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
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.

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.

Teacher’s Editions provide lesson strategies for introducing the Big Book pages and suggestions for facilitating whole-class discussion.
Grades 1 and 2 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.

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.

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.

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.

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.

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.

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

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

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

**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**

**Materials:**
- 3 paper cups of soil labeled A–C
- 3 dried lime 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 lime 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.

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.
Assessment to Monitor Progress

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

**LESSON REVIEW**

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

**Critical Thinking**
4. Compare and Contrast: Explain the difference between voluntary and involuntary muscles.
5. Life Skills: 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.

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**CHAPTER 3 REVIEW**

**Use Vocabulary**
Choose the correct term from the list to complete each sentence.
1. The stages of life from birth to death make up the ______.
2. During adolescence, you will go through the period called ______.
3. If something is one of a kind, it is ______.
4. A desire to learn or know about something is an ______.
5. A(n) ______ is a substance your body needs for energy, repairing itself, or growing.
6. A group of organs that work together to carry out certain tasks is called ______.
7. Body systems relying on one another to work properly is called ______.
8. The disease in which there is too much sugar in a person’s blood is ______.

**Reading Comprehension**
Answer each question in complete sentences.
9. What is the role of the endocrine system?
10. What is infancy?
11. List the parts of the circulatory system.
12. Give an example of cooperative learning.
13. Describe how bones, tendons, muscles, and ligaments are related.
14. Describe how the human body is organized.

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**CHAPTER 3 Assessment**

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

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

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

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 offers free health resources for teachers, parents, and students correlated to program content at each grade level.
## Components List

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* Also available in Spanish

www.mhschool.com
1-800-442-9685