

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</p>	<p>1. The student will describe how physical, social, and emotional environments influence personal health.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs – Chapter 7 • Community and Environmental Health – Chapter 10 • Family Life and Sexuality – Chapter 2 • Injury Prevention – Chapter 6 • Mental Health – Chapter 1 • Nutrition – Chapter 4 • Personal and Consumer Health – Chapters 5 and 9 • Physical Activity – Chapter 5 • Tobacco – Chapter 7 <p>Health</p>	<ul style="list-style-type: none"> • Brainstorm ways to enhance social and emotional environments (e.g., classroom rules). • Demonstrate knowledge of physical activity and explain how it relates to physical health. • Discuss healthy ways to adjust to family changes (e.g., divorce, death, remarriage, moving, births, and homelessness). • List basic first-aid rules. • List health and safety rules for taking medication (e.g., more is not better; don't share medicine). • Illustrate the components of a healthy meal. • Describe unhealthy group behaviors (e.g., cliques, harassment, gangs) and the effect on individuals. • Discuss the influence of friends on personal health (e.g., smoking, relationships, bullying, gangs, and violence). • Discuss how environment and physical activity impact health (e.g., asthma, allergies, and lead poisoning).
<p>2. Students will analyze the influence of culture, media, technology, and other factors on health. (INF)</p>	<p>1. The student will describe how culture influences personal health behaviors.</p> <p>- Chapters 1, 2, 9, and 10 Social Studies</p>	<ul style="list-style-type: none"> • Identify and discuss cultural differences related to personal health (e.g., food choices, recreational activities). • Tell stories about how name-calling and teasing regarding cultural differences affects personal health (e.g., hurt feelings, truancy). • Journal ways to reduce stress.
<p>3. Students will demonstrate the ability to access valid health information and health-promoting products and services. (AI)</p>	<p>1. The student will explain how media influences the selection of health information, products and services.</p> <p>- Chapters 4 and 9 Health</p>	<ul style="list-style-type: none"> • Discover strategies that media uses to persuade consumers to buy snacks. • Explore television's early morning food ads that influence third graders. • Compare and discuss health information you have heard on television or on the Internet. • Create your own ad to promote healthy choices for your peers.
<p>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</p>	<p>1. The student will distinguish between verbal and nonverbal communication.</p> <p>- Chapter 2 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Predict intended communication by watching a TV scene without sound. • Explain the importance of matching verbal and nonverbal communication. • Practice using nonverbal communication while using active listening skills. • Identify nonverbal safety signals for injury prevention (e.g., classroom, playground).

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	<p>2. The student will identify attentive listening skills to build and maintain healthy relationships.</p> <p>- Chapter 2 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Give examples of attentive listening skills seen in the classroom. • Role-play active listening skills. • Identify differing points of view within a given scenario. • Write a letter expressing empathy toward the needs of another person. • Mind-web the meaning of being a good friend. • Practice compromise as a solution to conflict. • Demonstrate ways to show disapproval without unhealthy conflict.
<p>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</p>	<p>1. The student will explain when to ask for assistance in making health-related decisions and setting health goals.</p> <p>- Chapter 1 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Brainstorm situations where health assistance might be needed. • Use behavior rehearsal to practice asking for assistance. • Discuss situations when and how to help a friend. • Identify 3 – 5 choices in a given scenario and explain possible consequences to those choices. • Set realistic goals for healthful behaviors (e.g., nutrition, fitness). • List action steps in the goal plan.
<p>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</p>	<p>1. The student will explain when to ask for assistance in making health-related decisions and setting health goals.</p> <p>- Chapter 1 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Brainstorm situations where health assistance might be needed. • Use behavior rehearsal to practice asking for assistance. • Discuss situations when and how to help a friend. • Identify 3 – 5 choices in a given scenario and explain possible consequences to those choices. • Set realistic goals for healthful behaviors (e.g., nutrition, fitness). • List action steps in the goal plan.
<p>7. Students will demonstrate the ability to practice health- enhancing behaviors and reduce health risks. (SM)</p>	<p>1. The student will compare behaviors that are safe to those that are risky or harmful.</p> <p>- Chapter 1 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Identify personal choices that promote health-enhancing behaviors and reduce health risks. • Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors (e.g., bicycle, fire, water, pedestrian, natural disasters). • Role model healthy behaviors for younger students. • Identify situations that might require getting help from an adult.

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	<p>2. The student will demonstrate strategies to improve or maintain personal health.</p> <p>- Chapter 1 and 2 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Describe actions of healthy friendships. • Practice positive thinking such as self-affirmations. • Explain healthy ways to express emotions. • Show evidence of healthy choices in nutrition (e.g., log, diagram, and chart). • Identify foods that provide energy for exercise and activity. • Describe how to avoid risky situations (e.g., cliques, bullying, and gang behavior). • Identify how violence and gangs may affect your health and safety.
<p>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</p>	<p>1. The student will identify community agencies that advocate for healthy individuals, families, and communities.</p> <p>- Chapter 9 Health (done throughout school day 7/10 benchmarks are covered throughout the school day)</p>	<ul style="list-style-type: none"> • Mind-web helpers who keep the community healthy. • Identify strategies for reporting dangerous situations involving self/others (e.g., injury prevention). • Brainstorm ways to make home, school, and community environments healthier places. Support strategies with relevant valid information. • Write and illustrate a story that shows how to support people who face challenges (e.g., the elderly, people with disabilities).