

HEALTH 'N ME! Grade One

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p>Introductory Unit <u>Lesson 1:On Our Way</u></p>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify the elements of good health. 3:2:a</p> <p>Understand the importance of achieving and maintaining good health. 3:2:b</p> <p>Recognize level of current personal health. 3:2:c</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Identify various communication techniques used with family and peers. 4:1:b</p> <p>Identify effective interpersonal communication skills. 4:1:c</p> <p>Recognize behaviors which help or hinder effective communication. 4:2:b</p>	<p>Demonstrate understanding of scientific investigations. 1:2:b</p>	<p>Draw upon prior knowledge and experience to understand unfamiliar text. 1:1:c</p> <p>Identify characteristics that make some presentations more exciting than others. 3:2:c</p> <p>Present information in a clear and logical form. 4:1:b</p>
<p><u>Lesson 2:</u> <u>Reflections of Me</u></p>	<p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		<p>Use suggestions from others to improve writing. 2:3:b</p> <p>Use various resources to support oral presentations, e.g., drawings, posters. 4:3:c</p>

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<u>Lesson 2 (Cont.)</u>	Identify effective interpersonal communication skills. 4:1:c		
<u>Lesson 3: Families</u>	Identify good personal hygiene practices. 1:2:b Identify appropriate health practices that affect self and others. 1:1:c Recognize characteristics of emotional, social, and physical health. 1:2:b Identify effective interpersonal communication skills. 4:1:c Recognize behaviors which help or hinder effective communication. 4:2:b		Use suggestions from others to improve writing. 2:3:b Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a Use questions to gain understanding of oral/visual information. 3:3:b Present information in a clear and logical form. 4:1:b
<u>Lesson 4: Lots of Feelings</u>	Recognize characteristics of emotional, social, and physical health. 1:2:b Identify practices which promote personal well-being. 3:1:c Identify the elements of good health. 3:2:a Understand the importance of achieving and maintaining good health. 3:2:b Recognize level of current personal health. 3:2:c Identify personal choices that affect health. 3:3:a Identify healthy ways to express needs, wants, and feeling. 4:2:a	Demonstrate understanding of scientific investigations. 1:2:b	Write to clarify the meaning of new information. 2:4:b Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a Use questions to gain understanding of oral/visual information. 3:3:b Use accepted language in personal communication. 4:2:c
<u>Lesson 5: The Food Groups</u>	Identify good personal hygiene practices. 1:1:b Recognize characteristics of emotional, social, and physical health. 1:2:b	Demonstrate understanding of scientific investigations. 1:2:b	Write to determine what is known about specific topics. 2:4:a Present information in a clear and logical form. 4:1:b

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<u>Lesson 5 (Cont.)</u>	Identify the elements of good health. 3:2:a Identify personal choices that affect health. 3:3:a		
Unit 1 <u>Lesson 1: Animal Senses</u>	Identify good personal hygiene practices. 1:1:b Identify the elements of good health. 3:2:a Identify personal choices that affect health. 3:3:a Recognize behaviors which help or hinder effective communication. 4:2:b		Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a Present information in a clear and logical form. 4:1:b
<u>Lesson 2: Awareness of Our Senses</u>	Identify good personal hygiene practices. 1:1:b Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a Identify healthy ways to express needs, wants, and feeling. 4:2:a Recognize behaviors which help or hinder effective communication. 4:2:b	Explore scientific investigations. 1:2:a Demonstrate understanding of scientific investigations. 1:2:b Demonstrate safety when engaged in scientific activity. 1:2:c	Use questions to gain understanding of oral/visual information. 3:3:b Present information in a clear and logical form. 4:1:b
<u>Lesson 3: Central Control for the Senses: The Brain</u>	Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a Recognize characteristics of emotional, social, and physical health. 1:2:b	Explore scientific investigations. 1:2:a Demonstrate understanding of scientific investigations. 1:2:B Demonstrate safety when engaged in scientific activity. 1:2:c	Use questions to gain understanding of oral/visual information. 3:3:b Present information in a clear and logical form. 4:1:b

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Unit 2 <u>Lesson 1: A Tasty Test</u>	Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a Identify the elements of good health. 3:2:a Identify personal choices that affect health. 3:3:a	Explore scientific investigations. 1:2:a Demonstrate understanding of scientific investigations. 1:2:b Demonstrate safety when engaged in scientific activity. 1:2:c	Write to clarify the meaning of new information. 2:4:b Present information in a clear and logical form. 4:1:b
<u>Lesson 2: Your Nose Knows</u>	Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a Recognize cultural differences and similarities among people regarding health. 2:1:a Identify the elements of good health. 3:2:a Identify personal choices that affect health. 3:3:a	Explore scientific investigations. 1:2:a Demonstrate understanding of scientific investigations. 1:2:b Demonstrate safety when engaged in scientific activity. 1:2:c	Write to clarify the meaning of new information. 2:4:b Present information in a clear and logical form. 4:1:b
<u>Lesson 3: The Sense of Touch</u>	Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a Recognize characteristics of emotional, social, and physical health. 1:2:b Identify information available from health care providers/services in the community. 1:3:a Understand the importance of achieving and maintaining good health. 3:2:b Recognize level of current personal health. 3:2:c		Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a Present information in a clear and logical form. 4:1:b
Unit 3 <u>Lesson 1: Pedestrian Safety</u>	Identify good personal hygiene practices. 1:1:b		Draw upon prior knowledge and experience to understand unfamiliar tex. 1:1:c

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<u>Lesson 1 (Cont.)</u>	<p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Identify the attributes of personal responsibility. 3:3:b</p> <p>Recognize resources needed to implement health plans. 5:2:b</p>		<p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Identify the purpose of various oral presentations. 4:2:b</p>
<u>Lesson 2: Bicycle Safety</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Identify the attributes of personal responsibility. 3:3:b</p>	Demonstrate safety when engaged in scientific activity. 1:2:c	Write to determine what is known about specific topics. 2:4:a
<u>Lesson 3: Seat Belt Safety</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Identify harmful behaviors. 3:1:a</p>		<p>Write to clarify the meaning of new information. 2:4:b</p> <p>Use organization skills to assist in recall of oral/visual information. 3:3:c</p>

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<u>Lesson 3 (Cont.)</u>	<p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Identify the attributes of personal responsibility. 3:3:b</p>		
<u>Lesson 4: Fire Safety</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify appropriate health practices that affect self and others. 1:1:c</p> <p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify examples of social pressure. 3:1:b</p> <p>Identify the elements of good health. 3:2:a</p> <p>Understand the importance of achieving and maintaining good health. 3:2:b</p> <p>Recognize level of current personal health. 3:2:c</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Identify the attributes of personal responsibility. 3:3:b</p>	<p>Demonstrate understanding of scientific investigations. 1:2:b</p> <p>Demonstrate safety when engaged in scientific activity. 1:2:c</p>	<p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Present information in a clear and logical form. 4:1:b</p> <p>Use various resources to support oral presentations, e.g., drawings, posters. 4:3:c</p>
<u>Lesson 5: Emergencies</u>	<p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Explain the availability of local health services and agencies. 2:2:c</p>	<p>Demonstrate understanding of scientific investigations. 1:2:b</p>	<p>Draw upon prior knowledge and experience to understand unfamiliar text. 1:1:c</p> <p>Present information in a clear and logical form. 4:1:b</p>

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<u>Lesson 5 (Cont.)</u>	<p>Identify professional services needed for maintaining personal health. 2:3:a</p> <p>Identify the variety of options in health care services/treatments. 2:3:b</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Identify the attributes of personal responsibility. 3:3:b</p> <p>Recognize resources needed to implement health plans. 5:2:b</p>		
<u>Lesson 6: Personal Safety</u>	<p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Explain the availability of local health services and agencies. 2:2:c</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify examples of social pressure. 3:1:b</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		<p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Present information in a clear and logical form. 4:1:b</p>
<u>Unit 4 Lesson 1: Preventing the Spread of Germs</u>	<p>Recognize behaviors which help or hinder effective communication. 4:2:b</p> <p>Identify good personal hygiene practices. 1:1:b</p>	<p>Explore scientific investigations. 1:2:a</p> <p>Demonstrate understanding of scientific investigations. 1:2:b</p>	<p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Present information in a clear and logical form. 4:1:b</p>

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<u>Lesson 1 (Cont.)</u>	<p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Identify practices which promote personal well-being. 3:1:c</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		<p>Identify the purpose of various oral presentations. 4:2:b</p>
<u>Lesson 2: The Virus That Causes</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		<p>Write to clarify the meaning of new information. 2:4:b</p> <p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p>
<u>Lesson 3: The Definition of Drug</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Recognize and use refusal and cooperation skills. 4:3:c</p>	<p>Demonstrate safety when engaged in scientific activity. 1:2:c</p>	<p>Draw upon prior knowledge and experience to understand unfamiliar tex. 1:1:c</p> <p>Write to clarify the meaning of new information. 2:4:b</p> <p>Present information in a clear and logical form. 4:1:b</p>

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<u>Lesson 4: Harmful Drugs</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p> <p>Recognize and use refusal and cooperation skills. 4:3:c</p>		<p>Write to determine what is known about specific topics. 2:4:a</p> <p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Use accepted language in personal communication. 4:2:c</p>
<u>Lesson 5: Nicotine</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify how the media affects (sic) thoughts, feeling, and personal health. 2:1:b</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		<p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Present information in a clear and logical form. 4:1:b</p>
<u>Lesson 6: Alcohol</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p>		<p>Write to clarify the meaning of new information. 2:4:b</p>

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<u>Lesson 6 (Cont.)</u>	<p>Identify how the media affects (sic) thoughts, feeling, and personal health. 2:1:b</p> <p>Identify harmful behaviors. 3:1:a</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		
Unit 5 <u>Lesson 1: Keeping Ourselves Well</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify practices which promote personal well-being. 3:1:c</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>		<p>Write to clarify the meaning of new information. 2:4:b</p> <p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Present information in a clear and logical form. 4:1:b</p>
<u>Lesson 2: Our Wonderful Body Machines</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a</p> <p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify the elements of good health. 3:2:a</p> <p>Understand the importance of achieving and maintaining good health. 3:2:b</p> <p>Recognize level of current personal health. 3:2:c</p>	<p>Explore scientific investigations. 1:2:a</p> <p>Demonstrate understanding of scientific investigations. 1:2:b</p>	<p>Write to determine what is known about specific topics. 2:4:a</p> <p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p> <p>Present information in a clear and logical form. 4:1:b</p>

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<u>Lesson 2 (Cont.)</u>	Identify personal choices that affect health. 3:3:a		
<u>Lesson 3: Exercise</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify major body parts and related functions (e.g., heart-pumping blood). 1:2:a</p> <p>Identify information available from health care providers/services in the community. 1:3:a</p> <p>Recognize cultural differences and similarities among people regarding health. 2:1:a</p>		Use accepted language in personal communication. 4:2:c
<u>Lesson 4: Showing Courtesy and Respect to Friends</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Recognize characteristics of emotional, social, and physical health. 1:2:b</p> <p>Identify the role of various local health agencies and/or services. 2:2:a</p> <p>Identify effective interpersonal communication skills. 4:1:c</p> <p>Recognize behaviors which help or hinder effective communication. 4:2:b</p>		<p>Draw upon prior knowledge and experience to understand unfamiliar text. 1:1:c</p> <p>Use suggestions from others to improve writing. 2:3:b</p> <p>Identify the basic intent of various oral and visual messages, e.g. advertisements. 3:2:a</p>
<u>Lesson 5: Healthy Snacks From the Main Food Groups</u>	<p>Identify good personal hygiene practices. 1:1:b</p> <p>Identify the elements of good health. 3:2:a</p> <p>Identify personal choices that affect health. 3:3:a</p>	Demonstrate safety when engaged in scientific activity. 1:2:c	<p>Write to clarify the meaning of new information. 2:4:b</p> <p>Present information in a clear and logical form. 4:1:b</p>

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<u>Lesson 5 (Cont.)</u>	Identify characteristics of healthy community. 5:1:a Identify ways to advocate health in families and schools. 5:3:b		