

AMHERST COUNTY PUBLIC SCHOOLS
Elementary Kindergarten-5th Grade
Health CURRICULM MAPPING/PACING GUIDE

Kindergarten		
Week Of	SOL	Completed
	K.1 The student will identify and describe key health and safety concepts. K.2 The student will identify healthy decisions. K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.	
	K.1 a) Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day). K.2 a) Describe healthy meal choices that include all food groups. K.3 a) Describe a variety of healthy snacks foods. b) Recognize that not all food products advertised or sold are healthy.	
	K.1 b) Recognize the need for regular physical activity. c) Describe different types of physical activity. K.2 b) Identify positive physical activity options and the benefits of being physically active every day. c) Describe alternatives to television watching. K.3 c) Describe ways to participate regularly in physical activities inside and outside of school.	
	K.1 e) Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet). K.2 d) Identify situations that require the use of each of the five senses. i) Recognize how the body's parts work together. K.3 e) Describe ways to protect the five senses.	
	K.1 d) Recognize the importance of a regular bedtime routine and enough sleep. K.3 d) Describe ways to calm down before bed to prepare for sleeping.	
	K.1 f) Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused. K.2 e) Describe how medicine can be helpful or harmful, and recognize poison warning labels. K.3 f) Discuss why medicines should only be taken under the supervision of an adult.	
	K.1 h) Identify that hand washing reduces the chance of becoming sick. K.2 f) Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu). g) Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands. K.3 g) Demonstrate proper hand washing.	

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Kindergarten		
Week Of	SOL	Completed
	K.1 i) Describe the function of the teeth and how to take care of them. K.2 h) Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming). l) Describe sun safety practices. K.3 h) Demonstrate how to brush and floss teeth correctly.	
(2 weeks)	K.1 j) Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt). k) Describe pedestrian safety, to include using sidewalks and crosswalks. l) Describe bus safety practices, to include where to cross in front of the bus and staying in the seat facing forward. K.2 j) Identify the meaning of safety signs, symbols, and warning labels. k) Identify safe choices when walking, riding in a car and bus, and riding a bike. K.3 i) Describe how safety choices can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, and sitting in the back seat of vehicles with airbags). j) Describe common safety rules and practices for individuals, families, and communities.	
	K.1 g) Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors). m) Describe emergency and nonemergency situations. K.2 m) Compare emergency and nonemergency situations. K.3 k) Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials). l) Describe why it is important to ask adults for help in an emergency and how to ask for help. m) Demonstrate how to call 9-1-1.	
	K.1 n) Identify emotions (e.g., happiness, sadness, anger, fear, frustration). K.2 n) Describe positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride). o) Discuss how to express and handle emotions appropriately. K.3 n) Practice using words to identify emotions.	

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Kindergarten		
Week Of	SOL	Completed
(2 weeks)	K.1 o) Describe what it means to be a friend and to show consideration and concern for others. K.2 p) Identify why friends are important and how to cooperate and share with others. K.3 o) Identify strategies for making friends. p) Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others. q) Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change.	
	K.1 p) Identify household products that are harmful or poisonous. K.2 q) Recognize that not all products advertised or sold are healthy or safe. r) Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling unknown substances.	

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First Grade		
Week Of	SOL	Completed
	1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health. 1.2 The student will explain that good health is related to healthy decisions. 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.	
	1.1 a) Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach). 1.2 a) Describe the importance of having a healthy heart, brain, and lungs. b) Select behaviors that help keep the heart, brain, and lungs healthy.	
	1.1 b) Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).	
	1.1 c) Describe correct posture for sitting, standing, and walking. 1.2 c) Practice correct posture for sitting, standing, and walking.	
	1.1 d) Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices. 1.2 d) Discuss the importance of personal hygiene, to include care of one’s teeth. e) Recognize that physical activity is a form of healthy entertainment. f) Determine how sleep habits affect mood and academic performance.	
	1.1 e) Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment. 1.3 a) Identify home safety rules and guidelines for emergencies. b) Practice fire safety procedures. c) Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street. d) Explain ways to stay safe when riding in a bus and automobile. e) List playground safety rules, and report hazards on the playground.	
	1.2 g) Compare and contrast healthy and less-healthy food choices. h) Explain the importance of making healthy decisions and how unhealthy decisions affect the body.	

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First Grade		
Week Of	SOL	Completed
	1.2 i) Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles. j) Compare and contrast personal safety behaviors at home, at school, and in the community. 1.3 f) Explain how protective gear reduces injuries. g) Describe water safety and ways to reduce risks around water. h) Identify the importance of sun safety. j) Identify individuals or community agencies that keep people safe. k) Describe how to report a dangerous situation.	
	1.1 f) Identify that medicines can be both helpful and harmful. 1.2 k) Explain the harmful effects of misusing medicines and drugs. l) Explain how medications may look similar but have different functions. 1.3 i) Create safety rules for medications in the home.	
	1.1 g) Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad. 1.2 m) Identify appropriate ways a person may express the emotions of happy, unhappy, or mad. 1.3 l) Demonstrate ways to express emotions appropriately.	
	1.1 h) Describe characteristics that are unique to each individual. i) Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others. 1.2 n) Explain the role of listening in building and maintaining friendships. o) Explain the importance of responsible behaviors when interacting with others. 1.3 m) Demonstrate cooperation with friends and classmates. n) Demonstrate responsible behaviors when interacting with others.	
	1.1 j) Identify items and materials that can be reduced, recycled, or reused 1.2 p) Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution. 1.3 o) Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation.	

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Second Grade		
Week Of	SOL	Completed
	2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health. 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life. 2.3 The student will describe the influences and factors that impact health and wellness.	
	2.1 a) Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system). 2.2 a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems. c) Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.	
	2.1 b) Identify foods that come from plants and animals. c) Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast. d) Identify characteristics of foods that should be consumed in limited quantities. e) Identify foods and beverages that contain sugar and caffeine. 2.2 b) Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle. d) Use a decision-making process to select healthy foods. e) Identify ways to increase physical activity.	
	2.1 f) Recognize that germs cause colds and flu and can be spread from person to person (communicable). 2.2 f) Explain the need for regular health checkups and screenings. g) Explain why parents/guardians keep health records for their children. 2.3 e) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.	
	2.1 g) Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts. 2.2 h) Recognize the harmful effects of drugs, alcohol, and tobacco. i) Recognize that tobacco smoke is harmful to health and should be avoided. 2.3 f) Explain why it is dangerous to sniff, taste, or swallow unknown substances.	
	2.1 h) Explain the importance of assuming responsibility for personal safety. 2.2 j) Describe the use of refusal skills to make good decisions. k) Identify why medicines should only be taken under the supervision of an adult.	

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Second Grade		
Week Of	SOL	Completed
	2.1 i) Explain emotions associated with disappointment, loss, and grief. 2.2 l) Explain healthy ways to express the emotions associated with disappointment, loss, and grief. 2.3 h) Identify adults who can help with disappointment, loss, and grief.	
	2.1 j) Explain the difference between teasing and bullying. k) Describe situations in which conflict may occur. 2.2 n) Use appropriate strategies to object to teasing and bullying. o) Describe the use of nonviolent strategies to resolve conflicts. p) Describe characteristics of a trusted friend and a trusted adult. q) Describe how to work and play cooperatively. 2.3 l) Develop a plan to use appropriate strategies to object to teasing and bullying. j) Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community. k) Identify and discuss how to show respect for similarities and differences between and among individuals.	
	2.1 l) Define self-image, and identify that individuals are unique. m) Explain how media (e.g., television, movies, Internet) influences behavior. 2.2 r) Describe how self-image influences personal success.	
	2.2 j) Describe the use of refusal skills to make good decisions. m) Discuss how to express needs and wants appropriately.	
	2.3 a) Describe how heredity influences health and wellness. b) Design a meal with food from each food group. c) Explain how different dietary customs and traditions influence health. d) Describe how to keep food safe from harmful germs.	
	2.3 g) Identify emergency resources, services, and health care professionals in the community that influence health and wellness. l) Describe how the environment influences health and how to protect the environment.	

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Third Grade		
Week Of	SOL	Completed
	3.1 The student will explain that health habits and practices impact personal growth and development. 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health. 3.3 The student will promote health and safety at school and at home.	
	3.1 a) Identify the major structures and functions of the digestive system. b) Describe why digestion is important and how the body uses digested food molecules. c) Explain the importance of water and healthy food choices for digestion and body function. d) Identify healthy food and beverage choices based on nutritional content. 3.2 a) Evaluate how physical activity and healthy food and beverage choices impact personal health. b) Determine when and how much water to drink to keep the body hydrated. 3.3 a) Evaluate the role of the digestive system in providing energy for the body	
	3.1 e) Describe the benefits of physical activity and personal fitness. f) Describe the benefits of getting enough sleep. 3.3 b) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day. c) Identify ways in which health care has improved as a result of technology.	
(3 weeks)	3.1 g) Define and describe noncommunicable diseases. h) Describe proper and improper use of prescription and nonprescription medications. i) Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs. j) Explain safety rules at home, at school, and in the community. k) Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others. 3.2 c) Compare proper and improper use of prescription and nonprescription medicines. d) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications. e) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems. f) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs. 3.3 d) Create a health message about the proper use of prescription and nonprescription medications. e) Describe the effects of nicotine, alcohol, and other drugs on body systems. f) Encourage others not to use alcohol, tobacco, inhalants, or other drugs. g) Explain the effects of mind-altering drugs on behavior.	

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Third Grade		
Week Of	SOL	Completed
	3.1 l) Explain safety rules at home, at school, and in the community. 3.2 g) Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle. h) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports. 3.3 h) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries. r) Practice disaster-preparedness procedures at home and at school.	
3-4 weeks	3.1 n) Describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one. o) Describe positive interaction with family, peers, and other individuals. p) Identify refusal skills and how to communicate directly, respectfully, and assertively. q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises). r) Explain the difference between bullying and conflict. s) Identify positive ways to communicate and the benefits of having positive relationships with family and friends. 3.2 k) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively. l) Identify the process of resolving conflicts peacefully. 3.3 i) Demonstrate the use of refusal skills to counter negative influences. j) Design effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance. k) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills. l) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students. m) Demonstrate positive ways to communicate with family and friends. n) Apply goal-setting strategies to make and keep friends. o) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends. p) Practice positive interactions with family, peers, and others to promote personal health.	

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Third Grade		
Week Of	SOL	Completed
	3.2 m) Analyze how reducing, reusing, and recycling products promotes a healthier environment.	
	3.3 q) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.	

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Fourth Grade		
Week Of	SOL	Completed
	4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement. 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.	
	4.1 a) Identify the major structures and functions of the immune system. 4.2 a) Describe how the immune system defends against germs. 4.3 a) Identify ways to boost the immune system to reduce risk of communicable or noncommunicable disease.	
3 weeks	4.1 b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep. c) Evaluate the importance of balance, variety, and moderation in a meal plan. d) Determine the nutrients needed for proper brain function. e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance. f) Analyze the impact of nutrients on growth and development. g) Determine how the serving sizes and sugar content for a variety of foods and beverages affect health. h) Identify the effects of malnutrition. i) Recognize effects of malnutrition and overnutrition (obesity) on the immune system. 4.2 b) Explain how physical activity, rest, and sleep affect health. c) Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy. d) Compare the serving sizes and added sugar content of foods served at meals and various family celebrations. 4.3 b) Compare recommended serving size and actual package size for foods or beverages. c) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.	
	4.1 j) Describe how viruses, bacteria, parasites, and fungi are spread. k) Compare and contrast communicable and noncommunicable diseases.	

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Fourth Grade		
Week Of	SOL	Completed
	4.1 l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use. m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs. 4.2 e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs. f) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs. g) Demonstrate refusal skills. 4.3 d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs. e) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants and other drugs.	
	4.1 n) Identify feelings and emotions associated with loss and grief and their impact on health. 4.2 j) Describe coping skills for handling the emotions of loss and grief. k) Identify adults who can help manage feelings and emotions resulting from loss and grief. 4.3 i) Identify strategies and resources to manage feelings that may result from loss and grief.	
	4.1 o) Explain the difference between teasing and taunting. p) Describe steps to resolve a conflict. 4.2 l) Explain how teasing and taunting affects health. m) Identify strategies for reporting bullying and aggressive behaviors. n) Recognize harmful or abusive relationships. o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations. p) Identify obstacles to effective communication, and describe how to overcome them. 4.3 j) Analyze positive strategies for resolving conflict. k) Practice communication skills to overcome common communication difficulties. l) Describe the relationship of positive self-concept, meeting academic goals, and participation in co-curricular and extracurricular activities.	
	4.1 q) Examine the impact of self-concept on health and academic achievement. 4.2 h) Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting. i) Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety). q) Describe how developing a healthy self-concept is an essential life skill. r) Describe how to exhibit self-control.	

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	<p>4.3 f) Describe the importance of early detection of health problems.</p> <p>g) Identify accurate and inaccurate health information.</p> <p>h) Analyze resources for personal and community health from health care agencies, printed materials, broadcast media, the Internet, and audiovisual materials.</p>	
	<p>4.1 r) Describe the effects of air pollution on health.</p> <p>4.2 s) Explain the health consequences associated with air pollution.</p> <p>4.3 m) Identify problems and possible solutions for community health issues.</p> <p>n) Discuss the benefits of volunteering, and identify local volunteer opportunities.</p> <p>o) Develop strategies to reduce air pollution.</p>	

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Fifth Grade		
Week Of	SOL	Completed
	5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health. 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.	
	5.1 a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system. b) Examine the health risks associated with unprotected sun exposure. 5.2 a) Determine strategies to protect against the harmful effects of the sun. 5.3 a) Identify strategies that you will employ to protect against the harmful effects of the sun.	
	5.1 c) Explain the impact of personal health habits and behaviors on cardiorespiratory fitness. 5.2 b) Practice personal health habits that promote cardiorespiratory fitness.	
	5.1 d) Describe why some food groups have a greater number of recommended servings than other food groups. e) Explain the concepts of eating in moderation and energy balance. f) Identify the influence of marketing techniques on food and beverage choices. 5.2 c) Select healthy foods and beverages for breakfast and lunch. d) Interpret information on food labels. e) Identify connections between nutritional guidelines and weight management. 5.3 b) Support others in making positive food, physical activity, and sleep choices.	
	5.1 g) Analyze the physical, academic, mental, and social benefits of regular physical activity. h) Describe how physical activity, sleep, and good health are related. i) Explain the importance of sleep. 5.2 f) Explain the importance of exercise and recreation. g) Analyze the physical, academic, social, and emotional benefits of getting enough sleep. 5.3 c) Identify physical activities that students can do with friends and family to build positive relationships.	
	5.1 j) Recognize the importance of good hygiene habits 5.2 k) Demonstrate dental care, hand washing, and other personal hygiene habits.	
	5.1 l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals. 5.2 h) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused. 5.3 e) Encourage others not to use alcohol, tobacco, or other drugs.	

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	Fifth Grade	
Week Of	SOL	Completed
	5.1 m) Analyze why people choose to follow or not follow safety rules at home, at school, and in the community. 5.2 l) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags. m) Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills. o) Manage emotions appropriately in a variety of situations. n) Show effective communication skills in emergency situations. 5.3 f) Examine the role of self and others in causing or preventing injuries.	
	5.1 n) Identify strategies for managing stress. 5.2 i) Practice strategies for managing stress.	
	5.1 o) Recognize the development of positive social skills as essential for building and sustaining relationships. p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others. q) Analyze the role of active listening in refusal and conflict resolution. 5.2 q) Demonstrate effective communication skills to address harassing behaviors. r) Describe how to report harassing behaviors at school and at home. s) Demonstrate how to show respect for individual differences. t) Describe the consequences of an unhealthy environment. 5.3 i) Explain the benefits of having positive relationships with family, friends, and neighbors. j) Describe ways to offer friendship and support to someone who was bullied. l) Advocate for a caring school environment.	
	5.1 r) Examine the influence of violence in the media on health behaviors. s) Examine community health issues. t) Assess environmental health and safety issues in the community. 5.3 g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community. h) Identify how culture, family, friends, and the media influence health practices. k) Promote the value of community health and wellness. m) Identify community health projects for peers and community groups to work on together. n) Promote volunteerism and community service.	

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	Fifth Grade	
Week Of	SOL	Completed
	5.1 k) Describe ways to prevent vision and hearing loss. 5.2 j) Explain the relationship between health promotion and disease prevention. 5.3 d) Develop a plan to prevent the spread of disease. f) Examine the role of self and others in causing or preventing injuries.	
	5.2 l) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.	
	5.3 o) Recognize that all individuals have a responsibility to protect and preserve the environment. p) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.	