

## Kindergarten

<b>Standard: To promote life-long health and wellness</b>			
Power Benchmark 1: Comprehends concepts related to <u>health promotion</u> and <u>disease prevention</u>			
<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
A. Demonstrates relationships between personal health behaviors and individual well-being	<ul style="list-style-type: none"> <li>health</li> <li>personal health behaviors: hand washing, sleep, exercise</li> </ul>	<ul style="list-style-type: none"> <li>Defines health</li> <li>Tells ways to stay in good health</li> <li>Lists at least five ways to build a healthy self</li> </ul>	<ul style="list-style-type: none"> <li><b>Too Good For Drugs</b></li> </ul>
B. Identifies indicators of mental, emotional, social, and physical health during childhood <b>Mental, Emotional Health</b>	<ul style="list-style-type: none"> <li>feelings: happy sad, mad, scared</li> <li>non-verbal</li> <li>same – different</li> <li>why – because</li> <li>emotions</li> <li>friendship skills</li> <li>decision making</li> </ul>	<ul style="list-style-type: none"> <li>Identifies various feelings</li> <li>Describes healthful ways to share feelings</li> <li>Demonstrates feelings non-verbally and expresses them verbally</li> <li>Discusses ways to cope with feelings</li> <li>Recognizes feelings change</li> <li>Names four things to do when you feel angry</li> <li>Identifies friendship skills of learning fair ways to play and have fun</li> <li>Discusses personal responsibility for making positive choices</li> <li>Recites the following steps in the decision making process: stop and think</li> </ul>	<ul style="list-style-type: none"> <li><b>Second Step</b></li> <li><b>Too Good For Drugs</b></li> </ul>
C. Describes the basic structure and function of the human body systems <b>Human Growth and Development (Human Sexuality)</b>	<ul style="list-style-type: none"> <li>external organs</li> <li>internal organs</li> <li>senses: hearing, sight, touch, smell, taste</li> </ul>	<ul style="list-style-type: none"> <li>Names various body parts</li> <li>Describes the functions of various body parts</li> <li>Recites three ways to help the body stay healthy</li> <li>Names and describes the five senses</li> <li>Identifies how the senses are used</li> </ul>	<ul style="list-style-type: none"> <li><b>Science (My Body and Me)</b></li> <li><b>Too Good For Drugs</b></li> </ul>

<p>D. Identifies common health problems of children that should be detected and treated early</p> <p><b>Communicable and Chronic Diseases</b></p>	<ul style="list-style-type: none"> <li>• common health problems</li> <li>• germs</li> <li>• disease</li> <li>• prevention – treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses common health problems of children</li> <li>• Describes the roles of germs in spreading diseases</li> <li>• Identifies ways to control the spread of germs</li> <li>• Identifies ways to prevent and treat diseases</li> </ul>	
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**Standard: To promote life-long health and wellness**

Power Benchmark 2: Demonstrates the ability to access and analyze health information and health promoting products and services

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
<p>A. Identifies characteristics of valid health information and health-promoting products and services</p> <p><b>Nutrition</b></p>			

**Standard: To promote life-long health and wellness**

Power Benchmark 3: Demonstrates the ability to practice health-enhancing behaviors and reduces risks using goal setting and decision making skills

Grade Level Benchmarks	Vocabulary	Skills	Classroom Resources
A. Identifies responsible health behaviors <b>Substance Abuse, Peer Pressure</b>	<ul style="list-style-type: none"> <li>• drugs</li> <li>• medicines</li> <li>• harmful substances</li> <li>• peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Defines drugs</li> <li>• Differentiates between medicines and drugs</li> <li>• Discusses the harmful effects of non-medical drugs on the body</li> <li>• Differentiates between substances that are harmful to eat and drink from those that are safe to eat and drink</li> <li>• Lists five substances that are safe to eat and drink</li> <li>• List five substances that are harmful substances: tobacco, alcohol, poison</li> <li>• Recites four ways to resist pressure from friends to do things that unhealthy or unsafe</li> <li>• Recites three safe and healthy things to do with friends</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Too Good for Drugs</b></li> </ul>
B. Identifies personal health needs <b>Personal Health</b>			
C. Develops injury prevention and management strategies for personal health <b>Personal Health</b>	<ul style="list-style-type: none"> <li>• fire</li> <li>• safety</li> <li>• pedestrian traffic signs</li> <li>• signals</li> <li>• booster seat</li> </ul>	<ul style="list-style-type: none"> <li>• Describes fire safety rules</li> <li>• Discusses how to prevent injuries at home and in school</li> <li>• Discusses meanings of basic signs, symbols, and warning labels</li> <li>• Describes how to prevent injuries during play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Studies (PwrBnch IIa, PwrBnch IVa)</b></li> <li>• <b>Physical Education (PwrBnch 3a)</b></li> </ul>

D. Sets a personal health goal and track progress toward its achievement <b>Personal Health</b>	<ul style="list-style-type: none"> <li>• exercise</li> <li>• warm up</li> <li>• stretch</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the importance of regular health maintenance</li> <li>• Explains the importance of exercise</li> <li>• Discusses ways to stay safe before, during, and after exercise</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical Education (PwrBnch 1b)</b></li> </ul>
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**Standard: To promote life-long health and wellness**

Power Benchmark 4: Demonstrates the ability to use interpersonal communication skills to enhance and advocate to personal, family, and community health

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge Skills</b>	<b>Classroom Resources</b>
A. Describes a variety of methods to convey accurate health information and ideas to family members <b>Family Life</b>	<ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• individual</li> <li>• communication</li> <li>• conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how to be a responsible family member</li> <li>• Names things that can be learned in a family</li> <li>• Tells ways to be a good friend</li> <li>• Describes three ways to initiate conversations</li> <li>• Practices verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Studies (PwrBnch Ia, PwrBnch IVa)</b></li> <li>• <b>Too Good For Drugs</b></li> </ul>
B. Expresses and demonstrates the ability to influence community health <b>Consumer Health</b>	<ul style="list-style-type: none"> <li>• emergency</li> <li>• health helpers</li> <li>• agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Describes various emergencies</li> <li>• Discusses how to respond to various emergencies</li> <li>• Identifies ways to get help in an emergency</li> <li>• Names health helpers and agencies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Studies (PwrBnch IIb)</b></li> </ul>

## First Grade

<b>Standard: To promote life-long health and wellness</b>			
Power Benchmark 1: Comprehends concepts related to <u>health promotion</u> and <u>disease prevention</u>			
<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge Skills</b>	<b>Classroom Resources</b>
E. Demonstrates relationships between personal health behaviors and individual well-being	<ul style="list-style-type: none"> <li>• examine</li> <li>• check-up</li> <li>• disease</li> <li>• illness</li> <li>• prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Defines health</li> <li>• Names four ways to stay in good health</li> <li>• Explains what happens at a check-up</li> </ul>	
F. Identifies indicators of mental, emotional, social, and physical health during childhood <b>Mental, Emotional Health</b>	<ul style="list-style-type: none"> <li>• situational, physical, and verbal clues</li> <li>• internal and external clues</li> <li>• uncomfortable feeling</li> <li>• trusted adult</li> <li>• problem-solving process</li> <li>• calming-down techniques</li> <li>• impulsive behavior</li> <li>• evaluating solutions</li> <li>• self-talk</li> </ul>	<ul style="list-style-type: none"> <li>• Uses situational, physical, and verbal clues to identify others' feelings</li> <li>• Explores internal and external clues to recognize own feelings</li> <li>• Defines a trusted adult</li> <li>• Predicts others' feelings as a result of our own or others actions</li> <li>• Uses the problem-solving process to control behavior</li> <li>• Uses calming-down techniques to reduce impulsive behavior</li> <li>• Defines problems and brainstorms possible solutions</li> <li>• Selects a fair, safe solution and then evaluates it success</li> <li>• Uses positive self-statements to increase success in pressure situations</li> <li>• Applies problem-solving techniques to deal with name-calling and teasing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Second Step</b></li> </ul>
G. Describes the basic structure and function of			

the human body systems <b>Human Growth and Development (Human Sexuality)</b>			
H. Identifies common health problems of children that should be detected and treated early <b>Communicable and Chronic Diseases</b>	<ul style="list-style-type: none"> <li>• illness</li> <li>• wellness</li> <li>• common health problems: head lice, colds, flu</li> <li>• immunizations</li> <li>• health status</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies ways to prevent common health problems (hand washing)</li> <li>• Names ways family promote health and prevent diseases</li> <li>• Describes factors that change health status</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 2: Demonstrates the ability to access and analyze health information and health promoting products and services

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
B. Identifies characteristics of valid health information and health-promoting products and services <b>Nutrition</b>	<ul style="list-style-type: none"> <li>• food groups</li> <li>• Food Pyramid Guide</li> <li>• snacks</li> <li>• servings</li> <li>• energy</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies foods using the Food Pyramid Guide</li> <li>• Names foods that belong to each of the food groups in the Food Guide Pyramid</li> <li>• Discusses recommended number of servings</li> <li>• Discusses ways foods are used by the body and mind</li> <li>• Identifies healthy snacks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 3: Demonstrates the ability to practice health-enhancing behaviors and reduces risks using goal setting and decision making skills

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge Skills</b>	<b>Classroom Resources</b>
E. Identifies responsible health behaviors <b>Substance Abuse, Peer Pressure</b>			
F. Identifies personal health needs <b>Personal Health</b>			
G. Develops injury prevention and management strategies for personal health <b>Personal Health</b>	<ul style="list-style-type: none"><li>• accident</li><li>• hazard</li><li>• emergency</li><li>• secrets</li></ul>	<ul style="list-style-type: none"><li>• Discusses how to respond to various emergencies</li><li>• Identifies ways to get help in a emergency</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies (PwrBnch IVa – IVc)</b></li></ul>
H. Sets a personal health goal and track progress toward its achievement <b>Personal Health</b>			

**Standard: To promote life-long health and wellness**

Power Benchmark 4: Demonstrates the ability to use interpersonal communication skills to enhance and advocate to personal, family, and community health

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge Skills</b>	<b>Classroom Resources</b>
C. Describes a variety of methods to convey accurate health information and ideas to family members <b>Family Life</b>	<ul style="list-style-type: none"><li>• alike</li><li>• different</li><li>• responsibility</li><li>• family changes</li></ul>	<ul style="list-style-type: none"><li>• Recognizes different kinds of families</li><li>• Describes how members of a family help one another</li><li>• Identifies trusted adults that children can talk to about family changes</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies (PwrBnch IVb and IVc)</b></li></ul>
D. Expresses and demonstrates the ability to influence community health <b>Consumer Health</b>	<ul style="list-style-type: none"><li>• health information</li><li>• consumer</li><li>• influence</li></ul>	<ul style="list-style-type: none"><li>• Names valid sources of health information</li><li>• Identifies ways to be a safe consumer of health products</li><li>• Analyzes the influence of culture, media, technology, and other factors on health</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies (PwrBnch Ic and Ie, PwrBnch IIa and IIb, PwrBnch IVc)</b></li></ul>

## Second Grade

### Standard: To promote life-long health and wellness

Power Benchmark 1: Comprehends concepts related to health promotion and disease prevention

Grade Level Benchmarks	Vocabulary	Skills	Classroom Resources
I. Demonstrates relationships between personal health behaviors and individual well-being	<ul style="list-style-type: none"> <li>• healthy lifestyle</li> <li>• self-responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Defines health</li> <li>• Identifies ways one contributes to a healthy lifestyle/world</li> </ul>	
J. Identifies indicators of mental, emotional, social, and physical health during childhood <b>Mental, Emotional Health</b>	<ul style="list-style-type: none"> <li>• empathy</li> <li>• preferences</li> <li>• problem-solving strategy</li> <li>• calming-down techniques</li> <li>• impulsive behavior</li> <li>• getting along</li> <li>• apology</li> <li>• make amends</li> <li>• sportsmanship</li> <li>• anger management</li> <li>• consequences</li> <li>• frustration</li> <li>• techniques</li> <li>• feelings</li> <li>• actions</li> <li>• I-message, You-message</li> <li>• personal strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes people’s preferences vary and can change over time</li> <li>• Learns how one’s actions can affect another person</li> <li>• Uses calming-down techniques and the problem-solving strategy to control impulsive behavior</li> <li>• Discusses the importance of stopping to think before making a decision</li> <li>• Demonstrates how to make good decisions</li> <li>• Describes strategies to use in order to get along with others</li> <li>• Explores sportsmanship skills</li> <li>• Uses the problem-solving process to control anger</li> <li>• Defines consequence</li> <li>• Demonstrates predicting possible consequences</li> <li>• Defines frustration</li> <li>• Lists strategies to deal with frustration</li> <li>• Lists people who can help with frustrating situations</li> <li>• Demonstrates techniques for handling frustration</li> <li>• Describes the difference between feelings and actions</li> <li>• Differentiates between I-messages and You-messages</li> <li>• Demonstrates stating feelings clearly and directly with I-</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Second Step</b></li> <li>• <b>Too Good For Drugs</b></li> </ul>

	<ul style="list-style-type: none"> <li>compliments</li> </ul>	<p>messages</p> <ul style="list-style-type: none"> <li>Discusses his or her own strengths</li> <li>Demonstrates giving and receiving compliments</li> </ul>	
<p>K. Describes the basic structure and function of the human body systems</p> <p><b>Human Growth and Development (Human Sexuality)</b></p>	<ul style="list-style-type: none"> <li>dental exam</li> <li>teeth</li> <li>gum</li> <li>brush</li> <li>floss</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the importance of regular health maintenance</li> <li>Tells what happens during a dental exam</li> <li>Explains how to care for teeth and gums</li> <li>Shows the correct way to brush and floss</li> <li>Tells ways to care for your teeth</li> </ul>	<ul style="list-style-type: none"> <li><b>Science (Dental Health)</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 1: Comprehends concepts related to health promotion and disease prevention (con't)

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
<p>L. Identifies common health problems of children that should be detected and treated early</p> <p><b>Communicable and Chronic Diseases</b></p>	<ul style="list-style-type: none"> <li>infectious disease</li> <li>symptoms</li> <li>non-communicable disease (cancer, diabetes, allergies, asthma)</li> <li>treatment</li> <li>management</li> <li>prevention</li> </ul>	<ul style="list-style-type: none"> <li>Defines infectious disease</li> <li>Discusses symptoms of common infectious diseases</li> <li>Defines non-communicable disease</li> <li>Identifies treatment/management/prevention of non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li><b>American Cancer Society</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 2: Demonstrates the ability to access and analyze health information and health promoting products and services

Grade Level Benchmarks	Vocabulary	Skills	Classroom Resources
C. Identifies characteristics of valid health information and health-promoting products and services <b>Nutrition</b>			

**Standard: To promote life-long health and wellness**

Power Benchmark 3: Demonstrates the ability to practice health-enhancing behaviors and reduces risks using goal setting and decision making skills

Grade Level Benchmarks	Vocabulary	Skills	Classroom Resources
I. Identifies responsible health behaviors <b>Substance Abuse, Peer Pressure</b>	<ul style="list-style-type: none"> <li>• friend</li> <li>• peer pressure</li> <li>• drug</li> <li>• over-the-counter drugs</li> <li>• prescription drugs</li> <li>• tobacco</li> <li>• second-hand smoke</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how to choose a friend</li> <li>• Describes how friends help one another</li> <li>• Defines peer pressure</li> <li>• Discusses why it is important to refuse peer pressure</li> <li>• Recites three ways to hand peer pressure</li> <li>• Defines drug</li> <li>• Defines over-the-counter drugs and prescription drugs</li> <li>• Discusses the difference between medicine and candy</li> <li>• Lists rules for the safe use of prescription and over-the-counter drugs</li> <li>• Describes the dangers of misusing prescription and over-the-counter drugs</li> <li>• Recites three facts about tobacco</li> <li>• Defines second-hand smoke</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Too Good For Drugs</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Recites three ways to avoid second-hand smoke</li> <li>• Demonstrates polite ways to speak to smokers about second-hand smoke</li> </ul>	
J. Identifies personal health needs <b>Personal Health</b>			
K. Develops injury prevention and management strategies for personal health <b>Personal Health</b>	<ul style="list-style-type: none"> <li>• prevention</li> <li>• threat</li> </ul>	<ul style="list-style-type: none"> <li>• Describes threats to personal safety</li> <li>• Explains how to avoid threatening situations</li> <li>• Discusses how to seek help when feeling threatened</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Studies (PwrBnch IVa)</b></li> <li>• <b>Second Step</b></li> </ul>
L. Sets a personal health goal and track progress toward its achievement <b>Personal Health</b>	<ul style="list-style-type: none"> <li>• goal</li> <li>• tracking</li> <li>• logging</li> <li>• choice</li> <li>• decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies importance of setting goals</li> <li>• Describes ways to set and achieve goals</li> <li>• Sets a personal goal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Too Good For Drugs</b></li> <li>• <b>Physical Education</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 4: Demonstrates the ability to use interpersonal communication skills to enhance and advocate to personal, family, and community health

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
E. Describes a variety of methods to convey accurate health information and ideas to family members <b>Family Life</b>	<ul style="list-style-type: none"> <li>• alike</li> <li>• different</li> <li>• responsibility</li> <li>• family changes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes different kinds of families</li> <li>• Describes how members of a family help one another</li> <li>• Identifies trusted adults that children can talk to about family changes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Studies (PwrBnch IIa)</b></li> <li>• <b>Too Good For Drugs</b></li> </ul>
F. Expresses and demonstrates the ability to influence community	<ul style="list-style-type: none"> <li>• environment</li> <li>• pollution</li> <li>• littering</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses ways to keep the environment healthy</li> <li>• Describes how pollution affects people's health</li> <li>• Classifies types of pollution</li> </ul>	

health <b>Consumer Health</b>	<ul style="list-style-type: none"> <li>• reduce</li> <li>• reuse</li> <li>• recycle</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how individual actions can improve the environment</li> <li>• Tells why resources are important</li> <li>• Identifies ways to conserve resources and energy</li> </ul>	
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### Third Grade

<b>Standard: To promote life-long health and wellness</b>			
Power Benchmark 1: Comprehends concepts related to <u>health promotion</u> and <u>disease prevention</u>			
<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge Skills</b>	<b>Classroom Resources</b>
M. Demonstrates relationships between personal health behaviors and individual well-being	<ul style="list-style-type: none"> <li>• healthy lifestyle</li> <li>• self-responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Defines health</li> <li>• Identifies ways they contribute to a healthy lifestyle/world</li> </ul>	
N. Identifies indicators of mental, emotional, social, and physical health during childhood <b>Mental, Emotional Health</b>	<ul style="list-style-type: none"> <li>• conflicting feelings</li> <li>• active-listening skills</li> <li>• problem-solving strategy</li> <li>• calming-down techniques</li> <li>• impulsive behavior</li> <li>• refusal skills</li> <li>• problem-solving strategy</li> <li>• accusation</li> </ul>	<ul style="list-style-type: none"> <li>• Understands people can have conflicting feelings about a situation</li> <li>• Identifies and practices active listening skills</li> <li>• Understands while everyone is different, people are also similar</li> <li>• Uses calming-down techniques and the problem-solving strategy to control impulsive behavior</li> <li>• Uses refusal skills and the problem-solving strategy to resist peer pressure</li> <li>• Applies anger-management process to deal with an accusation</li> <li>• Identifies positive responses for dealing with disappointment</li> <li>• Uses respectful, assertive behavior to make a complaint</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Second Step</b></li> </ul>

	<ul style="list-style-type: none"> <li>• disappointment</li> <li>• complaint</li> </ul>		
O. Describes the basic structure and function of the human body systems <b>Human Growth and Development (Human Sexuality)</b>	<ul style="list-style-type: none"> <li>• systems: digestive, respiratory, circulatory, muscular/skeleton, neurological</li> <li>• structure</li> <li>• function</li> <li>• homeostasis</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how the human body is organized</li> <li>• Describes the structure and function of each system</li> <li>• Explains how the body systems work together</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science (FOSS: Human Body)</b></li> </ul>
P. Identifies common health problems of children that should be detected and treated early <b>Communicable and Chronic Diseases</b>			

**Standard: To promote life-long health and wellness**

Power Benchmark 2: Demonstrates the ability to access and analyze health information and health promoting products and services

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
D. Identifies characteristics of valid health information and health-promoting products and services <b>Nutrition</b>	<ul style="list-style-type: none"> <li>• nutrition</li> <li>• nutrient</li> <li>• Food Pyramid Guide</li> <li>• Dietary Guidelines</li> <li>• food labels</li> <li>• serving size</li> <li>• balanced diet</li> <li>• food safety</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how to use the Food Pyramid Guide to make healthful food choices</li> <li>• Explains the importance of the Dietary Guidelines</li> <li>• Describes the importance of reading food labels and what information is contained on a label</li> <li>• Describes a balanced diet</li> <li>• Identifies ways to maintain a healthful weight</li> <li>• Identifies ways to compare meals at fast-food restaurants</li> <li>• Identifies ways people may adversely react to foods</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science (What's for Lunch?)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• foodborne illness</li> <li>• pathogen</li> <li>• advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• Applies safety guidelines for handling food</li> <li>• Discusses ways ads can influence food choice</li> </ul>	
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**Standard: To promote life-long health and wellness**

Power Benchmark 3: Demonstrates the ability to practice health-enhancing behaviors and reduces risks using goal setting and decision making skills

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
M. Identifies responsible health behaviors <b>Substance Abuse, Peer Pressure</b>			
N. Identifies personal health needs <b>Personal Health</b>			
O. Develops injury prevention and management strategies for personal health <b>Personal Health</b>			
P. Sets a personal health goal and track progress toward its achievement <b>Personal Health</b>	<ul style="list-style-type: none"> <li>• goal</li> <li>• tracking</li> <li>• logging</li> <li>• choice</li> <li>• decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skills for setting health goals</li> <li>• Charts healthy behaviors: sleep, food, TV, exercise/play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical Education</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 4: Demonstrates the ability to use interpersonal communication skills to enhance and advocate to personal, family, and community health

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
G. Describes a variety of methods to convey accurate health information and ideas to family members <b>Family Life</b>	<ul style="list-style-type: none"><li>• respect</li></ul>	<ul style="list-style-type: none"><li>• Describes how to show respect for other people</li><li>• Identifies three main types of relationships</li><li>• Explains what it means to be a family</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies (PwrBnch IIIa, PwrBnch IVa, PwrBnch Vc)</b></li></ul>
H. Expresses and demonstrates the ability to influence community health <b>Consumer Health</b>	<ul style="list-style-type: none"><li>• consumer</li><li>• health information</li><li>• commercials</li></ul>	<ul style="list-style-type: none"><li>• Describes ways to be a consumer</li><li>• Identifies ways to get health information</li><li>• Explains how you can check out commercials for health products</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies (PwrBnch IVb)</b></li></ul>

## Fourth Grade

<b>Standard: To promote life-long health and wellness</b>			
Power Benchmark 1: Comprehends concepts related to <u>health promotion</u> and <u>disease prevention</u>			
<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
Q. Demonstrates relationships between personal health behaviors and individual well-being	<ul style="list-style-type: none"> <li>• healthy lifestyle</li> <li>• self-responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Defines health</li> <li>• Identifies ways one contributes to a healthy lifestyle/world</li> </ul>	
R. Identifies indicators of mental, emotional, social, and physical health during childhood <b>Mental, Emotional Health</b>	<ul style="list-style-type: none"> <li>• problem-solving strategy</li> <li>• calming-down techniques</li> <li>• impulsive behavior</li> <li>• solution</li> <li>• reflection</li> <li>• coping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Uses calming-down techniques and the problem-solving strategy to control impulsive behavior</li> <li>• Identifies problems and evaluates solutions as to their success</li> <li>• Takes responsibility for one’s actions by acknowledging mistakes and making amends</li> <li>• Uses reflection to evaluate performance in pressure situations</li> <li>• Identifies coping skills to deal with criticism and take responsibility for one’s actions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Second Step</b></li> </ul>
S. Describes the basic structure and function of the human body systems <b>Human Growth and Development (Human Sexuality)</b>	<ul style="list-style-type: none"> <li>• stages of life</li> <li>• adolescence</li> <li>• adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the stages of life</li> <li>• Describes ways that you have changed since birth</li> <li>• Describes the changes that will occur in adolescence</li> <li>• Describes the changes that occur in adolescence and adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Growing Up Program (Nurses, PE teachers)</b></li> </ul>
T. Identifies common health problems of children that should be detected and treated early <b>Communicable and Chronic Diseases</b>			

**Standard: To promote life-long health and wellness**

Power Benchmark 2: Demonstrates the ability to access and analyze health information and health promoting products and services

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
E. Identifies characteristics of valid health information and health-promoting products and services <b>Nutrition</b>				

**Standard: To promote life-long health and wellness**

Power Benchmark 3: Demonstrates the ability to practice health-enhancing behaviors and reduces risks using goal setting and decision making skills

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
Q. Identifies responsible health behaviors <b>Substance Abuse, Peer Pressure</b>	•			
R. Identifies personal health needs <b>Personal Health</b>				

S. Develops injury prevention and management strategies for personal health <b>Personal Health</b>				
T. Sets a personal health goal and track progress toward its achievement <b>Personal Health</b>				

**Standard: To promote life-long health and wellness**

Power Benchmark 4: Demonstrates the ability to use interpersonal communication skills to enhance and advocate to personal, family, and community health

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
I. Describes a variety of methods to convey accurate health information and ideas to family members <b>Family Life</b>				
J. Expresses and demonstrates the ability to influence community health <b>Consumer Health</b>				

**Fifth Grade**

<b>Standard: To promote life-long health and wellness</b>			
Power Benchmark 1: Comprehends concepts related to <u>health promotion</u> and <u>disease prevention</u>			
<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
U. Demonstrates relationships between personal health behaviors and individual well-being	<ul style="list-style-type: none"> <li>• healthy lifestyle</li> <li>• self-responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Defines health</li> <li>• Identifies ways one contributes to a healthy lifestyle/world</li> </ul>	
V. Identifies indicators of mental, emotional, social, and physical health during childhood <b>Mental, Emotional Health</b>	<ul style="list-style-type: none"> <li>• problem-solving strategy</li> <li>• calming-down techniques</li> <li>• impulsive behavior</li> <li>• predicting</li> <li>• active-listening skills</li> <li>• refusal skills</li> <li>• responsible behavior</li> <li>• mistakes</li> <li>• self-talk</li> </ul>	<ul style="list-style-type: none"> <li>• Uses calming-down techniques and the problem-solving strategy to control impulsive behavior</li> <li>• Understands how one’s actions affects others</li> <li>• Predicts others’ feelings as a result of our own or others actions</li> <li>• Practices active-listening skills</li> <li>• Uses refusal skills and the problem-solving strategy to resist peer pressure</li> <li>• Determines responsible behavior in dealing with consequences of one’s actions</li> <li>• Discusses ways to overcome and learn from mistakes</li> <li>• Differentiates between positive and negative self-talk</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Second Step</b></li> <li>• <b>Too Good For Drugs</b></li> </ul>
W. Describes the basic structure and function of the human body systems <b>Human Growth and Development (Human Sexuality)</b>	<ul style="list-style-type: none"> <li>• stages of life</li> <li>• adolescence</li> <li>• adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the stages of life</li> <li>• Describes ways that you have changed since birth</li> <li>• Describes the changes the will occur in adolescence</li> <li>• Describes the changes that occur in adolescence and adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Growing Up Program (Nurses, PE teachers)</b></li> </ul>

X. Identifies common health problems of children that should be detected and treated early <b>Communicable and Chronic Diseases</b>			
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**Standard: To promote life-long health and wellness**

Power Benchmark 2: Demonstrates the ability to access and analyze health information and health promoting products and services

Grade Level Benchmarks	Vocabulary	Skills	Classroom Resources
F. Identifies characteristics of valid health information and health-promoting products and services <b>Nutrition</b>			

**Standard: To promote life-long health and wellness**

Power Benchmark 3: Demonstrates the ability to practice health-enhancing behaviors and reduces risks using goal setting and decision making skills

Grade Level Benchmarks	Vocabulary	Skills	Classroom Resources
U. Identifies responsible health behaviors <b>Substance Abuse, Peer Pressure</b>	<ul style="list-style-type: none"> <li>• effective decision-making</li> <li>• consequences</li> <li>• peer pressure</li> <li>• refusal strategies</li> <li>• implied messages</li> <li>• gateway drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an effective decision-making model in a variety of situations, including situations involving tobacco, alcohol, and other drugs</li> <li>• Discusses the consequences of making certain choices</li> <li>• Defines peer pressure</li> <li>• Describes nine effective peer pressure refusal strategies</li> <li>• Demonstrates the use of effective peer pressure refusal strategies in a variety of situations, including pressure to use drugs</li> <li>• Lists the dangers of tobacco use</li> <li>• Differentiates between advertisements' implied messages and the truth about tobacco products</li> <li>• Defines alcoholism</li> <li>• Describes the characteristics of alcoholics</li> <li>• Lists sources of help for alcoholics and their families</li> <li>• Defines gateway drugs</li> <li>• Discusses how drugs can interfere with the ability to accomplish a goal</li> <li>• Recites facts about gateway drugs: tobacco, alcohol, and marijuana</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Too Good For Drugs</b></li> </ul>
V. Identifies personal health needs <b>Personal Health</b>			
W. Develops injury prevention and management strategies			

for personal health <b>Personal Health</b>			
X. Sets a personal health goal and track progress toward its achievement <b>Personal Health</b>	<ul style="list-style-type: none"> <li>• goal setting</li> <li>• reachable goal</li> <li>• unreachable goal</li> <li>• communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Defines goal setting</li> <li>• Differentiates between reachable and unreachable goals</li> <li>• Demonstrates setting reachable goals</li> <li>• Develops a personal goal</li> <li>• Defines communication</li> <li>• Distinguishes between effective and ineffective communication techniques</li> <li>• Demonstrates effective communication skills: Look, Listen, and Ask</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Too Good For Drugs</b></li> </ul>

**Standard: To promote life-long health and wellness**

Power Benchmark 4: Demonstrates the ability to use interpersonal communication skills to enhance and advocate to personal, family, and community health

<b>Grade Level Benchmarks</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
K. Describes a variety of methods to convey accurate health information and ideas to family members <b>Family Life</b>	<ul style="list-style-type: none"> <li>• influence</li> <li>• communication</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the way other people, such as family and friends influence our choices, beliefs, attitudes, and behaviors</li> <li>• Distinguishes between positive and negative influences</li> <li>• Lists a variety of safe and healthy activities friends can do together</li> <li>• Discusses the importance of effective communication within a family</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Too Good For Drugs</b></li> </ul>
L. Expresses and demonstrates the ability to influence community health <b>Consumer Health</b>			