

Know Your Body (Grade 5)

| <u>Lesson</u> | <u>Health Benchmarks</u> | <u>Language Arts Benchmarks</u> |
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| <p><u>Module 1: Skill Builders</u></p> <p><u>Lesson 1: Building and Maintaining Self-esteem</u></p> | <p>Explore and problem-solve ways to properly express feelings. 1:1:a</p> | |
| <p><u>Lesson 2: Decision Making</u></p> | <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Differentiate between negative and positive behaviors in conflict situations. 4:3:a</p> | <p>Describe mental and physical barriers to effective listening and viewing, e.g., personal interest, extraneous sounds. 3:1:a</p> <p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> |
| <p><u>Lesson 3: Effective Communications</u></p> | <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> <p>Explain various communication techniques used when interacting with family, peers, and community. 4:1:b</p> <p>Develop effective interpersonal communication skills. 4:1:c</p> <p>Describe behaviors which create bridges and barriers to effective communication. 4:2:b</p> <p>Differentiate between negative and positive behaviors in conflict situations. 4:3:a</p> | <p>Describe the influence of non-verbal cues on communication. 3:1:c</p> |

Lesson 4: Goal Setting

Determine personal health progress and make adjustments for improvement. 3:2:c

Apply fundamental conventions of language in written work. 2:1:a

| Lesson | Health Benchmarks | Language Arts Benchmarks |
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| <u>Lesson 4: (Cont')</u> | Differentiate between negative and positive behaviors in conflict situations. 4:3:a | Use descriptive vocabulary and proper spelling in written work. 2:1:b Describe how purpose of an oral presentation influences organization. 4:1:a |
| <u>Lesson 5: Stress Management</u> | Describe practices which promote lifelong health and well-being. 3:1:c | Apply fundamental conventions of language in written work. 2:1:a Use descriptive vocabulary and proper spelling in written work. 2:1:b Write on a routine basis to gain confidence in personal work. 2:3:c |
| <u>Module 2: Body Fuel</u> <u>Lesson 1: The Six Basic Nutrients ("Super Six")</u> | Describe the basic structure and functions of the human body systems. 1:2:a Describe health practices related to the prevention of disease. 1:3:c Determine how to choose and access health products and services at the local and state levels. 2:2:c Describe practices which promote lifelong health and well-being. 3:1:c Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c | Apply fundamental conventions of language in written work. 2:1:a Use descriptive vocabulary and proper spelling in written work. 2:1:b |
| <u>Lesson 2: A Matter of Balance</u> | Describe health practices related to the prevention of disease. 1:3:c Determine how to choose and access health products and services at the local and state levels. 2:2:c | Apply fundamental conventions of language in written work. 2:1:a Use descriptive vocabulary and proper spelling in written work. 2:1:b |

Describe practices which promote lifelong health and well-being. 3:1:c

Present oral information in a clear and organized manner. 4:1:b

| <u>Lesson</u> | <u>Health Benchmarks</u> | <u>Language Arts Benchmarks</u> |
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| <u>Lesson 2: (Cont')</u> | <p>Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c</p> <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> | |
| <u>Lesson 3: Choose Five-a-Day</u> | <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Determine how to choose and access health products and services at the local and state levels. 2:2:c</p> <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c</p> <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> | <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> |
| <u>Lesson 4: Sensible Snacking</u> | <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Determine how to choose and access health products and services at the local and state levels. 2:2:c</p> <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> | <p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> |

| <u>Lesson</u> | <u>Health Benchmarks</u> | <u>Language Arts Benchmarks</u> |
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| <u>Lesson 4: (Cont')</u> | Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c | |
| <u>Module 3: Changing You</u> | | |
| <u>Lesson 1: Growing Up</u> | Describe the basic structure and functions of the human body systems. 1:2:a Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c | Determine ways to organize oral/visual information for later recall. 3:3:c Present oral information in a clear and organized manner. 4:1:b |
| <u>Lesson 2: Body Systems</u> | Describe the basic structure and functions of the human body systems. 1:2:a | Present oral information in a clear and organized manner. 4:1:b Use appropriate conventions of language in personal communication. 4:2:c |
| <u>Lesson 3: Menstration (Lesson for Girls Only)</u> | Describe the basic structure and functions of the human body systems. 1:2:a Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c | Apply fundamental conventions of language in written work. 2:1:a Use descriptive vocabulary and proper spelling in written work. 2:1:b |
| <u>Lesson 4: Growth Spurt</u> | Describe the basic structure and functions of the human body systems. 1:2:a | Apply fundamental conventions of language in written work. 2:1:a Determine ways to organize oral/visual information for later recall. 3:3:c |
| <u>Module 4: Safety Smart</u> | | |
| <u>Lesson 1: Why Do We Take Risks?</u> | Describe health practices related to the prevention of disease. 1:3:c | Apply fundamental conventions of language in written work. 2:1:a |

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| <u>Lesson 1: (Cont')</u> | Describe examples of risky and harmful behavior. 3:1:a Determine the role of personal responsibility in health-related decision making. 3:3:b | Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b |
| <u>Lesson 2: Broken Bones</u> | Describe examples of risky and harmful behavior. 3:1:a Describe practices which promote lifelong health and well-being. 3:1:c | Use appropriate conventions of language in personal communication. 4:2:c |
| <u>Lesson 3: Safety on Wheels</u> | Compare health care requirements and policies which affect safety and well-being. 1:3:b Describe practices which promote lifelong health and well-being. 3:1:c Determine the role of personal responsibility in health-related decision making. 3:3:b | Apply fundamental conventions of language in written work. 2:1:a Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b |
| <u>Lesson 4: Sports Safety Is Number One</u> | Describe practices which promote lifelong health and well-being. 3:1:c Determine the role of personal responsibility in health-related decision making. 3:3:b Develop effective interpersonal communication skills. 4:1:c | Present oral information in a clear and organized manner. 4:1:b |
| <u>Module 5: Fitness Is Fun</u> <u>Lesson 1: Attitudes Count</u> | Explore and problem-solve ways to properly express feelings. 1:1:a | Apply fundamental conventions of language in written work. 2:1:a |

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| <u>Lesson 1: (Cont')</u> | <p>Determine how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Describe ways to avoid or reduce common childhood health problems. 1:2:c</p> <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe the characteristics of good personal health. 3:2:a</p> <p>Explain ways to achieve and maintain good health. 3:2:b</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> | <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> |
| <u>Lesson 2: Components of Physical Activity</u> | <p>Determine how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Describe ways to avoid or reduce common childhood health problems. 1:2:c</p> <p>Describe the characteristics of good personal health. 3:2:a</p> <p>Explain ways to achieve and maintain good health. 3:2:b</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> | <p>Present oral information in a clear and organized manner. 4:1:b</p> |
| <u>Lesson 3: Fitness Trails</u> | <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> | <p>Use prior knowledge to interpret unfamiliar information/materials/text. 1:1:c</p> |

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| <u>Lesson 3: (Cont')</u> | | <p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> |
| <u>Lesson 4: Energy Balance</u> | <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> | <p>Select the appropriate cues and/or strategies needed for comprehension of specific types of text. 1:1:b</p> <p>Use prior knowledge to interpret unfamiliar information/materials/text. 1:1:c</p> <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> |
| <u>Module 6: I Can Choose</u> <u>Lesson 1: What's In Tobacco?</u> | <p>Determine how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> | <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> <p>Use appropriate conventions of language in personal communication. 4:2:c</p> |

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| <u>Lesson 1: (Cont')</u> | <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c</p> <p>Apply refusal and negotiation skills to avoid potentially harmful situations. 4:3:c</p> | |
| <u>Lesson 2: Who Uses Drugs and Why?</u> | <p>Determine how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c</p> <p>Apply refusal and negotiation skills to avoid potentially harmful situations. 4:3:c</p> | <p>Use appropriate conventions of language in personal communication. 4:2:c</p> |
| <u>Lesson 3: Caffeine's Hook</u> | <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> | <p>Use appropriate conventions of language in personal communication. 4:2:c</p> |

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| <u>Lesson 3: (Cont')</u> | Determine the role of personal responsibility in health-related decision making. 3:3:b Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c | |
| <u>Lesson 4: Advertising and You</u> | Examine the media's impact on personal health decisions and practices. 2:1:b Determine personal health progress and make adjustments for improvement. 3:2:c Explore how personal choices can affect one's health. 3:3:a Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c | Describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media. 3:2:a Describe how presentation design can alter the effect of oral/visual information, e.g., layout, color, sequence. 3:2:c |
| <u>Module 7: Conflict Resolution / Violence Prevention</u> <u>Lesson 1: Managing My Feelings</u> | Explore and problem-solve ways to properly express feelings. 1:1:a Describe how social, emotional, and physical health are interrelated. 1:2:b Explore how personal choices can affect one's health. 3:3:a Determine the role of personal responsibility in health-related decision making. 3:3:b | Apply fundamental conventions of language in written work. 2:1:a Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b Describe mental and physical barriers to effective listening and viewing, e.g., personal interest, extraneous sounds. 3:1:a Present oral information in a clear and organized manner. 4:1:b |

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| <u>Lesson 1: (Cont')</u> | <p>Explain various communication techniques used when interacting with family, peers, and community. 4:1:b</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p> <p>Describe appropriate conflict resolution strategies. 4:3:b</p> | |
| <u>Lesson 2: Aggression and Anger</u> | <p>Explore and problem-solve ways to properly express feelings. 1:1:a</p> <p>Describe how social, emotional, and physical health are interrelated. 1:2:b</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Explain various communication techniques used when interacting with family, peers, and community. 4:1:b</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p> <p>Differentiate between negative and positive behaviors in conflict situations. 4:3:a</p> <p>Describe appropriate conflict resolution strategies. 4:3:b</p> | <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> <p>Use appropriate conventions of language in personal communication. 4:2:c</p> |
| <u>Lesson 3: Telling Someone How I Feel</u> | <p>Explore and problem-solve ways to properly express feelings. 1:1:a</p> | <p>Apply fundamental conventions of language in written work. 2:1:a</p> |

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| <u>Lesson 3: (Cont')</u> | <p>Describe how social, emotional, and physical health are interrelated. 1:2:b</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Explain various communication techniques used when interacting with family, peers, and community. 4:1:b</p> <p>Describe healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Describe behaviors which create bridges and barriers to effective communication. 4:2:b</p> <p>Differentiate between negative and positive behaviors in conflict situations. 4:3:a</p> | <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> |
| <u>Lesson 4: More Than Words</u> | <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Describe healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Describe behaviors which create bridges and barriers to effective communication. 4:2:b</p> | <p>Describe mental and physical barriers to effective listening and viewing, e.g., personal interest, extraneous sounds. 3:1:a</p> <p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> <p>Describe the influence of non-verbal cues on communication. 3:1:c</p> <p>Describe how non-verbal communication can influence an audience. 4:3:a</p> |

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| <p data-bbox="121 154 394 219"><u>Module 8: A Healthy Smile</u></p> <p data-bbox="121 235 394 300"><u>Lesson 1: Valuing Your Gums</u></p> | <p data-bbox="426 235 978 300">Understand the importance and effect of good personal hygiene. 1:1:b</p> <p data-bbox="426 332 978 397">Describe the basic structure and functions of the human body systems. 1:2:a</p> <p data-bbox="426 454 978 519">Describe ways to avoid or reduce common childhood health problems. 1:2:c</p> <p data-bbox="426 576 978 641">Describe health practices related to the prevention of disease. 1:3:c</p> <p data-bbox="426 665 978 730">Explore how personal choices can affect one's health. 3:3:a</p> | <p data-bbox="978 235 1514 300">Use descriptive vocabulary and proper spelling in written work. 2:1:b</p> <p data-bbox="978 332 1514 430">Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> |
| <p data-bbox="121 755 426 820"><u>Lesson 2: Fluoride: A Cavity Fighter</u></p> | <p data-bbox="426 755 978 820">Understand the importance and effect of good personal hygiene. 1:1:b</p> <p data-bbox="426 893 978 958">Determine how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p data-bbox="426 1015 978 1079">Describe the basic structure and functions of the human body systems. 1:2:a</p> <p data-bbox="426 1136 978 1201">Describe ways to avoid or reduce common childhood health problems. 1:2:c</p> <p data-bbox="426 1258 978 1323">Examine the media's impact on personal health decisions and practices. 2:1:b</p> <p data-bbox="426 1347 978 1412">Explore how personal choices can affect one's health. 3:3:a</p> | <p data-bbox="978 755 1514 820">Apply fundamental conventions of language in written work. 2:1:a</p> <p data-bbox="978 893 1514 958">Use descriptive vocabulary and proper spelling in written work. 2:1:b</p> <p data-bbox="978 1015 1514 1112">Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> |

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| <u>Lesson 3: Dental Emergencies</u> | <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Describe ways to avoid or reduce common childhood health problems. 1:2:c</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> | <p>Use descriptive vocabulary and proper spelling in written work. 2:1:b</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Use the writing format required for a specific type of publication. 2:2:c</p> |
| <u>Lesson 4: Delay Decay</u> | <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Describe ways to avoid or reduce common childhood health problems. 1:2:c</p> | <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Use the writing format required for a specific type of publication. 2:2:c</p> |
| <u>Module 9: Ounce of Prevention</u> | | |
| <u>Lesson 1: Preventing Diseases</u> | <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Explain ways to achieve and maintain good health. 3:2:b</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Develop effective interpersonal communication skills. 4:1:c</p> | <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Use appropriate conventions of language in personal communication. 4:2:c</p> <p>Describe how non-verbal communication can influence an audience. 4:3:a</p> |
| <u>Lesson 2: Media and Prevention</u> | <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> | <p>Use prior knowledge to interpret unfamiliar information/materials/text. 1:1:c</p> |

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| <u>Lesson 2: (Cont')</u> | <p>Examine ways medical research has improved the prevention and control of health problems. 1:3:a</p> <p>Examine the media's impact on personal health decisions and practices. 2:1:b</p> <p>Compare the benefits of various types of health resources. 2:2:b</p> <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Explain ways to achieve and maintain good health. 3:2:b</p> <p>Determine personal health progress and make adjustments for improvement. 3:2:c</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Identify significant community health issues. 5:1:a</p> <p>Identify resources needed to implement community health plans. 5:2:b</p> <p>Describe behaviors which support others in making healthy choices. 5:3:a</p> | <p>Examine numerous information/reference sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, and library. 1:4:a</p> <p>Determine the usefulness of specific factual and technical materials. 1:4:b</p> <p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p> <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use descriptive vocabulary and proper spelling in written work. 2:1:b</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Use the writing format required for a specific type of publication. 2:2:c</p> <p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> <p>Describe the influence of non-verbal cues on communication. 3:1:c</p> <p>Describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media. 3:2:a</p> |

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| <u>Lesson 2: (Cont')</u> | Explore the ways to help others obtain good health care. 5:3:c | Describe how presentation design can alter the effect of oral/visual information, e.g., layout, color, sequence. 3:2:c Describe how attributes of an audience influence presentation language. 4:2:a Consider purpose of an oral presentation when deciding appropriate language. 4:2:b |
| <u>Lesson 3: Sun Safety</u> | Describe practices which promote lifelong health and well-being. 3:1:c Explain ways to achieve and maintain good health. 3:2:b Determine personal health progress and make adjustments for improvement. 3:2:c Determine the role of personal responsibility in health-related decision making. 3:3:b | Apply fundamental conventions of language in written work. 2:1:a Revise and edit written work using fundamental conventions of language. 2:1:c Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b |
| <u>Lesson 4: Understanding Asthma</u> | Describe practices which promote lifelong health and well-being. 3:1:c Explain ways to achieve and maintain good health. 3:2:b Determine personal health progress and make adjustments for improvement. 3:2:c Determine the role of personal responsibility in health-related decision making. 3:3:b | Apply fundamental conventions of language in written work. 2:1:a Use descriptive vocabulary and proper spelling in written work. 2:1:b Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b Use the writing format required for a specific type of publication. 2:2:c |

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| <p><u>Module 10: Consumer Wise</u></p> <p><u>Lesson 1: Comparative Shopping</u></p> | <p>Describe health practices related to the prevention of disease. 1:3:c</p> <p>Determine how to choose and access health products and services at the local and state levels. 2:2:c</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p> <p>Apply refusal and negotiation skills to avoid potentially harmful situations. 4:3:c</p> | <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> |
| <p><u>Lesson 2: The Influence of Television</u></p> | <p>Describe health practices related to the prevention of disease. 1:3:c</p> <p>Examine the media's impact on personal health decisions and practices. 2:1:b</p> <p>Describe ways technology influences personal health decisions and practices. 2:1:c</p> <p>Determine how to choose and access health products and services at the local and state levels. 2:2:c</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> | <p>Determine which cues are the most effective for making predictions about and clarifying meaning of text. 1:1:a</p> <p>Examine numerous information/reference sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, and library. 1:4:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> <p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> |

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| <u>Lesson 2: (Cont')</u> | Define age-appropriate health-related vocabulary. 4:2:c | <p>Describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media. 3:2:a</p> <p>Describe ways to assess the validity and accuracy of oral and visual information. 3:2:b</p> <p>Use various questioning approaches to clarify oral/visual information. 3:3:b</p> <p>Describe the relationship between listening environment and audience response, e.g., seating, sound, view. 4:3:b</p> |
| <u>Lesson 3: Deceptive Advertising and Quackery</u> | <p>Describe health practices related to the prevention of disease. 1:3:c</p> <p>Describe ways technology influences personal health decisions and practices. 2:1:c</p> <p>Determine how to choose and access health products and services at the local and state levels. 2:2:c</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p> <p>Apply refusal and negotiation skills to avoid potentially harmful situations. 4:3:c</p> | <p>Examine numerous information/reference sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, and library. 1:4:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> <p>Describe the relationship between listening environment and audience response, e.g., seating, sound, view. 4:3:b</p> |

| <u>Lesson</u> | Health Benchmarks | Language Arts Benchmarks |
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| <u>Lesson 4: Asserting Your Rights</u> | <p>Describe health practices related to the prevention of disease. 1:3:c</p> <p>Determine how to choose and access health products and services at the local and state levels. 2:2:c</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p> <p>Apply refusal and negotiation skills to avoid potentially harmful situations. 4:3:c</p> | <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Use the writing format required for a specific type of publication. 2:2:c</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> |

| <u>Module 11: The Environment and You</u> | | |
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| <u>Lesson 1: Different Types of Pollution</u> | <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Examine information to determine causes of major health issues. 5:1:b</p> <p>Explore ways to advocate good health in families, schools, and communities. 5:3:b</p> | <p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p> <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> |

| <u>Lesson</u> | <u>Health Benchmarks</u> | <u>Language Arts Benchmarks</u> |
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| <u>Lesson 1: (Cont')</u> | | <p>Describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media. 3:2:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> |
| <u>Lesson 2: Air Pollution</u> | <p>Explore and problem-solve ways to properly express feelings. 1:1:a</p> <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Explore ways to advocate good health in families, schools, and communities. 5:3:b</p> | <p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p> <p>Apply fundamental conventions of language in written work. 2:1:a</p> <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Write on a routine basis to gain confidence in personal work. 2:3:c</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> <p>Describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media. 3:2:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> |
| <u>Lesson 3: What's In Our Water?</u> | <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Explore ways to advocate good health in families, schools, and communities. 5:3:b</p> | <p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p> <p>Apply fundamental conventions of language in written work. 2:1:a</p> |

| <u>Lesson</u> | <u>Health Benchmarks</u> | <u>Language Arts Benchmarks</u> |
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| <u>Lesson 3: (Cont')</u> | | <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> |
| <u>Lesson 4: Noise Pollution</u> | <p>Explore and problem-solve ways to properly express feelings. 1:1:a</p> <p>Describe practices which promote lifelong health and well-being. 3:1:c</p> <p>Explore ways to advocate good health in families, schools, and communities. 5:3:b</p> | <p>Use appropriate organization based on the established writing purpose and intended audience. 2:2:a</p> <p>Use appropriate writing style based on the established writing purpose and intended audience. 2:2:b</p> <p>Write to explain prior knowledge about various topics. 2:4:a</p> <p>Present oral information in a clear and organized manner. 4:1:b</p> <p>Consider purpose of an oral presentation when deciding appropriate language. 4:2:b</p> |
| <u>Module 12: The Right Choice/ HIV and AIDS</u> <u>Lesson 1: Providing a Foundation for Learning about HIV/AIDS</u> | Describe the basic structure and functions of the human body systems. 1:2:a | Use appropriate conventions of language in personal communication. 4:2:c |

**Lesson 2: Keeping
Our Immune System
Healthy**

Describe the basic structure and functions of the human body systems. 1:2:a

Use appropriate conventions of language in personal communication. 4:2:c

| <u>Lesson</u> | <u>Health Benchmarks</u> | <u>Language Arts Benchmarks</u> |
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| <u>Lesson 2: (Cont')</u> | <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> <p>Describe healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Explore how medical advances affect personal and family health. 5:1:c</p> | |
| <u>Lesson 3: Facts and Myths</u> | <p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Describe examples of risky and harmful behavior. 3:1:a</p> <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> <p>Describe healthy ways to express needs, wants, and feelings. 4:2:a</p> | <p>Use appropriate conventions of language in personal communication. 4:2:c</p> |
| <u>Lesson 4: Risk Taking Behavior</u> | <p>Describe examples of risky and harmful behavior. 3:1:a</p> <p>Explain ways to achieve and maintain good health. 3:2:b</p> <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> <p>Describe healthy ways to express needs, wants, and feelings. 4:2:a</p> | <p>Use prior knowledge to interpret unfamiliar information/materials/text. 1:1:c</p> <p>Examine numerous information/reference sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, and library. 1:4:a</p> <p>Determine the usefulness of specific factual and technical materials. 1:4:b</p> <p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p> |

| <u>Lesson</u> | Health Benchmarks | Language Arts Benchmarks |
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| <u>Lesson 4: (Cont')</u> | <p>Identify significant community health issues. 5:1:a</p> <p>Examine information to determine causes of major health issues. 5:1:b</p> <p>Explore how medical advances affect personal and family health. 5:1:c</p> <p>Explore the ways to help others obtain good health care. 5:3:c</p> | <p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> <p>Use appropriate conventions of language in personal communication. 4:2:c</p> |

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| Science Benchmarks |
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| Engage in various systematic scientific investigations. 1:2:a |
| Describe the effect of physical changes on common materials. 2:2:b |
| Explore energy is transformations within a food chain. 3:3:a |
| Describe simple energy transfers and transformations.. 2:4:b |
| Explore energy is transformations within a food chain. 3:3:a |



Science Benchmarks

Explore energy is transformations within a food chain. 3:3:a

Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Describe the relationships between parents and offspring in organisms. 3:2:a

Identify factors that can cause change in a population. 3:2:b

Identify relationships between structures and functions within an organism. 3:1:a

Identify factors that can cause change in a population. 3:2:b

Identify relationships between structures and functions within an organism. 3:1:a

Identify factors that can cause change in a population. 3:2:b

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| Identify relationships between structures and functions within an organism. 3:1:a |
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Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Identify factors that can cause change in a population. 3:2:b

Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

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Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Identify relationships between structures and functions within an organism. 3:1:a

Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Identify relationships between structures and functions within an organism. 3:1:a

Identify relationships between structures and functions within an organism. 3:1:a

Science Benchmarks

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Science Benchmarks

Science Benchmarks

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Science Benchmarks

Identify factors that can cause change in a population. 3:2:b

Identify how environmental factors affect all living things within ecosystems. 3:3:b

Science Benchmarks

Identify factors that can cause change in a population. 3:2:b

Identify how environmental factors affect all living things within ecosystems. 3:3:b

Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Identify relationships between structures and functions within an organism. 3:1:a

Science Benchmarks

Identify relationships between structures and functions within an organism. 3:1:a

Identify relationships between structures and functions within an organism. 3:1:a

| Science Benchmarks |
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