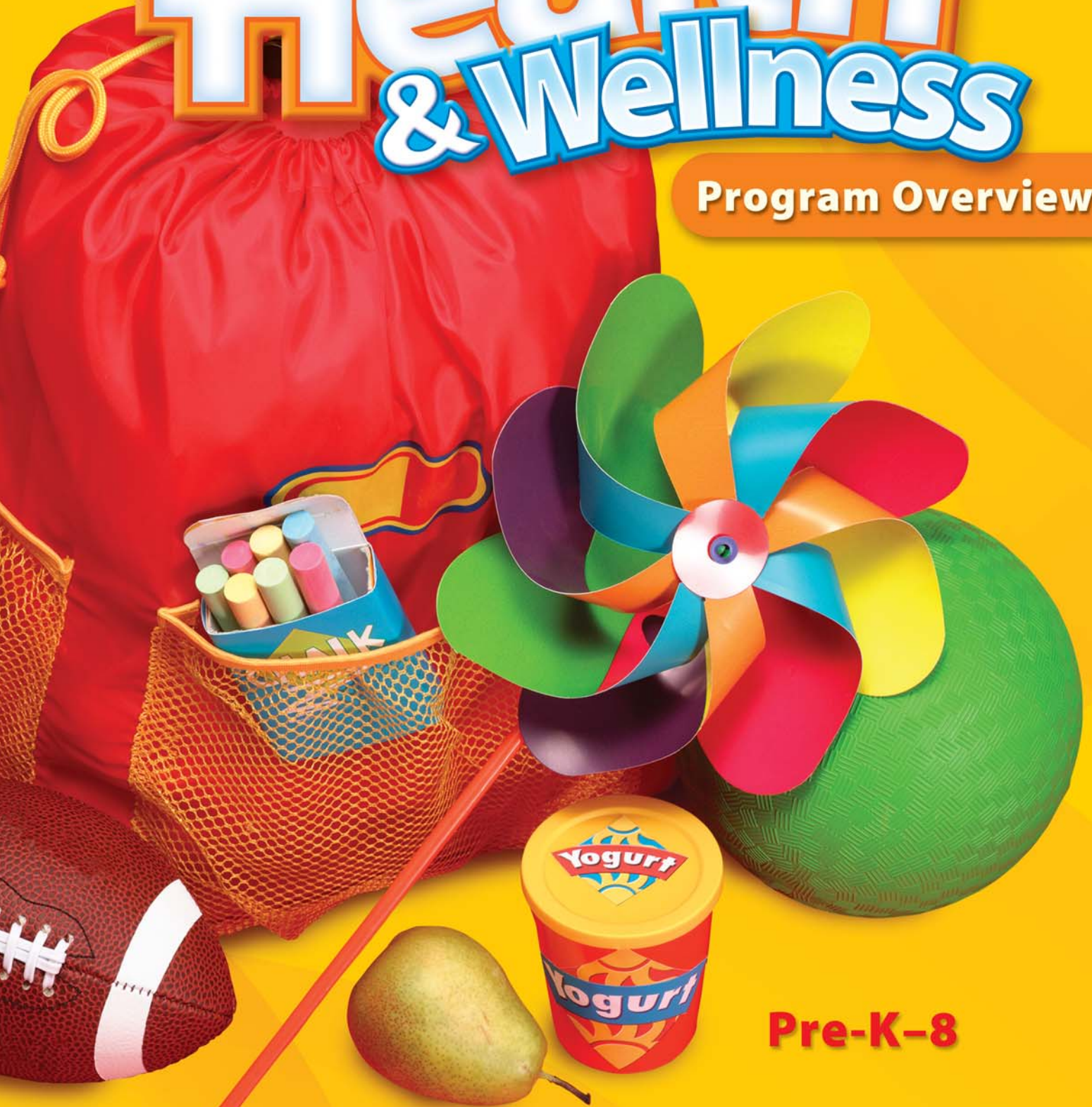


Macmillan/McGraw-Hill

# Health & Wellness

Program Overview



Pre-K-8

MACMILLAN/McGRAW-HILL

# Health & Wellness

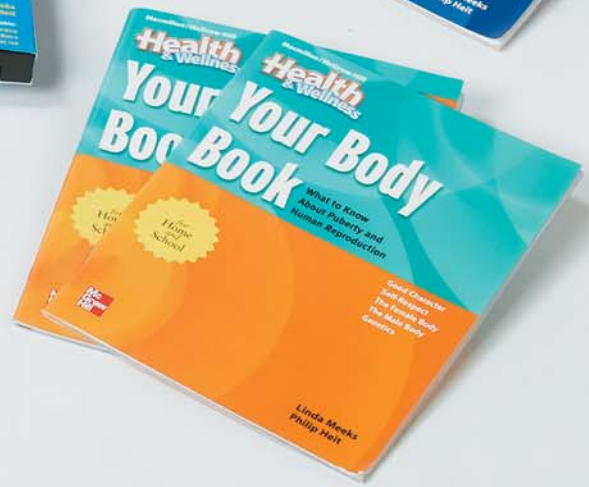
**Macmillan/McGraw-Hill Health & Wellness** provides a proven core curriculum in an accessible, easy-to-teach format that helps students learn to lead healthful lives.

- 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





**INCLUDING  
Pre-K**



# Research-Based for a Balanced Approach

## Authors



**Linda Meeks**



**Philip Heit**

The balanced approach found in *Macmillan/McGraw-Hill 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

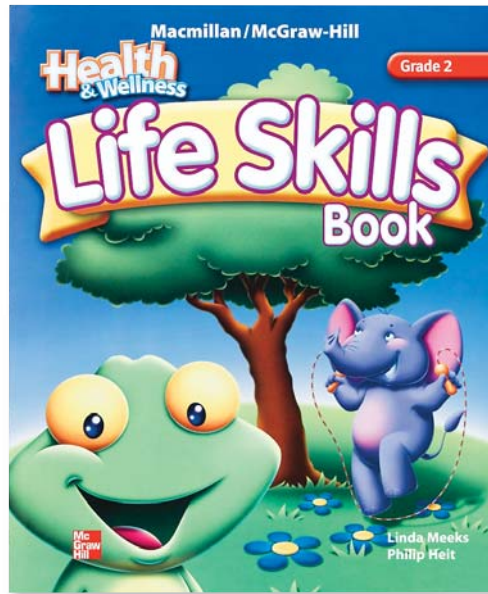
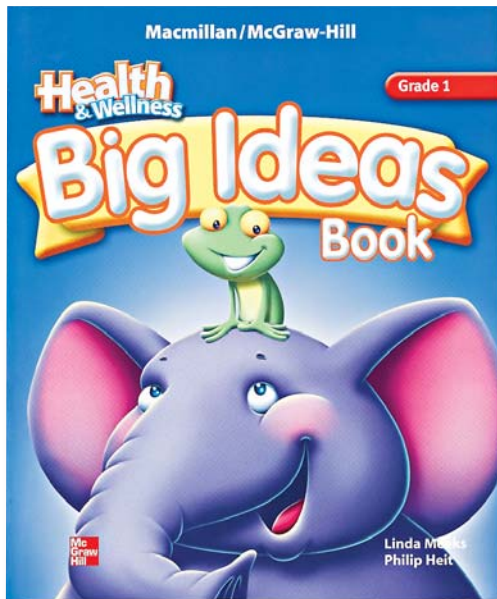
### Promoting Health and Preventing Disease

- 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.

Flexible components allow teachers to tailor instruction to meet their individual classroom needs and schedules.



Grades K–2 Big Books

Primary grade lessons are presented through a combination of Big Ideas Books and age-appropriate Content Readers.



Grades 1–2 Content Readers

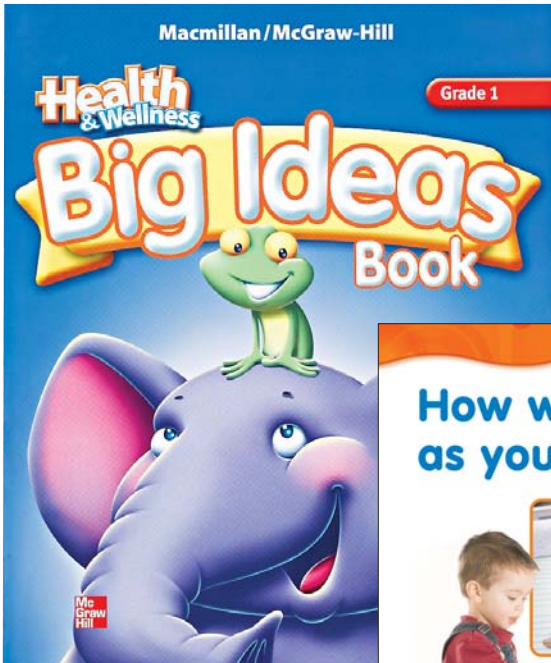
Upper grade lessons are presented in hardbound Pupil Editions.



Grades 3–8 Pupil Editions

# Instructional Support: Primary

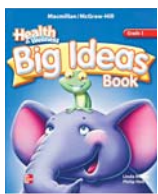
Big Ideas and Life Skills Big Books introduce important health concepts and lifelong health skills.



Large visuals encourage whole-class discussion.



## Introduce the Big Idea



Display the *Health Big Ideas Book*, pp. 10–11 to introduce the topic of physical growth. Point to and identify the growth stages shown on the page as: *baby*, *toddler*, *child*, *teenager*, *adult*, and *senior*. Use the pictures to discuss what someone is capable of doing at each stage. Ask: **What could you do as a baby?** Possible answers: *crawl, eat, sleep, grab things* What could you do as a toddler? *walk, push things, pull things, run, speak* What can you do now that you couldn't do as a toddler? Possible answers: *write, read, run faster, speak more words* Which pictures show what you will grow to look like? *teenager, adult, senior*

Teacher's Editions provide lesson strategies for introducing the Big Book pages and suggestions for facilitating whole-class discussion.

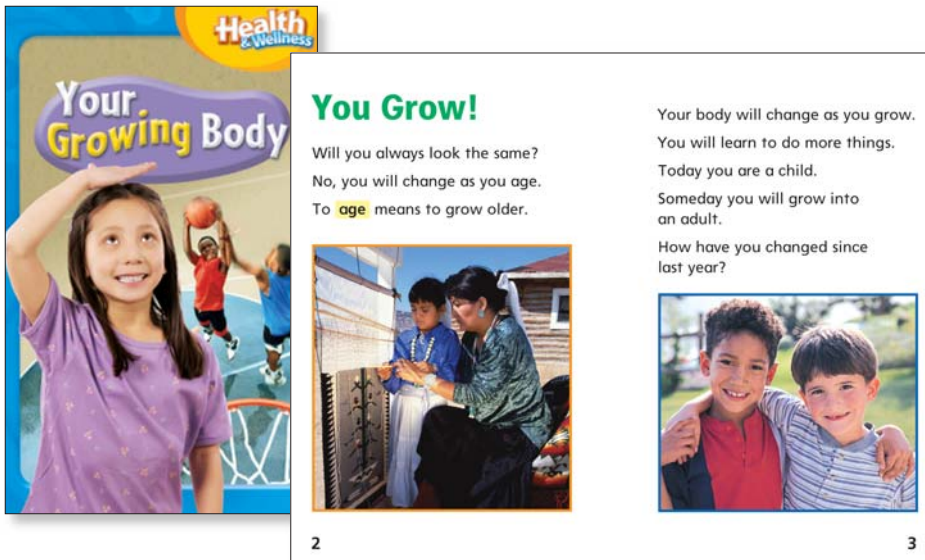
## Introduce the Reader



Invite the class to preview the *Reader* by looking at the picture on the cover. Read the title aloud, and point out the child pictured in the foreground. Ask: **What is the child doing?** Possible answer: *measuring height* What do you think you will learn about in this chapter? *how your body changes when you grow*

**Addressing Misconceptions** Help children understand that just because two people are the same age, they are not necessarily the same height or weight. Each person grows at his or her own rate.

## Grades 1 and 2 Content Readers



Content Readers provide developmentally appropriate content for each health topic. These readers can be used independently, in small groups, or as part of whole class instruction.

An instructional plan is provided for every Content Reader lesson.

### LESSON 1

#### You Grow!

#### Use the Reader

#### RESOURCES

**Objectives**

- Describe how individuals grow and learn in unique ways.
- Discuss ways people age.
- Identify the stages of human development.

**Health Goals**

- Learn ways my body changes.
- Learn ways people age.

**Vocabulary**


**age** to grow older

**Lesson Resources**

- Reader, *Your Growing Body*, pp. 2-3
- Health Masters, *Age Order*, p. 20
- Transparency Book, 45
- Clipboard Activity 18

#### You Grow!


Will you always look the same? No, you will change as you age. To **age** means to grow older.



2

Your body will change as you grow. You will learn to do more things. Today you are a child. Someday you will grow into an adult.

How have you changed since last year?



3

Reader pages 2-3

#### During Reading

Read pp. 2-3 aloud to the class. Point out the words *child* and *adult*.

- Who is a child that you know?** Possible answers: me, my sister, my best friend, the person sitting next to me
- Who is an adult that you know?** Possible answers: my mother, my father, my guardian, my teacher, my principal
- How is a child the same as an adult? How are they different?** Possible answer: They are both people. A child is younger, smaller, and shorter. An adult is older, bigger, and taller. An adult knows more.

Explain that the healthful habits that they are practicing now as children will help them to grow to be healthy adults.

- What things do you do that will help you grow to be a healthy adult?** Possible answer: I sleep enough and eat healthful foods.

**Vocabulary Strategies** Make a compare and contrast chart with children. Ask children to compare things they could do as toddlers with what they have learned to do as they age.

**Transparency 45** Compare and Contrast

#### Before Reading

Pass around a baby picture of yourself, but do not say that it's you. Ask

- Who do you think this baby is? How can you tell?** Possible answer: It is you.
- In what ways have I changed?** Possible answer: You are taller.

Explain that as an adult, you have longer arms and legs and can do more.

**46** CHAPTER 3 You Growing Body

#### ACTIVITY CORNER

**Math** 1 + 2 = 3

**Teenage Years**

Have children orally count the numbers that represent the ages for being a teenager. Then say various numbers from 13-19 and have children practice writing those numbers or saying them in ascending order.

**Science**

**Kittens and Cats**

Have children work in pairs to find pictures of baby animals and animals that have grown older (kittens, cats, puppies, dogs). Invite children to write captions for each picture to tell what the animal is like at each stage.

#### After Reading

Copy and distribute *Health Masters*, p. 20, "Age Order." Have children cut out and put the pictures of a person in age order.

CHAPTER 3 Lesson 1 **47**

Before Reading, During Reading, and After Reading offer integrated reading support.

Vocabulary development strategies are also included in the Teacher Edition.

# 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

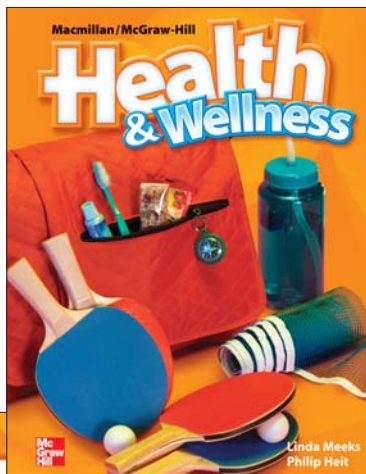
**Reading Strategies Checklist**

- 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.



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.

**Vocabulary**

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

**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

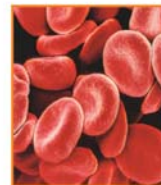
- **body system**, B5
- **skeletal system**, B6
- **muscular system**, B6
- **interdependence**, B8

## You will learn . . .

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

## 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.

**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.

**What is a tissue?**

**What is a tissue?**

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

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?



### Share the Pie

Plan a pizza party. There are 28 students and the teacher in your class. Each pizza pie is divided into 8 slices. How many pizza pies will you need to make sure each person has a slice?



### 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 these exercises.



### 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.
- Life Skills 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?

### 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

## CHAPTER 3 Assessment

### Performance Assessment

**Healthy Heart Basket** Prepare baskets for children from construction paper or paper bags. Decorate each basket with a heart. Provide children with pictures or small objects representing things that are healthy and a few things that are not. Healthful items might represent exercise, such as baseballs, bikes, or healthful foods. Unhealthful items might include pictures of a cigarette or a candy bar.

Check that children place only healthy items in their baskets. Ask volunteers to tell the class why they chose each item.

### Life Skills Activity

**Make Wise Decisions**  
**Healthy Heart Basket**

Make a healthy heart basket. Look at each thing your teacher shows you.

Is it healthy for your heart?  
Make a wise decision. Choose healthful things to put in the basket.

### Let's Review

You can choose to have your children write or discuss their answers with a partner, small group, or whole class.

- Name one sense. Tell the body part that uses it. *Possible answer: I smell with my nose.*
- Draw your face. Tell why you are special. *Answer should reflect each child's unique characteristics or abilities.*
- What do your lungs do? *My lungs help me use air.*
- How does exercise help you stay well? *Possible answer: It strengthens bones and muscles.*
- Tell one way to take care of your stomach. *Possible answers: Eat slowly. Chew food well. Drink lots of water.*

#### National Health Education Standards

- Comprehend health concepts. (1.1, 1.3)
- Practice health-enhancing behaviors and reduce health risks. (2.1, 3.4)

Performance Indicators are in parentheses. For complete text of National Health Education Standards, Performance Indicators, and comprehensive correlation, see pp. R25–R27.

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

**Macmillan/McGraw-Hill Health & Wellness** is designed with concise, focused lessons that can readily fit into any classroom schedule.

CHAPTER 3 <b>Chapter Planner</b> Growth and Development		
Pacing	Resources	Life Skills
<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>TB</b> Transparency 6, 7, 8, 42	<b>SE</b> Manage Stress, p. B9
<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>TB</b> Transparency 10, 11	<b>SE</b> Be a Health Advocate, p. B13
<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>TB</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
<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>TB</b> Transparency 42, 46, 47 <b>YB</b> Your Body, pp. 14-33, 36-51, 54-69, 70	
<b>Lesson 5</b> You Are Unique B26-B29  	<b>HM</b> Develop Vocabulary, p. 48 <b>HM</b> Study Guide, p. 49 <b>TB</b> Transparency 47 <b>YB</b> Your Body, pp. 60-61	
<b>Learning Life Skills</b> Practice Healthful Behaviors B30-B31  	<b>HM</b> Learning Life Skills, p. 50	
<b>Chapter Review</b> B32-B33  		

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

B2A CHAPTER 3 Growth and Development


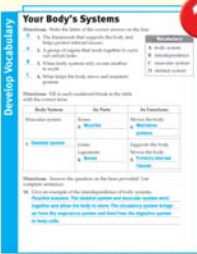


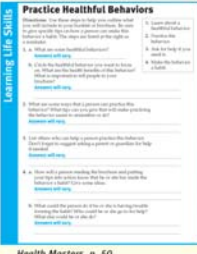




**OUT OF TIME** If short on time, teach the core lessons 1, 2, 3, and the Learning Life Skills feature.

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

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

### Chapter Resources

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

<b>Family Letter</b> <b>Growth and Development</b>  School to Home Connection, pp. 7-8	<b>Develop Vocabulary</b> <b>Your Body's Systems</b> <b>1</b>  Health Masters, pp. 33, 37, 41, 46, 48	<b>Study Guide</b> <b>Your Body's Systems</b> <b>2</b>  Health Masters, pp. 34, 38, 42-43, 47, 49
<b>Internet Information</b> <b>The Skeletal System</b>  Health Masters, pp. 35-36, 39-40, 44, 45	<b>Learning Life Skills</b> <b>Practice Healthful Behaviors</b>  Health Masters, p. 50	<b>Lesson Quizzes</b> <b>Your Body's Systems</b> <b>3</b>  Assessment Book, pp. 28-32
<b>Chapter Test</b> <b>Growth and Development</b>  Assessment Book, pp. 33-35	<b>Writing in Health</b> <b>Growth and Development</b>  Assessment Book, p. 36	<b>Performance Assessment</b> <b>Learning Styles Brochure</b>  Assessment Book, p. 37

B2C CHAPTER 3 Growth and Development

# Promoting Health Literacy

**Macmillan/McGraw-Hill 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

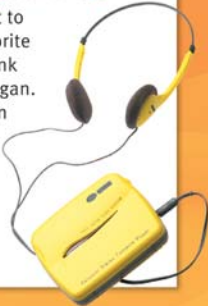
Students choose and practice behaviors that promote a healthy community, nation, and world.

**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.



B64



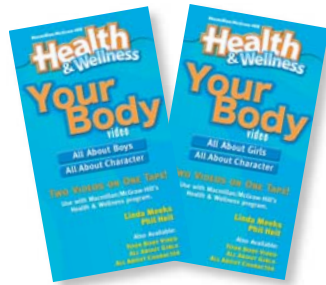
## Promotes Coordinated School Health Program

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.

# Technology and Partnerships

## Your Body Videos

address students' questions about their changing bodies, including the topics of puberty, self-respect, and genetics.



## Sunburst Videos

help teachers to reinforce and extend health content. A Teacher's Guide includes discussion questions, activities, and reproducible handouts.



## Health Songs and Workout Songs CDs

present original songs and workout tracks at Grades K–2. Workout tracks at Grades 3–8 encourages physical activity.



## The Bienestar Health Program

offers a school-based, multi-component intervention program to reduce risk factors for Type II diabetes.



## Teacher Works,

an all-in-one planner and resource guide, contains the entire teacher's edition plus blackline masters in electronic format.



## Dinah Zike's Foldables™

provide hands-on, three-dimensional graphic organizers designed to help students of all learning styles improve comprehension of health content.



## Test Generator

allows for customization of tests for lessons, chapters, and units.



## Companion Website

[www.mhschool.com](http://www.mhschool.com) offers free health resources for teachers, parents, and students correlated to program content at each grade level.

Macmillan/McGraw-Hill

# Health & Wellness

## Components List

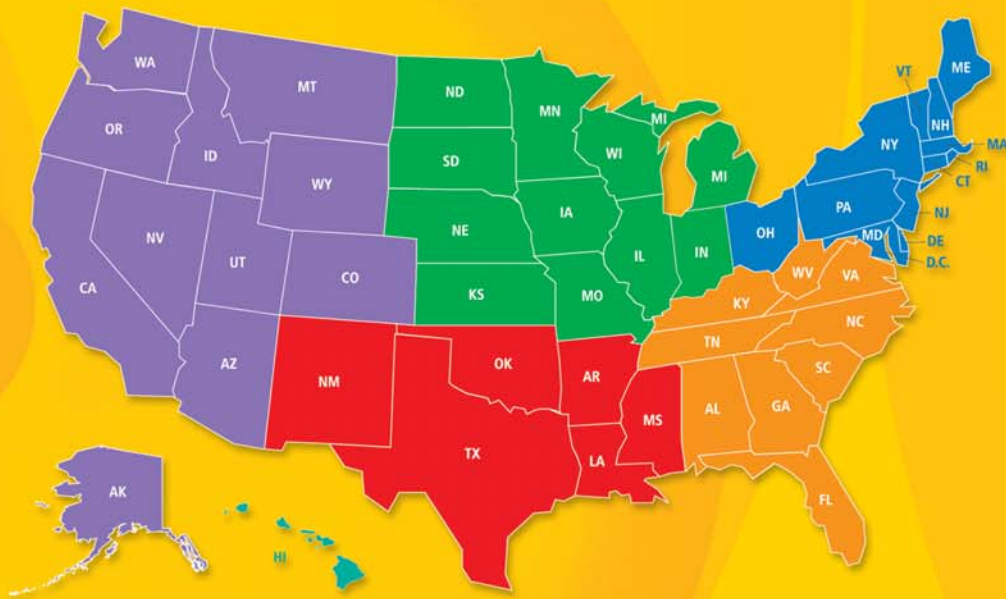
	Pre-K	K	1	2	3	4	5	6	7	8
Pupil Edition*					•	•	•	•	•	•
Teacher's Edition	•	•	•	•	•	•	•	•	•	•
Readers*			•	•						
Big Ideas Book*		•	•	•						
Life Skills Book*		•	•	•						
Health Masters including Assessment*	•	•	•	•						
Health Masters*					•	•	•	•	•	•
Assessment Book*					•	•	•	•	•	•
Your Body Book*						•	•	•		
Your Body Book Teacher's Guide						•	•	•		
Your Relationships*									•	•
Your Relationships Teacher's Guide									•	•
Transparency Book*		•	•	•	•	•	•	•	•	•
School to Home Connection*		•	•	•	•	•	•	•	•	•
Health Clipboard Activities			•	•	•	•	•	•	•	•
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All About Boys (Your Body Video)						•	•	•		
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Test Generator					•	•	•	•	•	•
Health Songs CD	•	•	•	•						
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Projectables*		•	•	•	•	•	•	•	•	•
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Bienestar Health Curriculum Teacher's Guide & Student Workbook*		•	•	•	•	•	•			
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