

Standard	Benchmarks	Activity/Example
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will describe the basic structure and functions of the human body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs – Chapter 1, Lessons 1-5</li> <li>• Community and Environmental Health – Chapters 9 and 10, Lessons 1-3</li> <li>• Injury Prevention – Chapter 5, Lesson 7</li> <li>• Nutrition – Chapter 4, Lessons 1-4</li> <li>• Personal and Consumer Health – Chapter 4, Lessons 1-3</li> <li>• Physical Activity – Chapter 5, Lessons 4-6</li> <li>• Tobacco – Chapter 7, Lesson 3</li> </ul>	<ul style="list-style-type: none"> <li>• Write a poem, song, or rap to describe how body systems are structured and how they function.</li> <li>• Make a model of a body system and explain how it works.</li> <li>• Define the basic structure and functions of the body systems.</li> <li>• Locate pulse points.</li> <li>• Discuss target heart rate for exercise.</li> <li>• Describe how exercise impacts the various body systems.</li> <li>• Describe the circulatory system and identify the components of blood.</li> <li>• Role-play ways to protect oneself from unsafe or unhealthy environmental situations (e.g., sunscreen, seat belts, and helmets).</li> </ul>
	<p>2. The student will identify health problems that should be detected and treated early.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs – Chapter 7, Lessons 1-4</li> <li>• Community and Environmental Health – Chapters 9 and 10, Lessons 1-3</li> <li>• Injury Prevention – Chapter 5, Lesson 7</li> <li>• Nutrition – Chapter 4, Lessons 1-4</li> <li>• Personal and Consumer Health – Chapter 4, Lesson 3</li> <li>• Physical Activity – Chapter 5, Lessons 4-6</li> <li>• Tobacco – Chapter 7, Lesson 3</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between fact and fiction of communicable diseases.</li> <li>• Practice telling an adult about a health problem.</li> <li>• Identify consequences of untreated common illnesses.</li> <li>• Discuss strategies for managing first-aid emergencies (e.g., choking, Heimlich, CPR, bleeding).</li> <li>• List important health screenings for children.</li> </ul>
	<p>3. The student will compare the effects of positive and negative behavior on personal health.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health – Chapter 9, Lesson 3 and Chapter 10, Lessons 1-3</li> <li>• Injury Prevention – Chapter 5, Lesson 7</li> <li>• Nutrition – Chapter 4, Lessons 1-4</li> <li>• Personal and Consumer Health – Chapter 4, Lesson 3</li> <li>• Physical Activity – Chapter 5, Lessons 4-6</li> <li>• Tobacco – Chapter 7, Lesson 3</li> </ul>	<ul style="list-style-type: none"> <li>• Predict consequences of positive and negative behaviors on personal health.</li> <li>• Describe how alcohol and other drugs can affect health and behavior.</li> <li>• Identify risk factors that contribute to tobacco use.</li> <li>• Describe the effects of tobacco use on the human body.</li> <li>• Describe how exercise and physical fitness levels affect the heart and circulatory system.</li> <li>• Make a poster showing safety practices for bike and water activities.</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will describe ways technology can influence personal health.</p> <p>Chapter 9, Lessons 1-2</p>	<ul style="list-style-type: none"> <li>• Brainstorm ways technology can help prevent and treat disease.</li> <li>• Describe how technology is involved in food safety.</li> <li>• Discuss the positive and negative impact of technology on personal health (e.g., airbrushing in advertisements, chat rooms).</li> </ul>

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<b>3. Students will demonstrate the ability to access valid health information and products and services. (AI)</b>	1. The student will identify characteristics of valid health information and health-promoting products and services.  Chapter 9, Lessons 1-2	<ul style="list-style-type: none"> <li>• Determine characteristics of valid and invalid health information, such as nutrition.</li> <li>• Discuss, interpret, and compare the information on food labels.</li> <li>• Determine whether the source of health information is valid. Compare and contrast valid and invalid information.</li> <li>• Analyze advertising techniques used to persuade consumers. Identify the effects of advertising on personal health choices (e.g., body image, food choices, styles and trends, spending).</li> </ul>
<b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b>	1. The student will describe communication skills to build and maintain healthy relationships.  Chapter 1, Lesson 5 and Chapter 2, Lesson 1	<ul style="list-style-type: none"> <li>• Discuss why we need friends and role-play how to effectively communicate that need to others.</li> <li>• Use assertive statements and “I” statements in student-created skits about relationship scenarios.</li> <li>• Draw a picture showing a time when you used compassion and empathy to help another person.</li> <li>• Show evidence of healthy choices in real and simulated situations in interpersonal conflicts.</li> <li>• Describe problems that arise in friendships and suggest ways to deal with them.</li> <li>• Role-play healthy compromises to conflicts.</li> <li>• Write a story about how a fifth grader learns to communicate with someone who has different opinions and interests.</li> <li>• Design a T-shirt or poster that shows a personal and positive way to say “no.”</li> </ul>
	2. The student will demonstrate healthy ways to express needs, wants and feelings/  Chapter 1, Lesson 5 and Chapter 2, Lessons 1, 2, 5 and 6	<ul style="list-style-type: none"> <li>• Identify healthy and unhealthy methods for handling strong emotions.</li> <li>• Write a story that describes an event or change in life that might cause stress. Include healthy ways the main character expresses his/her needs, wants, and feelings in order to reduce his/her stress.</li> <li>• Journal about an example where a person showed respect for the feelings, rights, and property of others.</li> <li>• Demonstrate how to handle potentially unsafe or uncomfortable situations (e.g., playground incidents, friendship problems).</li> </ul>

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<b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b>	1. The student will demonstrate the ability to apply a decision-making process to health issues and problems.  Chapter 4, Lesson 2; Chapter 5, Lesson 5; and Chapter 6, Lesson 6	<ul style="list-style-type: none"> <li>• Identify factors that influence food preference (activity level, time, age, money, peers, culture, religion, environment, personal experiences).</li> <li>• Identify criteria to choosing healthful snacks.</li> <li>• Evaluate food choices and the impact of nutrition on health and energy.</li> <li>• Choose healthful amounts of physical activity and create a realistic fitness plan.</li> <li>• Select real life situations and apply healthy decision-making process.</li> </ul>
<b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b>	1. The student will demonstrate the ability to apply a decision-making process to health issues and problems.  Chapter 5, Lesson 6	<ul style="list-style-type: none"> <li>• Set realistic goal for positive friendship behavior.</li> <li>• Practice reaching the goal and self-reflect on progress in reaching the goal.</li> <li>• Set a personal health goal and track progress toward achievement.</li> <li>• Identify resources to assist in achieving a personal health goal.</li> </ul>
<b>7. Students will demonstrate the ability to practice health- enhancing behaviors and avoid or reduce health risks. (SM)</b>	1. The student will demonstrate skills to manage stress.  Chapter 1, Lesson 6 and Chapter 2, Lesson 2	<ul style="list-style-type: none"> <li>• Participate in and practice various stress-reduction techniques.</li> <li>• Teach another student (peer teach) a stress-reduction technique.</li> <li>• Make a poster that describes a stress-reduction technique.</li> <li>• Model self-management strategies to cope with unpleasant emotions.</li> </ul>
<b>8. Students will demonstrate the ability to advocate for personal, family, and community health.</b>	1. The student will demonstrate the ability to influence and support others in making positive health choices.  Chapter 9, Lesson 3; Chapter 1, Lesson 3; Chapter 2, Lessons 1 and 4; and Chapter 3, Lesson 5	<ul style="list-style-type: none"> <li>• Model making healthy choices and how to manage difficult or stressful situations.</li> <li>• Design a T-shirt that encourages others to make responsible healthy choices.</li> <li>• Create “healthy choices” bumper stickers.</li> <li>• Discuss the link between health and heredity.</li> <li>• Create a personal safety plan to use in crisis situations.</li> <li>• Identify a health goal and write a plan to reduce personal stress.</li> </ul>