

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 describe how individual behavior affects individual 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"> • Name the five senses. Science Unit 1, Lesson 1/Reading Unit 2, Lesson K6 • Explain how food is fuel for the body and brain. • Describe how to prevent the spread of germs (e.g., hand washing). Nurse • List how to keep yourself healthy and safe. PE • List healthy snacks. PE • Explain why physical activity is important to health. PE • Practice daily routines for good hygiene. • Predict what happens when playing in safe and unsafe ways. Social Studies Unit 1, Lessons 1-3 • Name examples of good touch and bad touch/gestures. Amy Merschman
	<p>2. The student will describe how the family influences 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"> • Discuss how a family helps you to be healthy. • Identify cultural customs (e.g., eating habits, health care practices, and celebrations). • Explore how families are alike and different. Reading Unit 1, Lesson 1
<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 and how we spend our time influences health.</p>	<ul style="list-style-type: none"> • Share stories that describe cultural influences in choosing food. • Describe personal TV-watching habits. • Draw pictures that show the impact of long periods of watching TV or playing video games and personal health.
<p>3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)</p>	<p>1. The student will demonstrate the ability to locate school and community health helpers.</p>	<ul style="list-style-type: none"> • Identify safety rules for home, school and community. Social Studies Unit 1 • Practice how to ask for help if you, a friend, or family member were injured or in trouble. • Explain why, how, and when you need to call 911. • Perform routines for safety. • Explain safe and unsafe play that you see on the playground. • Identify health helpers outside of family (e.g., doctor, firefighter). Social Studies Unit 3, Lesson 1

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<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 show healthy ways to express needs, wants, and feelings.</p>	<ul style="list-style-type: none"> • Tell in your own words when a situation becomes unsafe (e.g., drugs, touch words, bullying, etc.). • Discuss how you are a special person. • Practice how to ask for things and attention appropriately. • Identify comfortable and uncomfortable feelings. • Practice expressing emotions, needs, and wants in healthy ways (e.g., use “I” statements, listen, take turns, and do not interrupt). • Use appropriate vocabulary for personal body parts. Amy Merschman • Demonstrate how to say NO to inappropriate touch. Amy Merschman • Discuss typical conflicts at this grade level and how to express your wants and needs in healthy ways. • Identify ways you might hurt others or they might hurt you.
<p>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</p>	<p>1. The student will identify skills in problem solving and decision making.</p>	<ul style="list-style-type: none"> • Choose between healthy and unhealthy choices (e.g., nutrition, tobacco, violence prevention, conflict). PE • List harmful substances to avoid. • Identify safety rules for medicines and health-care products. • Role-play more than one choice in a situation and choose the healthy choice by predicting consequences. • Explain the consequences of playing with guns.
<p>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</p>	<p>1. The student will identify skills in problem solving and decision making.</p>	<ul style="list-style-type: none"> • Identify a short-term personal health goal and take action toward achieving that goal. • Identify who can help when assistance is needed to achieve a personal health goal.
<p>7. Students will demonstrate the ability to practice health- enhancing behaviors and reduce health risks.</p>	<p>1. The student will identify responsible health behaviors.</p>	<ul style="list-style-type: none"> • Explain the difference between medicine and dangerous substances (e.g., insect spray, cleaning fluids, and gasoline). • Identify safety rules for home/school (e.g., bike, fire, pedestrian). • Identify an emergency and recognize when to get help. • List symptoms of common illnesses and explain how being careful about what is shared can keep disease away. • Identify potential hazards in the home.

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9. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will identify safe behaviors in the home, school, and community.	<ul style="list-style-type: none">• Role-play how to respond to peer pressure in terms of following safe practices.• Discuss safety routines.