

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

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

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