

Standards and Benchmarks

Health, Grades 3-5

<b>Standard 1: Understanding the concepts that lead to health and prevention</b>	
<b>Benchmarks</b>	<b>Garden Example Lessons</b>
HE.3-5.1.1 – The student can explain how physical health can affect emotional well-being and vice versa. How can healthy eating and increased exercise contribute to overall health?	
HE.3-5.1.2 – The student can describe how healthy eating and increased physical activity can prevent disease (obesity, diabetes, etc.)	
HE.3-5.1.3 – The student will be able to describe how good nutrition can prevent problems and is important for proper growth and development.	
HE.3-5.1.4 – The student can assess and avoid dangerous situations (working with tools, working with simple machines, sun protections, food safety in the garden, etc.)	
HE.3-5.1.5 & .6 - The student can identify consequences of adopting a tobacco and alcohol-free lifestyle.	
HE.3-5.1.7 – The student can identify changes in physical, emotional, and social growth in humans.	
HE.3-5.1.8 – The student can describe the relationship between personal behavior (over-eating and weight, or sugar and tooth decay, etc.) and well-being.	
HE.3-5.1.9 – The student can describe the consequences of environmental effects that affect the body (sun exposure, chemicals, molds and mildew, etc.).	
HE.3-5.1.10 – The student can describe ways to prevent disease (healthy eating, physical exercise, etc.).	
<b>Standard 2: Accessing information: Access valid health information and health promoting products &amp; services</b>	
HE.3-5.2.1- The student can describe where to find true information on health in the home, school and community.	

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HE.3-5.2.2 – The student explains where true information comes from and why. Student can identify trusted sources.	
<b>Standard 3: Self-Management: Practice health/enhance behaviors/reduce risks</b>	
HE.3-5.3.1 – The student can use appropriate strategies for dealing with emotional and stressful situations.	
HE.3-5.3.2 – The student can compare behaviors that are safe, risky, or harmful to self and others.	
<b>Standard 4: Analyzing influences: Understanding the influences of culture, family, peers, media, technology and other factors that influence health.</b>	
HE.3-5.4.1 – The student can identify inner and outer factors that influence health and health decisions.	
<b>Standard 5: Interpersonal communication: Use to enhance health (group work in outdoor classroom)</b>	
HE.3-5.5.1 – The student can use appropriate strategies for effective verbal and non-verbal communication in various settings.	
HE.3-5.5.2 – The student can identify strategies that can be used to avoid miscommunication and misunderstanding.	
HE.3-5.4.3 – The student can demonstrate positive strategies in dealing with conflict and dispute.	
<b>Standard 6: Decision making and goal setting: Use to enhance health</b>	
HE.3-5.6.1 – The student can use the decision-making model (identify the problem, barriers and alternatives, choose best alternative, evaluate choice) and can identify a health problem that could be solved with this model.	
HE.3-5.6.2 – The student can predict the possible outcomes of health related decisions (the decision not to brush teeth, not eat healthy foods, not exercise, etc.)	
HE.3-5.6.3 – The student sets a personal goal, can describe why it is important, and can take steps to reach that goal (nutrition/physical activity, or others)	

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<b>Standard 7: Advocacy – Advocate for personal, family, and community health</b>	
HE.3-5.7.1 – The student can identify community organizations, agencies or individuals who advocate for increased health.	
HE.3-5.7.2 – The student gives a brief presentation on something they are doing to stay healthy and tells why she/he would recommend this practice to others.	