each grade level are grouped into three content strands—Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion—that align with the overarching learning goals of the *Health Education Standards of Learning*. The content strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health (i.e., physical, emotional, social, environmental), as well as health careers,

are embedded at each grade level. These indicators identify the minimum standards for a sequential course of study within a comprehensive health education program. The indicators are sequenced to progress in complexity from grade level to grade level across several topic areas (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health).

Goals and Strands

The purpose of health education is to develop health-literate students—students who acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, responsible decision making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>). As a result of health education instruction, students will be able to:

- Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others' health, well-being, and safety across their lifespan;
- Critically analyze health information from a variety of sources (e.g., credible scientific and institutional sources, health brochures, media messages, websites) to make appropriate health decisions and access services needed to prevent or treat illness; and
- Develop and use personal, behavioral, social, and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships.

The content for the Standards of Learning for health education is organized around the following three essential strands:

1. Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others. **(Essential Health Concepts)**

The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and noncommunicable disease prevention, dental health, nutrition, sleep, mental wellness and social and emotional skills, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, self-awareness and social awareness, and an enhanced ability to engage in lifelong health behaviors.

2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. **(Healthy Decisions)**

The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis and responsible decision-making skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and accept responsibility for personal health practices and engage in healthy decision making.

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. **(Advocacy and Health Promotion)**

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Students will develop awareness of social and media influences that affect their decision making and develop skills to effectively navigate and resist negative influences while building positive, healthy rewarding relationships with diverse individuals and groups. Students will develop healthy habits for managing emotions including stress, anger, and impulse control, and learn how to effectively advocate for themselves and their communities, which also supports equity. Specifically, upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills (relationship skills), assuming responsibility for personal health habits (self-awareness, self-management, and responsible decision making), and practicing behaviors that promote active, healthy lifestyles (self-management). Students analyze the influences of advertising and various media on personal and community health (social awareness).

Essential Health Concepts

5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.

Body Systems

- a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
- b) Identify the major structures and functions of the eyes and ears.

Nutrition

- c) Define macronutrients and micronutrients and how the body uses each.
- d) Explain Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to healthy weight.
- e) Describe the effects of caffeine on the body.

Physical Health/Disease Prevention/Health Promotion

- f) Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.
- g) Examine the health risks associated with unprotected sun exposure.
- h) Describe hygiene habits that promote good health.

Substance Abuse Prevention

- i) Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.
- j) Explain the connection between mental health and substance use.

Safety/Injury Prevention

- k) Analyze why people choose to follow or not follow safety rules at school.

Mental Wellness/Social and Emotional Skills

- l) Define stress and identify physical and emotional responses caused by stress.
- m) Define positive self-image.
- n) Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.

Violence Prevention

- o) Identify effective verbal and nonverbal communication skills for resolving conflict situations.
- p) Define cyberbullying and its impact on one's health and well-being.
- q) Recognize the influence of violence in the media on behaviors.
- r) Define and describe harassment.

Community/Environmental Health

- s) Describe the effects of air and noise pollution on health and the environment.

Healthy Decisions

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

Body Systems

- a) Describe the importance of maintaining a healthy integumentary system.
- b) Identify behaviors and environments that can lead to vision and hearing loss.

Nutrition

- c) Explain the RDA for macronutrients and micronutrients.
- d) Analyze food labels for a selected meal that meets RDA and energy balance for health.
- e) Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).

Physical Health/Disease Prevention/Health Promotion

- f) Review personal health habits that support heart health and the ability to perform various physical activities.
- g) Determine strategies to protect against the harmful effects of the sun.
- h) Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.

Substance Abuse Prevention

- i) Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.
- j) Describe how to get help and assistance with mental health and substance use concerns.

Safety/Injury Prevention

- k) Examine one's role and the role of others in causing or preventing injuries at school.

Mental Wellness/Social and Emotional Skills

- l) Identify positive and negative ways to manage stress in a variety of situations.
- m) Recognize the importance of developing and maintaining a positive self-image.
- n) Describe the benefits of healthy relationships with family, friends, and other adult mentors.

Violence Prevention

- o) Ability to analyze the role of feelings/emotions in conflict resolution situations.
- p) Describe how to report cyberbullying at school and at home.
- q) Demonstrate how to show respect for individual differences.
- r) Describe how to respond to and report harassing behaviors.

Community/Environmental Health

- s) Describe strategies to decrease the impact of air quality and noise pollution on body function and the environment.

Advocacy and Health Promotion

- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Body Systems

- a) Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety).
- b) Describe ways to prevent vision and hearing loss and the associated healthcare professionals (e.g., optometrist, ophthalmologist, audiologist).

Nutrition

- c) Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims.
- d) Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.
- e) Promote sale and consumption of healthy beverages.

Physical Health/Disease Prevention/Health Promotion

- f) Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.
- g) Identify strategies to protect against the harmful effects of the sun.
- h) Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.

Substance Abuse Prevention

- i) Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.
- j) Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.

Safety/Injury Prevention

- k) Promote safety procedures school-wide.

Mental Wellness/Social and Emotional Skills

- l) Practice strategies for managing stress.
- m) Analyze positive and negative influences on self-image (e.g., media, peers).
- n) Identify healthy activities that students can do with friends and family to build positive relationships.

Violence Prevention

- o) Demonstrate effective communication skills to defuse or resolve conflict.
- p) Describe ways to offer friendship and support to someone who has been cyberbullied.
- q) Advocate for a caring school environment.
- r) Practice ways to respond to and report harassing behaviors.

Community/Environmental Health

- s) Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together.