

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will identify indicators of mental, emotional, social and physical health during childhood.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs Chapter 7 Health & Wellness TE p. 147-168 <ul style="list-style-type: none"> › <u>Reader</u> “Medicines and Drugs and You” › <u>Health Masters</u> p. 68-77 › <u>Big Ideas Book</u> p. 6, 7, 32-35 › <u>Transparency Book</u> p. 36, 46 › <u>Life Skills Book</u> p. 16-17 › <u>Poster</u> 4A • Community Health Chapter 9 Health & Wellness TE p. 191-202 <ul style="list-style-type: none"> › <u>Reader</u> “Health Helpers and You” › <u>Health Masters</u> p. 88-92 › <u>Big Ideas Book</u> p. 40-41 › <u>Transparency Book</u> p. 38, 45 › <u>Life Skills Book</u> p. 20-21 › <u>Poster</u> 5A • Environmental Health Chapter 10 Health Wellness TE p. 203-211 <ul style="list-style-type: none"> › <u>Reader</u> “Taking Care of Earth” › <u>Health Masters</u> p. 93-101 › <u>Big Ideas Book</u> p. 42-43 › <u>Transparency Book</u> p. 39, 46 › <u>Life Skills Book</u> p. 22-23 › <u>Poster</u> 5B, 7A • Family Life and Sexuality Chapter 3 Health & Wellness TE p. 43-51 <ul style="list-style-type: none"> › <u>Reader</u> “Your Body” › <u>Health Masters</u> p. 20-22 › <u>Big Ideas Book</u> p. 10-11 › <u>Poster</u> 7B <p>Chapter 1 Health & Wellness TE p. 1-22</p> <ul style="list-style-type: none"> › <u>Reader</u> “Your Feelings” › <u>Health Masters</u> p. 1-10 › <u>Big Ideas Book</u> p. 4-7 	<ul style="list-style-type: none"> • Describe what the heart does when physically active. • Explain why caring for others is important for healthy relationships. • List ways germs enter the body and how to keep them out to stay healthy. • Identify ways to stay healthy and safe (e.g., avoid contact with other people’s saliva and blood, the sanitary handling of food, hand washing). • Describe how the body protects itself from disease. • List signs and symptoms of common illnesses. • List first aid procedures for simple injuries (e.g., nosebleeds, cuts, burns). • Identify common health problems (e.g., flu, asthma, colds, and head lice). • List reasons calcium is important for the body. • Describe the importance of the “3 R’s” for the environment: Reduce, Reuse, and Recycle. • List/identify how to show respect for human growth differences between first and second graders.

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	<ul style="list-style-type: none"> › <u>Transparency Book</u> p. 1-6 › <u>Life Skills Book</u> p. 4-5 › <u>Poster 1A, 8A</u> Chapter 2 Health & Wellness TE p. 23-42 <ul style="list-style-type: none"> › <u>Reader “Getting Along”</u> › <u>Health Masters</u> p. 11-19 › <u>Big Ideas Book</u> p. 6-9 › <u>Transparency Book</u> p. 7, 46 › <u>Life Skills Book</u> p. 6-7 › <u>Poster 1B, 4B, 8B, 9B</u> • Injury Prevention <ul style="list-style-type: none"> Chapter 6 Health & Wellness TE p. 111-146 <ul style="list-style-type: none"> › <u>Reader “Safety and You”</u> › <u>Health Masters</u> p. 51-67 › <u>Big Ideas Book</u> p. 51-67 › <u>Transparency Book</u> p. 27-33, 35 › <u>Life Skills Book</u> p. 14-15 › <u>Poster 3B</u> • Mental Health <ul style="list-style-type: none"> Chapter 1 Health & Wellness TE p. 1-22 <ul style="list-style-type: none"> › <u>Reader “Your Feelings”</u> › <u>Health Masters</u> p. 1-10 › <u>Big Ideas Book</u> p. 4-7 › <u>Transparency Book</u> p. 1-6 › <u>Life Skills Book</u> p. 4-5 › <u>Poster 1A, 8A</u> • Nutrition <ul style="list-style-type: none"> Chapter 4 Health & Wellness TE p. 65-88 <ul style="list-style-type: none"> › <u>Reader “Healthful Foods for You”</u> › <u>Health Masters</u> p. 30-40 › <u>Big Ideas Book</u> p. 16-19 › <u>Transparency Book</u> p. 15-17, 19-20 › <u>Life Skills Book</u> p. 10-11 › <u>Poster 2B, 6B, 10B</u> • Personal Health and Physical Activity <ul style="list-style-type: none"> Chapter 5 Keeping Clean & Fit TE p. 89-110 <ul style="list-style-type: none"> › <u>Reader “Keeping Clean and Fit”</u> › <u>Health Masters</u> p. 41-50 › <u>Big Ideas Book</u> p. 20-23 › <u>Transparency Book</u> p. 21, 23-24, 26, 30 	

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	<ul style="list-style-type: none"> ▸ <u>Life Skills Book</u> p. 12-13 ▸ <u>Poster</u> 3A, 9A, 10A • Consumer Health <ul style="list-style-type: none"> Chapter 9 Health Helpers & You TE p. 191-202 ▸ <u>Reader</u> “Health Helpers and You” p. 84-85 (Ch. 4) ▸ <u>Health Masters</u> p. 88-92 ▸ <u>Big Ideas Book</u> p. 40-41 ▸ <u>Transparency Book</u> p. 38, 45 ▸ <u>Life Skills Book</u> p. 20-21 	

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	<p>2. The student will explain how childhood injuries and illness can be prevented.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs Chapter 7 Health & Wellness TE p. 147-168 <ul style="list-style-type: none"> › Reader “Medicines and Drugs and You” › Health Masters p. 68-77 › Big Ideas Book p. 6, 7, 32-35 › Transparency Book p. 36, 46 › Life Skills Book p. 16-17 › Poster 4A • Community Health Chapter 9 Health & Wellness TE p. 191-202 <ul style="list-style-type: none"> › Reader “Health Helpers and You” › Health Masters p. 88-92 › Big Ideas Book p. 40-41 › Transparency Book p. 38, 45 › Life Skills Book p. 20-21 › Poster 5A • Environmental Health Chapter 10 Health Wellness TE p. 203-211 <ul style="list-style-type: none"> › Reader “Taking Care of Earth” › Health Masters p. 93-101 › Big Ideas Book p. 42-43 › Transparency Book p. 39, 46 › Life Skills Book p. 22-23 › Poster 5B, 7A • Family Life and Sexuality Chapter 3 Health & Wellness TE p. 43-51 <ul style="list-style-type: none"> › Reader “Your Body” › Health Masters p. 20-22 › Big Ideas Book p. 10-11 › Poster 7B <p>Chapter 1 Health & Wellness TE p. 1-22</p> <ul style="list-style-type: none"> › Reader “Your Feelings” › Health Masters p. 1-10 › Big Ideas Book p. 4-7 	<ul style="list-style-type: none"> • Mind-web examples of healthy and unhealthy behavior. • Predict how not taking care of one’s body can affect health. • Differentiate between over-the-counter and prescription medicine. • Role-play various safety techniques. • Identify potential outdoor hazards for pedestrians, at the playground, etc. • Describe the importance of regular health care check-ups (e.g., dental, immunizations).

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	<ul style="list-style-type: none"> › <u>Transparency Book</u> p. 1-6 › <u>Life Skills Book</u> p. 4-5 › <u>Poster</u> 1A, 8A Chapter 2 Health & Wellness TE p. 23-42 <ul style="list-style-type: none"> › <u>Reader</u> “Getting Along” › <u>Health Masters</u> p. 11-19 › <u>Big Ideas Book</u> p. 6-9 › <u>Transparency Book</u> p. 7, 46 › <u>Life Skills Book</u> p. 6-7 › <u>Poster</u> 1B, 4B, 8B, 9B • Injury Prevention <ul style="list-style-type: none"> Chapter 6 Health & Wellness TE p. 111-146 <ul style="list-style-type: none"> › <u>Reader</u> “Safety and You” › <u>Health Masters</u> p. 51-67 › <u>Big Ideas Book</u> p. 51-67 › <u>Transparency Book</u> p. 27-33, 35 › <u>Life Skills Book</u> p. 14-15 › <u>Poster</u> 3B • Mental Health <ul style="list-style-type: none"> Chapter 1 Health & Wellness TE p. 1-22 <ul style="list-style-type: none"> › <u>Reader</u> “Your Feelings” › <u>Health Masters</u> p. 1-10 › <u>Big Ideas Book</u> p. 4-7 › <u>Transparency Book</u> p. 1-6 › <u>Life Skills Book</u> p. 4-5 › <u>Poster</u> 1A, 8A • Nutrition <ul style="list-style-type: none"> Chapter 4 Health & Wellness TE p. 65-88 <ul style="list-style-type: none"> › <u>Reader</u> “Healthful Foods for You” › <u>Health Masters</u> p. 30-40 › <u>Big Ideas Book</u> p. 16-19 › <u>Transparency Book</u> p. 15-17, 19-20 › <u>Life Skills Book</u> p. 10-11 › <u>Poster</u> 2B, 6B, 10B • Personal Health and Physical Activity <ul style="list-style-type: none"> Chapter 5 Keeping Clean & Fit TE p. 89-110 <ul style="list-style-type: none"> › <u>Reader</u> “Keeping Clean and Fit” › <u>Health Masters</u> p. 41-50 › <u>Big Ideas Book</u> p. 20-23 › <u>Transparency Book</u> p. 21, 23-24, 26, 30 	

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	<ul style="list-style-type: none"> › <u>Life Skills Book</u> p. 12-13 › <u>Poster</u> 3A, 9A, 10A • Consumer Health <ul style="list-style-type: none"> Chapter 9 Health Helpers & You TE p. 191-202 › <u>Reader</u> “Health Helpers and You” p. 84-85 (Ch. 4) › <u>Health Masters</u> p. 88-92 › <u>Big Ideas Book</u> p. 40-41 › <u>Transparency Book</u> p. 38, 45 › <u>Life Skills Book</u> p. 20-21 	
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will explain how media influences the selection of health information.</p> <ul style="list-style-type: none"> • Messages in Ads <ul style="list-style-type: none"> Chapter 9 Health Helpers & You TE p. 196-197 › <u>Reader</u> p. 4-5 › <u>Transparency Book</u> p. 38, 45 	<ul style="list-style-type: none"> • Discuss jingles and/or advertising slogans and how they influence product selection. • Identify healthful foods in advertising. • Identify ways the media makes products appealing. • Identify advertising messages that influence children. Identify an ad and discuss why the ad appeals to children.
<p>3. Students will demonstrate the ability to practice health- enhancing behaviors and reduce health risks.</p>	<p>1. The student will compare behaviors that are safe to those that are risky or harmful.</p> <ul style="list-style-type: none"> • Safe and Harmful Behaviors <ul style="list-style-type: none"> Chapters 1 and 2 TE p. 10-11, 36-37 › <u>Readers</u> “Your Feelings” p. 67 and “Getting Along” p. 12-13 › <u>Health Masters</u> p. 4, 16 	<ul style="list-style-type: none"> • Identify consequences of safe/healthful and risky/harmful behaviors (e.g., injury prevention, sneezing, coughing, objects near face). • Role-play examples of healthful behaviors. • Teach peers the consequences of safe/healthful and risky/harmful behaviors.
	<p>2. The student will develop injury prevention and self- management strategies for personal health.</p> <ul style="list-style-type: none"> • Injury Prevention and Personal Health Management <ul style="list-style-type: none"> Chapter 1 TE p. 12-13, 18-19 › <u>Reader</u> “Your Feelings” p. 8-9, 12-13 › <u>Big Ideas Book</u> p. 4-5 › <u>Health Masters</u> p. 5, 8 Chapter 2 TE p. 38-41 › <u>Reader</u> “Getting Along” p. 14-15 › <u>Health Masters</u> p. 17-18 › <u>Life Skills Book</u> p. 6-7 › <u>Poster</u> 1B Chapter 8 TE p. 174-177 <u>Reader</u> “Fighting Germs” p. 4-5 <u>Health Masters</u> p. 79-80 <u>Big Ideas Book</u> p. 38-39 	<ul style="list-style-type: none"> • Explain why it’s important to eat breakfast. • Identify ways to keep colds from spreading in the home and at school. • Describe real dangers children might face under different circumstances and what to do about them (e.g., getting lost, bus problems). • List/describe ways to handle/cope with disappointment and stress. • Identify ways to calm oneself. • List ways to express anger and annoyance in a healthy manner. • List ways to cope with uncomfortable feelings (e.g., anger, embarrassment). • Identify ways to cope with change.

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		<ul style="list-style-type: none"> • Demonstrate safe behaviors in a variety of settings (e.g., air bags, seat belts). • Describe group behaviors that pose safety hazards (e.g., pushing in line, talking when needing to pay attention).
<p>4. Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>1. The student will explain how media influences thoughts, feelings and health behavior.</p> <ul style="list-style-type: none"> • Influences on Health Chapter 4 TE p. 84-85 <ul style="list-style-type: none"> › <u>Reader</u> “Healthful Foods and You” p. 12-13 › <u>Health Masters</u> p. 38 Chapter 9 TE p. 196 <ul style="list-style-type: none"> › <u>Reader</u> “health Helpers and You” p. 4-5 › <u>Health Masters</u> p. 89 › <u>Transparency Book</u> p. 38, 45 	<ul style="list-style-type: none"> • Classify TV shows or comic strips as violent or nonviolent. • Create an accurate advertisement for healthful snacks. • Describe how different types of music can change emotions. • Discuss how commercials influence decisions about what products to buy.
<p>5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>	<p>1. The student will describe refusal skills to enhance health.</p> <ul style="list-style-type: none"> • When to say “No” Chapter 6 TE p. 126-127 <ul style="list-style-type: none"> › <u>Reader</u> “Safety and You” p. 8-9 › <u>Health Masters</u> p. 57 › <u>Transparency Book</u> p. 28 Chapter 7 TE p. 166-167 <ul style="list-style-type: none"> › <u>Health Masters</u> p. 76 › <u>Life Skills Book</u> p. 16-17 › <u>Poster 4A</u> 	<ul style="list-style-type: none"> • Role-play refusal skills when faced with a stranger. • Practice saying no to risk taking behaviors or situations that threaten safety. • List the ways a person can say “no” to drugs and other substances that are not safe.

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	<p>2. The student will differentiate between negative and positive behaviors used in conflict situation.</p> <ul style="list-style-type: none"> • Conflict Situations <ul style="list-style-type: none"> Chapter 1 TE p. 20-21 <ul style="list-style-type: none"> › <u>Reader</u> “Your Feelings” p. 14-15 › <u>Health Masters</u> p. 9 › <u>Big Ideas Book</u> p. 6-7 Chapter 2 TE p. 32-33, 36-41 <ul style="list-style-type: none"> › <u>Reader</u> “Getting Along” p. 8-9, 12-15 › <u>Health Masters</u> p. 14, 16-18 › <u>Big Ideas Book</u> p. 6-7 › <u>Transparency Book</u> p. 7, 46 › <u>Life Skills Book</u> p. 6-7 › <u>Poster</u> 1B, 9B Chapter 6 TE p. 130-133 <ul style="list-style-type: none"> › <u>Reader</u> “Safety and You” p. 12-15 › <u>Health Masters</u> p. 59-60 	<ul style="list-style-type: none"> • Categorize unhealthy and healthy communication skills in a conflict scenario (e.g., attentive listening skills). • Describe healthy habits for avoiding fights. • Compare and contrast healthy and unhealthy ways to respond to anger. • Demonstrate thoughtful behavior toward others. • Use puppets to show attentive listening skills. • Identify real dangers and how to cope with them (e.g., bullying, abuse, harassment). • Identify ways to seek assistance from a trusted adult if worried, abused, or threatened. • Demonstrate taking responsibility for actions rather than blaming. • Use a story to distinguish between healthy and unhealthy behaviors. • Identify ways to show care and consideration for others.
<p>6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>1. The student will set a personal health goal and track progress toward its achievement.</p> <ul style="list-style-type: none"> Chapter 1 TE p. 4-5 <ul style="list-style-type: none"> › <u>Reader</u> “Your Feelings” p. 2-3 › <u>Health Masters</u> p. 1 › <u>Big Ideas Book</u> p. 4-5 › <u>Activity Set</u> Health Goals, Life Skill p. 5 	<ul style="list-style-type: none"> • Set a one-week goal for doing one thing to enhance physical fitness. • Compare and contrast realistic and unrealistic goals. • Practice healthful eating and exercising for one week. • Self-assess or discuss how closely the goal was reached. • Set specific goals to help others when in need.
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. The student will express information and opinions about health information and ideas.</p> <ul style="list-style-type: none"> Chapter 4 TE p. 80-81 <ul style="list-style-type: none"> › <u>Reader</u> “Healthful Foods and You” p. 10-11 › <u>Health Masters</u> p. 36 › <u>Transparency Book</u> p. 17 Chapter 5 TE p. 100-101 <ul style="list-style-type: none"> › <u>Reader</u> “Keeping Clean and Fit” p. 10-11 › <u>Health Masters</u> p. 45 Chapter 10 TE p. 222 <ul style="list-style-type: none"> › <u>Reader</u> “Taking Care of Earth” p. 16 › <u>Health Masters</u> p. 101 	<ul style="list-style-type: none"> • Describe and discuss ways to make your heart healthy. • Express opinions about your favorite vegetables. • Show others examples of healthy foods that can be eaten at lunch or after school. • Practice communication skills for getting help. • Draw a poster for a specific audience showing what to do to prevent pollution in the school or home.
	<p>In addition to the previously listed resources, there is a Family Letter available for each chapter located in the <u>School to Home Connection</u> book.</p>	