

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will describe the basic structure and functions of the human body systems.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Write a poem, song, or rap to describe how body systems are structured and how they function. • Make a model of a body system and explain how it works. • Define the basic structure and functions of the body systems. • Locate pulse points. • Discuss target heart rate for exercise. • Describe how exercise impacts the various body systems. • Describe the circulatory system and identify the components of blood. • Understand the biological differences between boys and girls. • Describe the physical changes during puberty. • Role-play ways to protect oneself from unsafe or unhealthy environmental situations (e.g., sunscreen, seat belts, helmets).
	<p>2. The student will identify health problems that should be detected and treated early.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Distinguish between fact and fiction of communicable diseases. • Practice telling an adult about a health problem. • Identify consequences of untreated common illnesses. • Discuss strategies for managing first-aid emergencies (e.g., choking, Heimlich, CPR, bleeding). • List important health screenings for children.
	<p>3. The student will compare the effects of positive and negative behavior on personal health.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Predict consequences of positive and negative behaviors on personal health. • Describe how alcohol and other drugs can affect health and behavior. • Identify risk factors that contribute to tobacco use. • Describe the effects of tobacco use on the human body. • Describe how exercise and physical fitness levels affect the heart and circulatory system. • Make a poster showing safety practices for bike and water activities.

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<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will identify characteristics of valid health information and health-promoting products and services.</p>	<ul style="list-style-type: none"> • Determine characteristics of valid and invalid health information, such as nutrition. • Discuss, interpret, and compare the information on food labels. • Determine whether the source of health information is valid. Compare and contrast valid and invalid information. • 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).
<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will demonstrate skills to manage stress.</p>	<ul style="list-style-type: none"> • Participate in and practice various stress-reduction techniques. • Teach another student (peer teach) a stress-reduction technique. • Make a poster that describes a stress-reduction technique. • Model self-management strategies to cope with unpleasant emotions.
<p>4. Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>1. The student will describe ways technology can influence personal health.</p>	<ul style="list-style-type: none"> • Brainstorm ways technology can help prevent and treat disease. • Describe how technology is involved in food safety. • Discuss the positive and negative impact of technology on personal health (e.g., airbrushing in advertisements, chat rooms).
<p>5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>	<p>1. The student will describe communication skills to build and maintain healthy relationships.</p>	<ul style="list-style-type: none"> • Discuss why we need friends and role-play how to effectively communicate that need to others. • Use assertive statements and “I” statements in student-created skits about relationship scenarios. • Draw a picture showing a time when you used compassion and empathy to help another person. • Show evidence of healthy choices in real and simulated situations in interpersonal conflicts. • Describe problems that arise in friendships and suggest ways to deal with them. • Role-play healthy compromises to conflicts. • Write a story about how a fifth grader learns to communicate with someone who has different opinions and interests. • Design a T-shirt or poster that shows a personal and positive way to say “no.”

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	2. The student will demonstrate healthy ways to express needs, wants and feelings	<ul style="list-style-type: none"> • Identify healthy and unhealthy methods for handling strong emotions. • 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. • Journal about an example where a person showed respect for the feelings, rights, and property of others. • Demonstrate how to handle potentially unsafe or uncomfortable situations (e.g., playground incidents, friendship problems).
<p>6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	1. The student will demonstrate the ability to apply a decision-making process to health issues and problems.	<ul style="list-style-type: none"> • Identify factors that influence food preference (activity level, time, age, money, peers, culture, religion, environment, personal experiences). • Identify criteria to choosing healthful snacks. • Evaluate food choices and the impact of nutrition on health and energy, • Choose healthful amounts of physical activity and create a realistic fitness plan. • Select real life situations and apply healthy decision-making process. • Set realistic goal for positive friendship behavior. • Practice reaching the goal and self-reflect on progress in reaching the goal.
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	1. The student will demonstrate the ability to influence and support others in making positive health choices.	<ul style="list-style-type: none"> • Model making healthy choices and how to manage difficult or stressful situations. • Design a T-shirt that encourages others to make responsible healthy choices. • Create “healthy choices” bumper stickers. • Discuss the link between health and heredity. • Create a personal safety plan to use in crisis situations. • Identify a health goal and write a plan to reduce personal stress.