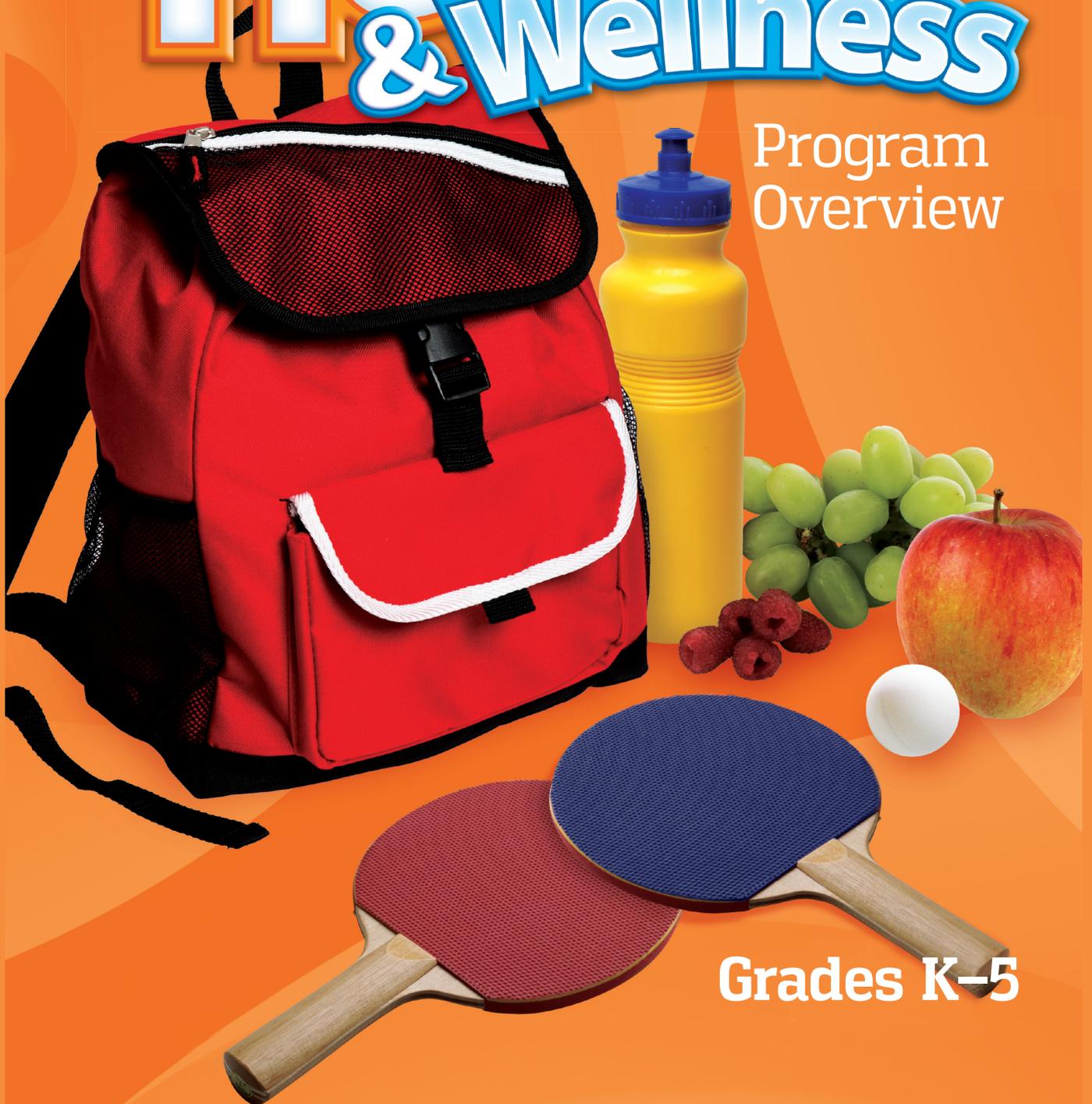


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# Health & Wellness

Program  
Overview

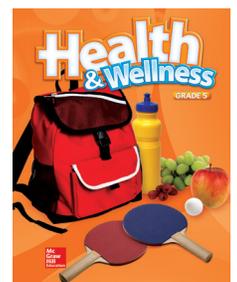
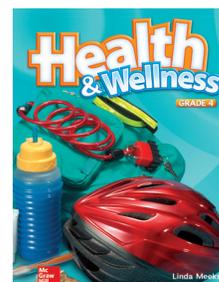
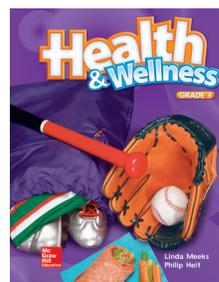
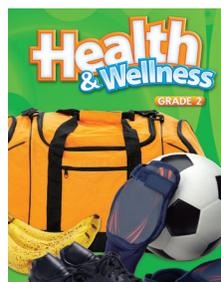
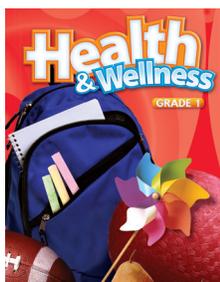
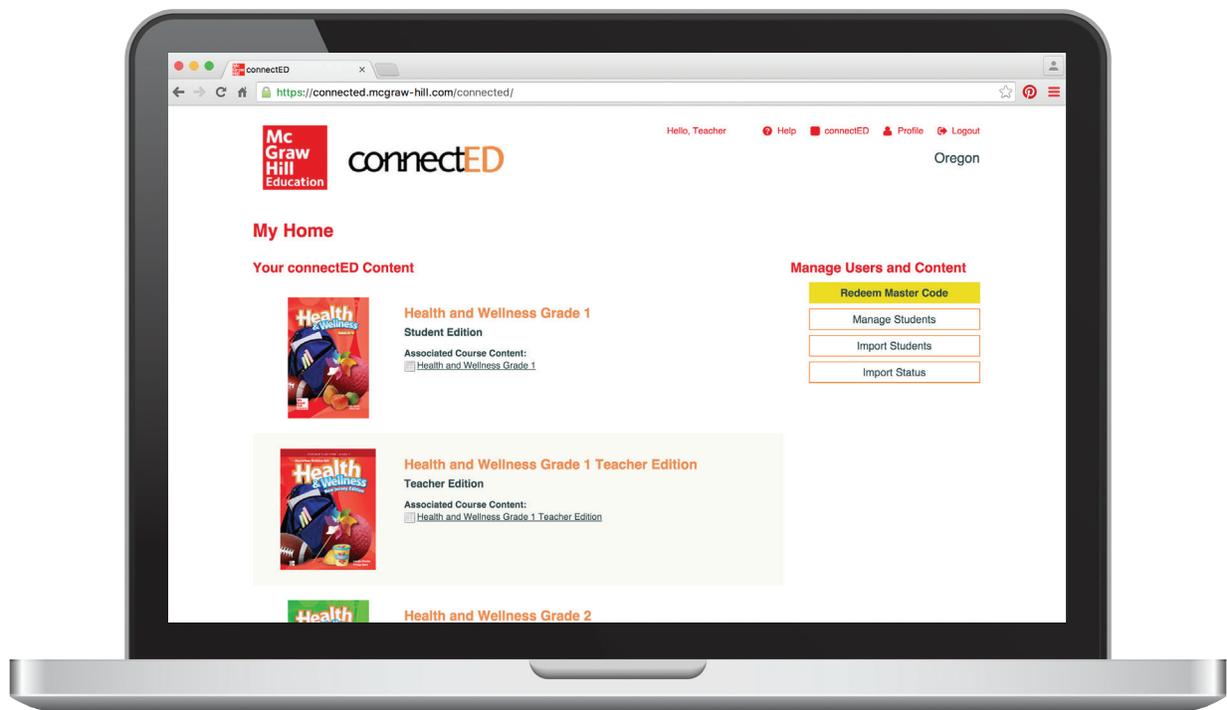


Grades K-5

# Health & Wellness

*Health & Wellness* provides a proven core curriculum in an accessible, easy-to-teach format that helps students learn to lead healthful lives.

- Flexible lesson plans for a busy classroom schedule
- Integrated reading instruction
- Life Skills lessons for achieving Health Literacy
- A variety of hands-on, minds-on, and physical activities
- Continuous assessment opportunities



# Research-Based for a Balanced Approach

## Authors



Linda Meeks



Philip Heit

The balanced approach found in *Health & Wellness* is a direct result of the beliefs of Linda Meeks and Philip Heit, America's most widely published health education co-authors. They have collaborated for more than 25 years, co-authoring over 300 health books used by millions of students, Pre-K through college.

## Balanced Approach

### IMPORTANT LIFE SKILLS

- Access Health Facts, Products, Services
- Practice Healthful Behaviors
- Manage Stress
- Analyze What Influences Your Health
- Use Communication Skills
- Use Resistance/Refusal Skills
- Resolve Conflicts
- Set Health Goals
- Make Responsible Decisions
- Be a Health Advocate

### PROMOTING HEALTH AND PREVENTING DISEASE

- Mental, Emotional, Family & Social Health
- Growth and Nutrition
- Personal Health and Safety
- Drugs and Disease Prevention
- Community & Environmental Health

# Easy to Teach

## 10 Health Strands . . . 5 Units of Study.

With a captivating design and easy-to-follow lesson plan, Health & Wellness fits perfectly into your busy school schedule. No matter how much time you have to teach, Health & Wellness provides a variety of flexible options to ensure that your students get all the information they need to help them lead healthy lives.

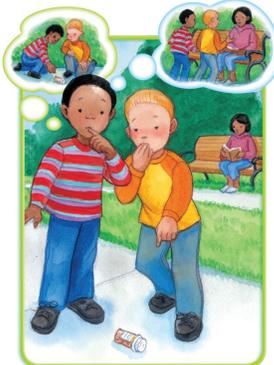


Health & Wellness teaches 10 Life Skills that students will need to become health-literate adults and lead to health lives.

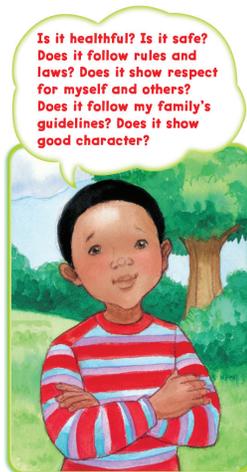
### Life Skills

Practice Healthful Habits, Find Health Facts/Get Help, Communicate, Make Wise Decisions, Resolve Conflicts, Say “No”, Set Health Goals, Think about your Health Choices, Help Others be Healthy, Manage Stress.

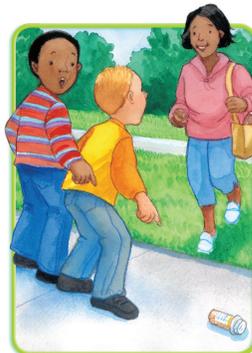
## Make Wise Decisions



1 Name the choices.



2 Ask questions.



3 Name the wise decision. Check with an adult.



4 Tell why it is wise.

# Instructional Support: Primary

A variety of dynamic, motivating activities engages student interest in health content and helps to reinforce what students have learned. A combination of hands-on, minds-on, and physical activities provides opportunities for your students to practice healthful behavior and to stay fit. These activities are easily integrated into your schedule throughout the day to reinforce health concepts.

**CHAPTER 5 Staying Clean and Fit**

**Preview** This chapter explores the benefits of proper grooming, sufficient sleep, and safe exercise. It also discusses the importance of medical and dental checkups, regular brushing and flossing, and using the correct method for brushing and flossing.

**Sensitivity Caution** In discussing fitness, be aware of children's physical limitations. The level of their ability may also vary widely. Encourage all children to think of fitness as fun.

Here's an activity for your SCIENCE center.

**CENTER ACTIVITY**

**Materials:**

- 18-inch lengths of yarn
- tape
- rows of six, white, egg-carton "teeth," cut in half lengthwise

**Egg "Teeth" Floss**

- Using an 18-inch length of "floss" (yarn), demonstrate the proper technique for flossing the egg-carton "teeth." Wrap one end of a piece of "floss" around your middle fingers. Then use your index fingers and thumbs to guide the floss gently up, down, and around to clean the sides of the "teeth" and "gum" area.
- Allow children to take turns practicing the technique in the center.

**ELL Language Support** Have children take turns explaining the proper way to brush their teeth.

**Clipboard Activities** For more Chapter 5 activities, use the Clipboard Activity Cards 37

CHAPTER 5

**Life Skills Activity**

**Practice Healthful Habits**

**Best Play**

What play activity do you like best?

Ask others.

Make a class graph to show the answers.

**ACTIVITY CORNER**

**ELL Language Support** **Music**

**Name Body Parts** Play a game focusing on the body parts in the lesson (head, neck, chest, arm, hand, leg, foot). Give a direction as, "pat your head." Ask each child to name the body part or her home lane.

**Play a Music Game** Lead children in singing and dancing "The Hokey Pokey" to have them identify body parts.

**ACTIVITY CORNER**

**ELL Language Support** **LIFE SKILL**

**Tell a Story** Ask partners to take turns describing how they have fun with friends. Each partner can tell a story about a particular day that he or she had. Children can help by asking questions while listening.

**Make Wise Decisions** Have pairs of children act out the following situation: You meet a friend riding a bicycle.

**ELL Language Support** **Math  $1+2=3$**

**ACTIVITY CORNER**

**ELL Language Support** **Art**

**Find Familiar Foods** Have children bring in food labels. Give pairs of children a food label that includes a list of ingredients. Ask pairs to read the ingredients and sort them into a list of items with a lot of sugar and a list of items with less sugar.

**Compare the Fat** Provide children with three food packages with food labels. Have them compare the amount of fat in a serving.

**ACTIVITY CORNER**

**Art** **BUILD Character**

**Make a Collage** Children use magazines to cut out pictures of resources. Children paste these items at the top of sheets of paper. They cut out pictures of items we use from these resources and place them under each resource.

**Be a Good Citizen** Children write newsletter articles explaining why it is important to save resources. Children should include ideas for how to save resources that others can try. Allow children to share their articles.

# Building on What You Know...

A variety of assessment opportunities allow teachers the opportunity to monitor students' success.

In Grades 3–8, every chapter begins with pre-assessment. “What Do You Know?” identifies the specific health concepts students already know.

**CHAPTER 3**  
**Growth and Development**

Lesson 1 • Your Body's Systems	B4
Lesson 2 • Your Heart and Lungs	B10
Lesson 3 • More Body Systems	B14
Lesson 4 • The Stages of Life	B20
Lesson 5 • You Are Unique	B26

**What Do You Know?**

See if you can match each body system with its function.

1. circulatory system	a. brings oxygen into the body
2. digestive system	b. helps you move
3. muscular system	c. gives your body structure
4. nervous system	d. carries blood through the body
5. respiratory system	e. gets nutrients from the food you eat
6. skeletal system	f. sends signals from your brain to your body

Answers: 1-d, 2-e, 3-b, 4-f, 5-a, 6-c. How many did you know? Read this chapter, **Growth and Development**, to learn more about how your body works.

**Language Support** **ELL**

Remind Spanish-speaking students that they already know many English words such as these cognates.

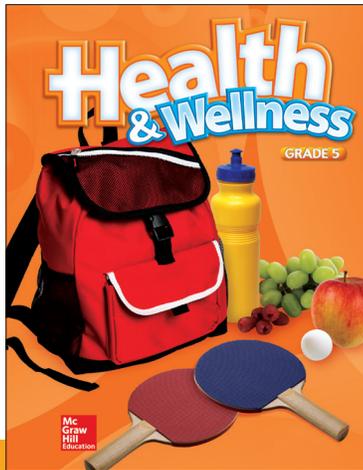
- circulatory system/sistema circulatorio
- interest/interés
- muscular system/sistema muscular
- puberty/pubertad
- unique/único

**Reading Strategies Checklist**

- Strategies are provided to teach this chapter using the following reading skills:
- ✓ **Draw Conclusions**, B5, B27
- ✓ **Make Predictions**, B11
- ✓ **Organize Information**, B15
- ✓ **Sequence Events**, B21

Support for all learners is provided in the Teacher's Edition. The Reading Strategies Checklist identifies specific reading strategies that are practiced throughout the chapter.

“You will learn” clearly identifies the lesson objectives.



**You will learn . . .**

- how the human body is organized.
- how the skeletal and muscular systems work.
- which body systems work together.

**LESSON 1**

# Your Body's Systems

**You will learn . . .**

- how the human body is organized.
- how the skeletal and muscular systems work.
- which body systems work together.

**You use muscles when you play sports and do hard work. You even use muscles when you blink your eyes. Your muscles, bones, brain, and the other parts of your body all work together.**

**Vocabulary**

- **body system**, B5
- **skeletal system**, B6
- **muscular system**, B6
- **interdependence**, B8

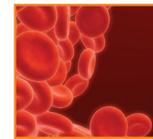
**Vocabulary**

- **body system**, B5
- **skeletal system**, B6
- **muscular system**, B6
- **interdependence**, B8

B4

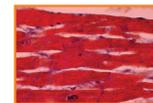
## Cells, Tissues, Organs, and Body Systems

The smallest living part of your body is a *cell*. Your body has many different kinds of cells. Blood cells, for example, carry oxygen throughout your body. Nerve cells carry messages to and from your brain. All cells use food and oxygen for energy. They grow and divide to form new cells. The new cells help you grow. They also replace cells that have died.



▲ Cells are the smallest living parts of your body. These are blood cells.

A group of cells that work together is a *tissue*. Your nerve cells make up tissues called nerves. Skin cells make skin tissue. Muscle cells make muscle tissue. All your body parts are made up of tissues.



▲ Cells make up tissues. This is muscle tissue.

A group of tissues that work together is an *organ*. Your heart, lungs, and kidneys are examples of organs. A **body system** is a group of organs that work together to carry out certain tasks. Your muscles all work together. They make up your muscular system. Your bones work together, too. They make up your skeletal system. Your heart and blood vessels work together. They make up your circulatory system. Each body system has a different function.



▲ Tissues make up organs. Your heart is an organ.



**What is a tissue?**



**What is a tissue?**

Ongoing lesson assessment helps students summarize the main ideas of each lesson section.

**ACTIVITY**

**Science LINK**

**Investigate Replacement Parts**

Find out which parts of the body can be replaced and how. Make a chart summarizing what you learn. Scientists and doctors can replace many body parts. People you know may have replacement hip bones, hands, or even legs.

B5

Important vocabulary is identified and highlighted throughout the lesson to aid understanding.

# Activities to Engage Interest

A variety of dynamic, motivating activities engage students' interest in health content, reinforce what students have learned, and connect to other areas of the curriculum.

## CENTER ACTIVITY



### Materials:

- 3 paper cups of soil labeled A–C
- 3 dried lima beans, soaked overnight
- water
- rulers
- chart to record plant growth

### How Tall?

Tell children they will measure how tall bean plants grow.

- Children plant 1 lima bean in each cup.
- Children measure plant heights over 2–4 weeks.
- Help children to water plants.
- Help children record data in a 3-row chart.

**ELL Language Support** Write the words *baby, infant, student, pupil, grown-up,* and *adult* on different index cards. Have partners match the synonyms.

## Leveled Activities

**Basic** Have students scan discarded magazines for pictures that show people expressing emotions. Give students poster board, glue, and markers to make a feelings collage. **Spatial**

**On-Level** Have small groups of students write an advice column. Have letters describe situations asking about ways to express emotions in healthful ways. Include a response to each letter describing specific actions to manage emotions. **Linguistic; Social**

**Challenge** Have small groups of students research clubs and organizations for students in your local community. Encourage students to learn about the types of activities offered and the membership guidelines of each club or organization. Have students compile their findings in a pamphlet titled *Boredom Busters*. **Linguistic; Social**

These activity options are available for all types of classroom settings and meet a variety of instructional needs. They include leveled activities, cross-curricular connections, Life Skills practice, critical thinking, and Write About It activities. A Physical Fitness Plan activity is included in every chapter.



## CRITICAL THINKING

### Set Health Goals

Your sister has set a long-term goal to eat more fruit. How can she reach this goal? Write a skit to help her.

- 1 Write the health goal you want to set.** I will eat healthful meals and snacks.
- 2 Explain how your goal might improve your health.** If your sister eats fruits for snacks, she will get vitamins and minerals. This will improve her physical health.

- 3 Describe a plan to reach your goal. Keep track of your progress.** Use a Health Behavior Contract. Use the sample on the next page as a guide. Include how to make a contract in your skit.
- 4 Evaluate how your plan worked.** You will need to explain how to decide if a goal is met. What can you suggest? Where could your sister get help if she needs it?



## Physical Education

### LINK

#### Make an Exercise Poster

With a small group, choose one or two groups of muscles. Find out what kinds of exercise strengthen those muscles. Demonstrate the exercises for the class. Make a poster showing those

## Physical Fitness Plan

- Use the warm-up track on the *Workout Songs* CD. Then use the workout tracks in any order for a complete workout.
- For a physical fitness plan, see pp. T34–T39 in this Teacher's Edition.
- Also see the Physical Education activity on SE p. B7.



# Assessment to Monitor Progress

A variety of assessment options are provided at all grade levels.

## LESSON REVIEW

### Review Concepts

- Describe** how cells, tissues, organs, and body systems are related.
- Identify** the functions of the skeletal and muscular systems.
- Describe** one way two or more body systems work together to keep your body working properly.

### Critical Thinking

- Compare and Contrast** Explain the difference between voluntary and involuntary muscles.
- Manage Stress** How can reducing stress protect your muscular and skeletal systems?

Lesson Reviews provide opportunities to assess student understanding. Critical Thinking and Life Skill questions provide on-going practice and reflection of these important skills.

## CHAPTER 3 REVIEW

body system, B5  
diabetes, B18  
interdependence, B8  
interest, B28  
life cycle, B21  
nutrient, B15  
puberty, B18  
unique, B27

### Use Vocabulary

Choose the correct term from the list to complete each sentence.

- The stages of life from birth to death make up the ?.
- During adolescence, you will go through the period called ?.
- If something is one of a kind, it is ?.
- A desire to learn or know about something is a(n) ?.
- A(n) ? is a substance your body needs for energy, repairing itself, or growing.
- A group of organs that work together to carry out certain tasks is a(n) ?.
- Body systems relying on one another to work properly is called ?.
- The disease in which there is too much sugar in a person's blood is ?.

### Review Concepts

Answer each question in complete sentences.

- What is the role of the endocrine system?
- What is infancy?
- List the parts of the circulatory system.
- Give an example of cooperative learning.
- Describe how bones, tendons, muscles, and ligaments are related.
- Describe how the human body is organized.

### Reading Comprehension

Answer each question in complete sentences.

- Your spinal cord sometimes acts as a control center. If you touch something very hot, you pull your hand away without even thinking about it. Nerves in the spinal cord tell the muscles in your hand to move—fast! This quick reaction without waiting for a message from the brain is called a reflex.**
- What is a reflex?
  - What tells your hand to move when you touch something very hot?
  - Why are reflexes important?

### Critical Thinking/Problem Solving

Answer each question in complete sentences.

#### Analyze Concepts

- Explain how the circulatory and respiratory systems are interdependent.
- How do you learn best? What learning and study strategies do you use?
- How are the joints in your skull similar to the joint in your elbow? How are they different?
- You notice pimples on your skin. What might be happening? Why?
- How can practicing healthful habits now help your health later in life?
- In which stage of life are you now? Your parents? How can you tell?

#### Practice Life Skills

- Practice Healthful Behaviors** Explain why getting the equivalent of 6–8 glasses of water per day is a healthful behavior. How can you make it a habit?
- Make Responsible Decisions** A friend finds an old can of paint. He suggests that you use it to paint a fence. What should you do? Use the *Guidelines for Making Responsible Decisions™*.

### Read Graphics

The chart shows some of the roles of your body systems.

System	Provide Energy or Nutrients	Movement	Remove Wastes	Control Body Functions
Circulatory	yes	no	yes	no
Digestive	yes	no	yes	no
Endocrine	no	no	no	yes
Muscular	no	yes	no	no
Nervous	no	yes	no	yes
Respiratory	yes	no	yes	no
Skeletal	no	yes	no	no
Urinary	no	no	yes	no

- Which systems are involved in movement?
- How are the respiratory and circulatory systems alike?
- How are the circulatory, digestive, respiratory, and urinary systems alike?
- How are the muscular and nervous systems different?

**LOG ON** [www.mmhhealth.com](http://www.mmhhealth.com)  
Find out how much you know about your body systems.

In addition to the on-going lesson monitoring questions and lesson reviews, there are chapter reviews, unit assessments, and projects. Additional assessments can be found in the Health Masters Assessment book.

# Time Management for Every Classroom

Health & Wellness is designed with concise, focused lessons that can readily fit into any classroom schedule.

## CHAPTER 3 Chapter Planner Growth and Development

All blackline master resources are available on TeacherWorks CD-ROM.

	Pacing	Resources	Life Skills
30 Min	<b>Lesson 1</b> Your Body's Systems B4-B9	<b>SH</b> Family Letters, pp. 7-8 <b>HM</b> Develop Vocabulary, p. 33 <b>HM</b> Study Guide, p. 34 <b>HM</b> Interpret Information, pp. 35-36 <b>YB</b> Transparency 6, 7, 8, 42	<b>SE</b> Manage Stress, p. B9
30 Min	<b>Lesson 2</b> Your Heart and Lungs B10-B13	<b>HM</b> Develop Vocabulary, p. 37 <b>HM</b> Study Guide, p. 38 <b>HM</b> Interpret Information, pp. 39-40 <b>YB</b> Transparency 10, 11	<b>SE</b> Be a Health Advocate, p. B13
30 Min	<b>Lesson 3</b> More Body Systems B14-B19	<b>HM</b> Develop Vocabulary, p. 41 <b>HM</b> Study Guide, pp. 42-43 <b>HM</b> Interpret Information, pp. 44-45 <b>YB</b> Transparency 9, 12, 13, 14, 43, 44 <b>YB</b> Your Body, pp. 14-33, 36-51	<b>SE</b> Access Health Products, p. B17
30 Min	<b>Lesson 4</b> The Stages of Life B20-B25	<b>HM</b> Develop Vocabulary, p. 46 <b>HM</b> Study Guide, p. 47 <b>YB</b> Transparency 42, 46, 47 <b>YB</b> Your Body, pp. 14-33, 36-51, 54-69, 7	
30 Min	<b>Lesson 5</b> You Are Unique B26-B29	<b>HM</b> Develop Vocabulary, p. 48 <b>HM</b> Study Guide, p. 49 <b>YB</b> Transparency 47 <b>YB</b> Your Body, pp. 60-61	
30 Min	<b>Learning Life Skills</b> Practice Healthful Behaviors B30-B31	<b>HM</b> Learning Life Skills, p. 50	
	<b>Chapter Review</b> B32-B33		

**OUT OF TIME** If short on time, teach the core lessons 1, 2, 3, and the Learning Life Skills feature.

The “Out of Time” feature identifies key chapter lessons and allows you to select the most important ones when time is short.

B2A CHAPTER 3 Growth and Development

**1 2 3** In Grades 3-8, every lesson can be easily taught using three clearly identified chapter resources pages.

## Chapter Resources

**1 2 3** Teach each lesson quickly using 3 easy-to-use resources.

**Family Letter**  
**Growth and Development**  
Dear Parents and Students:  
Your child's development is a process that begins before birth and continues throughout life. We are excited to see your child's growth and development in the classroom. This letter provides information about the chapter's focus on growth and development. We hope you will find it helpful in supporting your child's learning and growth.

**Family Activity**  
Have your child draw a picture of a body system and label it. Discuss the function of the system and how it works. Share your drawings with the class.

**Check Your Understanding**  
1. What are the three main body systems?  
2. How do these systems work together to support life?  
3. How can you keep your body healthy?

School to Home Connection, pp. 7-8

**Develop Vocabulary**  
**Your Body's Systems**  
Read the text on the page and identify the key words. Write the definition of each word in your own words.

Word	Definition
muscle	...
organ	...
system	...
function	...
support	...
maintain	...
balance	...
regulate	...
control	...
communicate	...
coordinate	...
integrate	...
synthesize	...
analyze	...
evaluate	...
compare	...
contrast	...
classify	...
organize	...
manage	...
operate	...
conduct	...
perform	...
execute	...
implement	...
enforce	...
observe	...
monitor	...
track	...
record	...
document	...
report	...
present	...
display	...
show	...
share	...
communicate	...
express	...
convey	...
relate	...
connect	...
link	...
associate	...
correlate	...
compare	...
contrast	...
differentiate	...
discriminate	...
analyze	...
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assess	...
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# Promoting Health Literacy

*Health & Wellness instills a lifelong passion for healthy habits. The program is focused on the four tenets of Health Literacy:*

## Effective Communication

Students express knowledge, beliefs, and ideas about themselves in different ways.

## Self-Directed Learning

Students gather and use knowledge in their life.

## Critical Thinking and Problem Solving

Students evaluate information from reliable sources before making decisions.

## Responsible Citizenship

Students choose and practice behaviors that promote a healthy community, nation, and world.

### UNIT B ACTIVITIES AND PROJECTS

#### Effective Communication

### Write a Commercial

Write a radio script to advertise your favorite healthful food. Think up a jingle or a slogan. Include information about how it helps your body systems. Present your commercial to your class.



#### Self-Directed Learning

### Write a Report

Choose one body system you have studied. Use the library to find information about the system. Write and illustrate a report about what you learn.



#### Critical Thinking and Problem Solving

### Make a Chart

Down the left side of the chart, list the six major nutrients. Across the top, list the body systems. In each space, write how the nutrient affects that body system.



#### Responsible Citizenship

### Take a Trip

With a responsible adult, visit a group that provides food to needy families. Speak with the staff about the types of food they provide. Offer to help with a chore.



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## Promotes Coordinated School Health Program

Health Literacy supports the goals and objectives of the Coordinated School Health Program. This comprehensive approach to protecting and promoting the health and well-being of students through mutually supportive resources that includes families, youth, community agencies, health care workers, and school personnel.

# Health & Wellness

## Components List

	K	1	2	3	4	5
Pupil Edition*				•	•	•
Teacher's Edition	•	•	•	•	•	•
✓ Health Masters including Assessment*	•	•	•			
✓ Health Masters*				•	•	•
✓ Assessment Book*				•	•	•
✓ Your Body Book*					•	•
✓ Your Body Book Teacher's Guide					•	•
✓ School to Home Connection*	•	•	•	•	•	•
✓ Health Clipboard Activities		•	•	•	•	•
✓ ELL Activity Guide	•	•	•	•	•	•
✓ Health Songs CD	•	•	•			
✓ Workout Songs CD				•	•	•
✓ Projectables*	•	•	•	•	•	•
✓ Curriculum Guide	•	•	•	•	•	•

\*Also available in Spanish

✓ These resources are only available in the Online Student Edition and in the Online Teacher Edition

To learn more, please visit [mheducation.com](http://mheducation.com) or contact your local sales representative.