

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)</p>	<p>1. The student will understand common health issues in children.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs – 7.3/7.4/7.5 • Community and Environmental Health – 9/10 • Family Life and Sexuality – 6.15 • Injury Prevention • Mental Health • Nutrition – 3.5/8/6 • Personal and Consumer Health • Physical Activity – 5.8/5.10/5.9 <ul style="list-style-type: none"> • Tobacco – 7.3 	<ul style="list-style-type: none"> • List a variety of healthy and unhealthy foods and their effects on the body. – 3.5 • Draw the lungs and describe what happens to breathing because of colds, allergies, and/or asthma. – 3.7 • Draw pictures to show how physical exercise promotes health. • Identify healthy and unhealthy noise levels and how to use an “inside voice.” - 10.2 • Identify differences in physical changes between kindergarten and first grade. • Describe the effects of littering. • Identify how to take care of the body (e.g., teeth, eyes, ears, bones, etc.). – 5.4/8.1 • List common challenges and related emotions that may occur in first grade (stress management). • Identify words that describe emotions. – 1.6/1.7 • Explore how and when words can hurt people. – 1.6/1.7
	<p>2. The student will identify childhood injuries and illnesses.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs – 7.3/7.4/7.5 • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition – 3.5/8.6 • Personal and Consumer Health • Physical Activity • Tobacco – 7.3 	<ul style="list-style-type: none"> • List injuries and other conditions that harm the skin. – 8.1/8.2/8.3/8.7/8.18 • Explain what germs are and how they spread. – 8.1/8.2/8.3/8.7/8.18 • Explore how adhesive bandages prevent illness. – 8.1/8.2/8.3/8.7/8.18 • Identify signs and symptoms of colds and flu. – 8.1/8.2/8.3/8.7/8.18 • List rules for safe play. – 6.1/6.2/6.3/6.4/6.5/6.6
<p>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</p>	<p>1. The student will explain how information from a variety of sources influences health. – 6.2</p>	<ul style="list-style-type: none"> • Describe favorite commercials and discuss the purpose of commercials. • Discuss the difference between real and unreal actions on TV shows and computer games. Distinguish between violent and non-violent examples. • Draw pictures and compare cultural differences in healthy food.

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3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)	1. The student will locate resources from home, school, and community that provide valid health information. – Ch. 6, Safety	<ul style="list-style-type: none"> • Identify community safety helpers and decide which helper to contact for which information. – 7.7 • Name appropriate adults who can give medicine to a child. – 7.1/7.2 • Identify the school nurse and understand his/her role for keeping children healthy. – 7.7 • Identify safety procedures for the home, school, and community. • List or draw protective equipment for activities such as biking, boating, or exposing skin to the sun.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)	1. The student will describe characteristics needed to be a responsible friend and family member. – 1.2/1.3	<ul style="list-style-type: none"> • Role-play ways that people can communicate with each other to show good sportsmanship. • Identify actions of a good listener and practice being a good listener. • Describe ways to help one’s family. • Practice self-management in stressful situations. • Use “I” language to express emotions, needs, and wants.
	2. Identify ways to communicate care, consideration, and respect of self and others. – 1.2/1.3/2.4	<ul style="list-style-type: none"> • Role-play how to politely join into a social situation. • Draw a picture illustrating how to care for someone who is ill and/or elderly. • Role-play listening in a conflict situation. • Describe how friends can influence one’s feelings. • List ways to show respect for diverse groups of people.
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM) - 1.4/1.5/9./9.4	1. The student will recognize outcomes of positive health decisions.	<ul style="list-style-type: none"> • Describe how change influences how we feel. • Identify 2-3 choices and contrast healthy and unhealthy decisions. • Use decision making steps to handle common situations. • Practice refusal skills. • List ways to resolve conflict without fighting or violence. • Describe how one’s actions may evoke a response in others. • Name sources of help. • Identify a decision that needs to be made by the characters in a story or students in a classroom scenario. • Describe the importance of “asking first” before ingesting a substance offered by a friend.

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6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)		<ul style="list-style-type: none"> •
7. Students will demonstrate the ability to practice health- enhancing behaviors and reduce health risks. (SM)	1. The student will demonstrate ways to avoid and reduce threatening situations.	<ul style="list-style-type: none"> • Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire. – 6.8 • Practice ways to talk things out that are upsetting. – Conflict Management • Show you recognize a “dare” and respond with good refusal skills. – 1.5 • Recognize the difference between good, bad, and confusing touch/gestures. – 6.15 • Predict what would happen in different situations if children do or do not follow safety rules and safe play (e.g., fire prevention). – Chapter 6 • Identify what to do when unsupervised (e.g., home safety). – 6.6 • Show self-management steps when stressed or upset. – 1.6/1.7 (Conflict Management) 8.8 • Show good hand-washing techniques to others. – 8.2 • Make a poster illustrating safe bus-riding procedures. – 6.11 • Identify healthy ways to deal with anger. – 1.7 (Conflict Management)
8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)	1. The student will describe a variety of methods to convey accurate health information and ideas.	<ul style="list-style-type: none"> • Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices (e.g., ingesting something, pushing someone, breaking a safety rule). – 1.5/7.14 • Describe consequences of “telling” or not “telling.” - Conflict Management • Practice reading, writing, and saying your name, address, and phone number. • Practice communication skills for getting help from trusted and safe adults. – 7.7 • Use puppets to show how to tell and yell when someone is not respecting personal body safety. – 6.15