

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Kindergarten, students will:

1.1 List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)

1.2 Describe similarities and differences between self and others and understand that the body is good and special

1.3 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth)

1.4 Identify how families can influence personal health

1.5 Describe a healthy and safe environment

1.6 Identify health and safety problems that can be treated early

1.7 Identify ways injuries can be prevented

1.8 Identify and practice ways to prevent disease and other health problems

1.9 Discuss germs and their connection to illness

HPW Sources*

TE: pp5-6, pp11-15, pp20-21, p23, pp69-71, pp160-164; **SA:** 1, 2, 29, 30, 31; **EA:** 2; **PA:** 3, 18, 22; **B:** Wash Your Hands; **B:** When I Feel Sad; **B:** Kids in Action; **P:** Keeping Healthy with Herbie; **P:** Healthy Choices; **A:** Herbie's Health & Safety Songs

TE: pp45-46, pp138-144; **SA:** 26; **PA:** 19; **B:** Why Am I Different?; **B:** I Want to be Somebody New; **P:** Growth Chart; **F:** growth; **BLM:** growth chart markers

TE: p99, p147, pp161-163; **SA:** 31; **P:** Body Chart w/Organs; **F:** tooth, crown, root, gum

TE: pp35-43; **PA:** 5, 6; **B:** The Surprise Family; **B:** David Gets in Trouble; **F:** family

TE: pp77-79, pp85-87 pp109-110, pp130-134; **SA:** 11; **PA:** 11

TE: pp110-117; **SA:** 19, 20; **V:** I Can Follow Rules; **A:** Herbie's Health & Safety Songs

TE: pp91-95, p112, pp115-116; **SA:** 13, 19; **C:** Drug Prevention Cards

TE: pp100-105, pp126-129; **SA:** 16, 17, 23, 25; **B:** Berenstain Bears and the In-Crowd; **G:** Fire Safety

TE: pp158-169; **SA:** 29, 30, 31, 32; **PA:** 22, 23; **B:** Wash Your Hands; **F:** disease, germ, cavity; **A:** Staying Healthy With Herbie

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Kindergarten, students will:

2.1 Demonstrate the ability to seek health information from trusted adults (e.g. common health and safety concerns, roles and responsibilities of community helpers)

2.2 Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers)

2.3 Identify characteristics of a trusted adult

HPW Sources*

TE: pp80-82, p93, p97, p105; **SA:** 12, 18; **PA:** 11, 12,13; **P:** Healthy Choices

TE: pp119-125, pp171-173; **SA:** 21, 22, 33; **PA:** 15, 16, 24; **B:** Berenstain Bears Go To The Doctor; **P:** Emergency; **F:** emergency, fire, fire escape

TE: pp91-97, pp104-105, pp109-111, pp132-136; **SA:** 13, 14, 18; **PA:** 12, 13, 18; **F:** safety, unsafe, stranger, hurt; **V:** Two Kinds of Touch; **C:** Drug Prevention

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Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Kindergarten, students will:

- 3.1 Identify healthy behaviors (e.g. wearing seatbelts, hand washing)
- 3.2 Identify personal behaviors that are health-enhancing
- 3.3 Identify personal health behaviors that need to be changed
- 3.4 Demonstrate good hygiene practices to improve and maintain personal health
- 3.5 Understand and follow rules and routines
- 3.6 Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time)

HPW Sources*

- TE:** pp55-58, pp70-73, pp114-117, pp127-129, pp152-156; **SA:** 28; **PA:** 8, 17, 21; **B:** Eating Healthy With Herbie; **P:** Healthy Choices; **F:** nutrition, variety, balance; **G:** Fire Safety; **C:** Nutrition Cards; **C:** Safety Signs; **A:** Staying Healthy With Herbie
- TE:** pp4-6, p8, pp14-15, pp31-32, pp64-65; **SA:** 5, 6; **PA:** 1, 9; **P:** Healthy Choices; **C:** Healthy & Unhealthy Choices
- TE:** pp3-6, p9, pp11-17; **PA:** 1, 2; **B:** Staying Healthy with Herbie; **P:** Staying Healthy with Herbie; **P:** Healthy Choices
- TE:** pp14-15, pp70-73; **SA:** 2; **PA:** 10; **B:** Keeping Clean with Herbie
- TE:** pp7-8, pp110-117; **SA:** 20; **PA:** 14; **P:** Classroom Rules; **P:** Water Safety **V:** I Can Follow Rules
- TE:** pp22-23; **PA:** 3; **B:** When Sophie Gets Angry

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Kindergarten, students will:

- 4.1 Discuss their roles in the family and the roles of their parents/guardians
- 4.2 Recognize how media and technology can influence their lives
- 4.3 Discuss how families and school influence personal health

HPW Sources*

- TE:** pp35-39; **PA:** 5; **B:** The Surprise Family; **F:** family
- TE:** pp69-71, pp91-93; **SA:** 13; **C:** RolePlay Scenarios
- TE:** pp40-43, pp100-104; **PA:** 5, 6, 7, 9; **B:** The Giving Tree; **B:** Berenstain Bears and the In-Crowd; **F:** family, sharing, kindness

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Kindergarten, students will:

- 5.1 Practice using words to communicate as a means of enhancing health
- 5.2 Describe characteristics of a responsible individual
- 5.3 Practice using words to identify emotions
- 5.4 Identify healthy ways to express needs, wants and feelings

HPW Sources*

- TE:** pp4-5, pp11-12, pp20-23, pp25-26, p35, pp55-56, p58, p91, pp128-129, p139, p159; **SA:** 8; **B:** Staying Healthy With Herbie; **P:** Staying Healthy With Herbie; **F:** health, nutrition, sleep, exercise, nutrition, drugs, growth, germs, fire; **A:** Staying Healthy With Herbie
- TE:** pp24-28, p43; **SA:** 4; **PA:** 6; **B:** How to be a Friend
- TE:** pp20-23; **B:** When I Feel Sad
- TE:** pp20-21; **P:** Feelings

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| 5.5 Demonstrate caring and empathy for others | TE: pp3-4, pp40-41; B: Giving Tree; P: Special People; F: sharing, kindness |
| 5.6 Demonstrate the ability to listen and speak in turn | TE: pp7-8; P: Classroom Rules |
| 5.7 Identify ways to deal with conflict | TE: pp49-50; B: How To Be a Friend |
| 5.8 List examples of conflict | TE: pp27-28, pp50-51 |
| 5.9 Engage in developing solutions to resolve conflicts and seek help when necessary | TE: p28 |

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Kindergarten, students will:

- 6.1 Discuss choices that enhance health
- 6.2 Identify adults who can assist in making health-related decisions
- 6.3 Discuss reasons to make and results of making healthy choices

HPW Sources*

- TE:** pp11-13, pp58-63, pp67-69; **SA:** 1 A-B, 9, 10; **PA:** 8; **B:** Keeping Healthy With Herbie; **B:** Kids in Action; **P:** Healthy Choices; **C:** Nutrition & Fitness Cards; **V:** Get Ready, Get Set, Get Fit
- TE:** pp91-97, pp104-105, pp109-111; **SA:** 13, 14, 18; **PA:** 12, 13, 18
- TE:** pp3-5, p9, pp31-32, pp55-57, pp69-71, pp104-105, pp127-129, pp168-169, pp175-176; **SA:** 5, 6, 17, 23, 24, 25, 32; **PA:** 1, 17, 23; **F:** health, unhealthy; **B:** Eating Healthy With Herbie; **P:** Healthy Choices; **G:** Fire Safety; **C:** Healthy Choices Cards, Nutrition Cards, Drug Prevention Cards, Disease Prevention Cards; **A:** Staying Healthy With Herbie

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Kindergarten, students will:

- 7.1 Define a healthy goal

HPW Sources*

- TE:** p15, p64; **PA:** 2, 9

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Kindergarten, students will:

- 8.1 Use language to convey healthy behaviors
- 8.2 Use language to express opinions about health topics
- 8.3 Name trusted adults at home, in school and in the community
- 8.4 Identify ways to encourage others to make positive health choices
- 8.5 Participate in small and large group activities, interacting cooperatively with one or more children
- 8.6 Discuss positive ways to show care, consideration and concern for others

HPW Sources*

- TE:** pp4-5, pp11-12, pp20-23, pp25-26, p35, pp55-56, p58, p91, pp128-129, p139, p159; **B:** Staying Healthy With Herbie; **P:** Staying Healthy With Herbie; **F:** health, nutrition, sleep, exercise, nutrition, drugs, growth, germs, fire; **A:** Staying Healthy With Herbie
- TE:** pp20-21; **B:** When I Feel Sad; **P:** Feelings
- TE:** pp92-93, pp95-97, pp80-81, p105; **SA:** 18, 33; **PA:** 12; **B:** Berenstain Bears and the Double Dare; **F:** helpful
- TE:** pp31-32, pp69-74; **SA:** 6, 12; **PA:** 10, 11; **P:** Healthy Choices; **C:** Nutrition Cards, Nutrition & Fitness Cards, Community Health Cards
- TE:** p13, pp25-27, p81, p103; **SA:** 4
- TE:** pp3-4, pp18-19, pp25-26, pp41-43, pp46-47; **SA:** 4; **PA:** 7; **B:** Being Friends; **B:** How to be a Friend; **P:** Special People

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Content Standard 1: Core Concepts

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By Grade 4, students will:

1.1 Describe relationships between personal health behaviors and individual well-being

HPW Sources*

GRADE 1: TE: pp3-6, p95, pp102-110, pp121-127, pp130-132; **SA:** 13, 14-18, 19-20; **PA:** 15, 16, 19, 21; **B:** The Important Book; **B:** Berenstain Bears Too Much Junk Food; **B:** Herbie Learns About Drugs; **P:** Healthy Choices; **F:** health, value, drugs, medicine, poison; **C:** Nutrition Cards

GRADE 2: TE: pp2-6, pp66-79, pp86-89, pp98-99, p134, pp141-142; **SA:** 11,13, 14-17, 20-23, 25, 40; **EA:** 2, 3; **PA:** 10, 11, 12, 14; **P:** Healthy Choices; **P:** Refrigerator Poster w/food group pieces; **P:** Body Chart w/organs; **F:** healthy, sick, risky behavior, well-balanced diet, nutrition, nutrient; **C:** Healthy/Unhealthy Choices, Nutrition Cards

GRADE 3: TE: pp4-6, pp72-81, p85, pp118-119; pp124-128; pp132-133; **SA:** 11,12A-C, 13, 14, 23, 25, 26, 27; **EA:** 1, 2; **PA:** 14, 19; **TR4:** Nutrition & Fitness; **TR5:** MyPyramid; **G:** Health Trivia Concentration Game

GRADE 4: TE: pp4-7, p11, p32, pp89-91, p97, pp101-103, pp122-129; **SA:** 1, 7, 19, 20, 21, 22, 28-34; **EA:** 1,19; **PA:** 1, 12, 14, 18, 19; **TR1:** Components of Health; **TR4:** Key Concepts of Nutrition; **TR5:** MyPyramid; **TR6:** Food Labels; **B:** Gregory the Terrible Eater; **B:** Chocolate Fever; **G:** Drug Prevention Trivia Game; **V:** McGruff's Drug Alert

1.2 Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body

GRADE 1: TE: pp7-9, pp96-97, pp116-118, pp162-167; **SA:** 10, 31; **EA:** 1; **PA:** 1, 15, 18, 26; **B:** I Am Growing; **B:** Kids in Action; **P:** Growth Chart; **F:** health, hygiene; **V:** Healthy Teeth

GRADE 2: TE: pp11-15, pp36-42, pp93-95, p121; **SA:** 1, 8, 9, 37; **PA:** 1, 6; **B:** Knots on a Counting Rope; **B:** Frog and Toad All Year; **B:** Ant and the Elephant; **F:** honesty

GRADE 3: TE: pp10-13, p99; **SA:** 1; **PA:** 2, 18; **B:** Friends of a Feather

GRADE 4: TE: pp6-7, pp12-15, pp35-36, pp95-96, p105; **SA:** 2, 3, 4; **EA:** 2; **PA:** 2; **TR1:** Components of Health; **B:** Secret Garden; **B:** Ramona and her Father; **P:** 3 Ps of Constructive Criticism

1.3 Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems

GRADE 1: TE: p132, p138, pp154-158, pp168-172; **SA:** 28; **EA:** 2; **PA:** 2; **B:** My Five Senses; **P:** Body Chart w/Organs; **F:** lifecycle

GRADE 2: TE: pp80-82, pp96-98, pp130-133; **SA:** 18, 19, 39; **PA:** 13; **B:** The Skeleton Inside You; **P:** Healthy Choices; **CD:** My Amazing Human Body; Stethoscope

GRADE 3: TE: pp96-103, pp106-108, pp110-113; **SA:** 18, 19A-C, 20, 21, 22; **PA:** 18; **B:** Magic School Bus; **B:** What Happens to a Hamburger?; **B:** Hear Your Heart; **P:** Respiratory System; **G:** Digestive System Game; **CD:** My Amazing Human Body

GRADE 4: TE: 164-171, 184-185; **SA:** 42, 45; **EA:** 25; **TR8:** The Heart & Lungs; **TR9:** The Circulatory System; **TR14-16:** The Immune System; **B:** Hear Your Heart; **CD:** The Ultimate Human Body; Stethoscope

1.4 Explore how families can influence personal health

GRADE 1: TE: pp33-37, pp44-47; **SA:** 3; **PA:** 5; **B:** HPW Storybook: Herbie's Special Family; **B:** Berenstain Bears Get in a Fight; **P:** Special People

GRADE 2: TE: pp32-33, pp110-111; **SA:** 6, 30; **PA:** 4

GRADE 3: TE: p21, pp24-27, p128; **SA:** 2, 3; **PA:** 8, 21; **B:** Fathers, Mothers, Sisters, Brothers; **B:** Ramona Quimby, Age 8

GRADE 4: TE: p15, pp25-27, p139; **PA:** 2, 19; **B:** Tales of a Fourth Grade Nothing

1.5 Examine how physical, social and emotional environments influence personal health

GRADE 1: TE: pp60-63, pp77-79, p83; **SA:** 6, 8; **P:** School Safety; **P:** Bus Safety; **C:** Safety Signs; **F:** cross-walk, police officer, operator

GRADE 2: TE: pp52-55; **PA:** 8; **F:** community, interaction, environment

GRADE 3: TE: pp50-53, pp55-59; **SA:** 7, 8; **G:** Bicycle Safety Game; **V:** How To Stay Safe

GRADE 4: TE: pp6-7, pp43-46; **SA:** 1; **TR1:** Components of Health; **B:** Every Living Thing; **B:** Where Does the Garbage Go?

1.6 Identify health problems and illnesses that can be prevented or treated early

GRADE 1: TE: pp126-129, pp137-138; **SA:** 19; **EA:** 10; **PA:** 20

GRADE 2: TE: pp83-85; **SA:** 19; **PA:** 13; **P:** Healthy Choices

GRADE 3: TE: pp92-93, p150; **PA:** 50; **TR7:** Food Safety

GRADE 4: TE: p15, p56, p167, p175, pp183-184; **EA:** 27; **PA:** 2; **HF:** Activity 2; **G:** Emergency; **V:** Brush Up on Hygiene

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- 1.7 Explain how childhood injuries can be prevented or treated
GRADE 1: TE: pp64-66, p72; **SA:** 7; **EA:** 6; **PA:** 10; **P:** Emergency; **P:** Water Safety
GRADE 2: TE: pp143-148; **SA:** 44A&B
GRADE 3: TE: pp65-67; **SA:** 9; **B:** Who Is a Stranger and What Should I Do?
GRADE 4: TE: pp61-65; **SA:** 11, 12; **EA:** 9; **PA:** 9; **C:** Decision Making: Safety
- 1.8 Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
GRADE 2: TE: pp158-159; **F:** disease
GRADE 3: TE: pp142-145; **SA:** 31, 32; **PA:** 24; **B:** Yikes, Lice!
GRADE 4: TE: p167; **HF:** Activity 2
- 1.9 Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)
GRADE 1: TE: pp174-180; **SA:** 33; **EA:** 15; **PA:** 27; **B:** Germs Make Me Sick; **F:** germs, bacteria, virus; **G:** Germ Game
GRADE 2: TE: pp156-165; **SA:** 46, 47; **PA:** 23; **B:** My Name is Jonathan and I have AIDS; **F:** disease; **V:** Growing Up Healthy
GRADE 3: TE: pp146-150, pp152-157; **SA:** 33, 34, 35A-B; **EA:** 11; **PA:** 25, 26; **B:** Magic School Bus: Inside Ralphie; **P:** HIV/AIDS
GRADE 4: TE: pp180-197, pp201-202; **EA:** 28, 29, 30, 31; **PA:** 24, 25; **TR11:** Germs; **TR12:** How Germs are Spread; **TR13:** Preventing the Spread of Germs; **TR18:** HIV and the Immune System; **TR19&20:** How HIV is and Is Not Transmitted; **B:** Alex the Kid with AIDS; **V:** Brush Up on Hygiene
- 1.10 Describe the physical and emotional changes that occur during puberty
GRADE 4: TE: pp154-162; **SA:** 40, 41; **EA:** 23, 24; **PA:** 21; **B:** Fourth Grade Rats; **C:** Problem Solving: Human Growth

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Grade 4, students will:

- 2.1 Demonstrate the ability to locate valid health information, products and services
HPW Sources*
GRADE 1: TE: pp159-161; **SA:** 29; **EA:** 13; **PA:** 25
GRADE 2: TE: p148; **SA:** 45
GRADE 3: TE: p16; **EA:** 1; **PA:** 4
GRADE 4: TE: pp91-92, pp132-133; **SA:** 20, 31; **PA:** 12; **TR6:** Nutrition Facts: Food Labels
- 2.2 Demonstrate the ability to locate resources from home, school and community that provide valid health information
GRADE 1: TE: p92; **PA:** 14
GRADE 2: TE: pp56-59; p149; **PA:** 9, 21
GRADE 3: TE: pp120-123, p128, p135; **SA:** 24; **PA:** 20, 21, 22
GRADE 4: TE: p108, p111, pp198-199; **EA:** 16; **BLM:** Parents' Common Questions About HIV/AIDS
- 2.3 Describe factors that may influence the selection of health information, products and services
GRADE 1: TE: pp98-102; **SA:** 11, 12
GRADE 2: TE: pp87-88; **SA:** 23; **G:** Nutrition
GRADE 3: TE: pp88-90, pp120-123; **SA:** 24; **PA:** 20; **B:** Come Out, Come Out, Wherever You Are
GRADE 4: TE: pp134-138, pp141-143; **SA:** 32, 33, 34, 35; **EA:** 19; **TR7:** Marketing Strategies
- 2.4 Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults
GRADE 4: TE: p157; **PA:** 21

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Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Grade 4, students will:

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| 3.1 Identify responsible health behaviors | <p>HPW Sources*</p> <p>GRADE 1: TE: pp84-86, pp88-90; SA: 9; EA: 8; PA: 13; P: Healthy Choices</p> <p>GRADE 2: TE: pp136-138, pp151-152; SA: 41; EA: 5; B: Berenstain Bears Learn About Strangers; V: McGruff's Dangerous Strangers</p> <p>GRADE 3: TE: pp86-87, p109; SA: 16; PA: 16; B: Kids in Action; G: Digestive System Game</p> <p>GRADE 4: TE: pp11-12, p15, pp61-62, p67, pp168-170, pp176-177; SA: 2, 11; EA: 1; PA: 2, 22; HF: Activity 3, 4; P: School Safety; C: Problem Solving</p> |
| 3.2 List personal health needs | <p>GRADE 3: TE: pp5-6, pp14-15; EA: 1; PA: 3</p> <p>GRADE 4: TE: p109, p175; EA: 15, 27</p> |
| 3.3 Compare behaviors that are safe to those that are risky or harmful | <p>GRADE 1: TE: pp125-127; SA: 14-18</p> <p>GRADE 2: TE: pp100-101; SA: 26A&B; PA: 16</p> <p>GRADE 3: TE: pp68-69, p131; SA: 10A-B; EA: 13; PA: 13; C: Role-Play Cards; C: Drug Prevention Cards</p> <p>GRADE 4: TE: pp144-145, p201; SA: 36, 37; EA: 29</p> |
| 3.4 Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions | <p>GRADE 1: TE: pp133-134, pp139-141; B: Herbie Says No to Drugs</p> <p>GRADE 2: TE: pp116-118; SA: 33, 34, 35, 36; EA: 4; PA: 19</p> <p>GRADE 3: TE: p60, pp134-135; EA: 6, 28; P: School Safety</p> <p>GRADE 4: TE: pp66-69, pp108-109; SA: 13; EA: 10, 11; PA: 15; P: School Safety</p> |
| 3.5 Develop and practice safety techniques to avoid and reduce injury and disease | <p>GRADE 1: TE: pp72-74, p84, p91, pp128-129; EA: 10</p> <p>GRADE 2: TE: p137; pp144-145, pp147-149</p> <p>GRADE 3: TE: p56, p62; SA: 7; PA: 12; G: Bicycle Safety Game</p> <p>GRADE 4: TE: pp55-58, pp62-63, pp64-65; SA: 12; PA: 8, 9; G: Emergency Game</p> |
| 3.6 Identify and practice skills to manage stress | <p>GRADE 1: TE: pp48-49</p> <p>GRADE 2: TE: pp46-47; SA: 10,11; C: Problem Solving: Family Life</p> <p>GRADE 3: TE: pp43-45; SA: 6A-D; EA: 3; PA: 10; TR3: Handling Emotions: Coping Strategies; B: I Am So Angry I Could Scream; C: Conflict Resolution Cards</p> <p>GRADE 4: TE: pp72-79; SA: 14, 15; PA: 10; B: One Thousand Paper Cranes; P: Effective Coping Skills</p> |

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Grade 4, students will:

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|--|---|
| 4.1 Describe how family and culture influence personal health behaviors | <p>HPW Sources*</p> <p>GRADE 1: TE: pp33-45, pp100-102; SA: 3; PA: 5, 7; B: Herbie's Special Family; P: Special People; F: family</p> <p>GRADE 2: TE: pp30-35; SA: 5-7; EA: 2; PA: 4, 5</p> <p>GRADE 3: TE: pp22-23, pp82-83, pp128-129; SA: 15; PA: 7, 15, 21; B: Ramona Quimby, Age 8</p> <p>GRADE 4: TE: p129, p139; PA: 18, 19</p> |
| 4.2 Explain how media and technology influence personal and health behaviors | <p>GRADE 1: TE: p133</p> <p>GRADE 2: TE: p105</p> <p>GRADE 3: TE: p90, p94; EA: 8; PA: 17</p> <p>GRADE 4: TE: p97, pp141-143; SA: 35; TR7: Marketing Strategies; V: Understanding the Nutrition & Fitness Guidelines</p> |

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- 4.3 Explain how family, school and peers influence personal health
GRADE 1: TE: p147; **B:** Berenstain Bears Double Dare
GRADE 2: TE: pp110-111
GRADE 3: TE: pp36-37, p117, p138; **SA:** 29; **B:** King of the Playground
GRADE 4: TE: pp26-27, pp35-36; **SA:** 8; **B:** Secret Garden
- 4.4 Identify and explain how the media may influence messages one may receive about body image
GRADE 4: TE: pp160-161; **EA:** 24

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Grade 4, students will:

- 5.1 Practice verbal and nonverbal communication as a means of enhancing health
HPW Sources*
GRADE 1: TE: pp11-15, p91; **EA:** 2; **PA:** 2; **B:** Quick As A Cricket
GRADE 2: TE: pp152-154; **PA:** 22
GRADE 3: TE: p13, p31; **SA:** 1
GRADE 4: TE: pp31-33; **SA:** 7; **PA:** 5; **TR3:** Communication Skills
- 5.2 Demonstrate characteristics needed to be a responsible individual within their group, school, family and community
GRADE 1: TE: pp16-19; **B:** Berenstain Bear's Messy Room; **P:** Classroom Rules; **F:** cooperation, sharing
GRADE 2: TE: pp7-8; **P:** Classroom Rules; **P:** School Safety
GRADE 3: TE: pp29-31; **SA:** 4
GRADE 4: TE: p8, pp14-15, pp36-39; **SA:** 4, 8; **PA:** 6; **P:** Class Rules; **P:** 3Ps of Constructive Criticism
- 5.3 Describe emotions and how they can affect an individual's behavior
GRADE 1: TE: p21, pp27-29; **SA:** 1; **PA:** 4; **B:** Tenth Good Thing About Barney; **P:** Feelings
GRADE 2: TE: pp16-18; **SA:** 2A&B; **B:** Alexander and the Terrible, Horrible, No Good, Very Bad Day; **P:** Feelings; **CD:** Mozart's Magical Fantasy
GRADE 3: TE: pp24-26, p42; **B:** Ramona Quimby, Age 8
GRADE 4: TE: pp6-7; **SA:** 1; **TR1:** Components of Health
- 5.4 Identify and demonstrate healthy ways to express needs, wants and feelings
GRADE 1: TE: pp22-25; **SA:** 2; **EA:** 3; **PA:** 3; **B:** When I Feel Angry; **P:** Feelings
GRADE 2: TE: pp19-21; **B:** I Was So Mad
GRADE 3: TE: pp25-26, pp34-36, p38, pp40-42; **SA:** 5, 6A-D; **EA:** 3, 4; **PA:** 9, 10; **TR1:** Communication Skills; **TR2:** Conflict Resolution Skills; **TR3:** Handling Emotions; **B:** Today I Feel Silly; **B:** I Am So Angry I Could Scream; **P:** 3Ps of Constructive Criticism
GRADE 4: TE: pp13-15, pp31-33; **SA:** 4, 7; **PA:** 5; **TR3:** Communication Skills; **P:** 3Ps of Constructive Criticism
- 5.5 Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability
GRADE 1: TE: pp52-58; **SA:** 5; **EA:** 5; **PA:** 9; **B:** The Bravest Mouse; **B:** Friends; **CD:** Travel the World w/Timmy
GRADE 2: TE: pp12-13, pp122-129; **SA:** 1, 38; **PA:** 20; **B:** Herbie Shares His World; **B:** Through Grandpa's Eyes; **C:** Problem Solving Cards
GRADE 3: TE: p11, pp21-22, pp103-105; **TR8A&B:** Understanding Differences; **B:** Friends of a Feather
GRADE 4: TE: p162, pp177-178; **SA:** 41, 44; **C:** Problem Solving Cards
- 5.6 Demonstrate active listening skills to build and maintain healthy relationships with peers and family members
GRADE 3: TE: p38; **PA:** 9; **TR1:** Communication Skills
GRADE 4: TE: pp27-28; **C:** Problem Solving Cards: Family Life

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- 5.7 Demonstrate avoidance and refusal skills to enhance health
GRADE 1: TE: pp139-140, pp144-145
GRADE 2: TE: pp115-116; **SA:** 32; **PA:** 18
GRADE 3: TE: pp128-129
GRADE 4: TE: p69, p99, pp112-115; **SA:** 26, 27; **PA:** 13, 16
- 5.8 List possible causes of conflict
GRADE 1: TE: pp48-49; **B:** The Recess Queen
GRADE 2: TE: pp44-47; **SA:** 10; **F:** personal, problems; **C:** Problem Solving Cards
GRADE 3: TE: pp34-37; **TR2:** Conflict Resolution Skills; **B:** King of the Playground; **C:** Conflict Resolution Cards
GRADE 4: TE: pp81-82; **SA:** 16
- 5.9 Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate
GRADE 1: TE: pp47-51, p145; **SA:** 4; **PA:** 8, 23
GRADE 2: TE: pp47-49; **PA:** 7; **B:** Stand Tall Molly Lou Mellon
GRADE 3: TE: pp43-45; **EA:** 3; **PA:** 10; **C:** Conflict Resolution Cards
GRADE 4: TE: pp27-28, pp83-86; **SA:** 18; **EA:** 12, 13; **PA:** 4, 11; **P:** Coping Skills; **C:** Conflict Resolution Cards

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Grade 4, students will:

- 6.1 Demonstrate the ability to apply a decision-making process to enhance health
HPW Sources*
GRADE 1: TE: pp72-75, p79, pp142-144; **SA:** 8, 25; **EA:** 7; **PA:** 11; **P:** Healthy Choices; **F:** decision
GRADE 2: TE: pp87-88, pp111-112, pp116-117; **SA:** 31, 33A&B, 34; **PA:** 18; **P:** Healthy Choices
GRADE 3: TE: p66, pp68-69, pp91-92, p137; **SA:** 10A-B, 17A-B; **G:** Refrigerator Poster w/food group pieces; **CD:** McGruff's Drug-Free Kids
GRADE 4: TE: pp32-33, p63, p68, pp106-107; **SA:** 13, 24, 25; **P:** Decision Making; **C:** Decision Making Cards; Safety
- 6.2 Explain when to ask for assistance in making health-related decisions
GRADE 1: TE: p145; **PA:** 23
GRADE 2: TE: pp110-111; **SA:** 30
GRADE 3: TE: p55, p69, pp121-123, p134; **PA:** 13, 20; **V:** How to Stay Safe
GRADE 4: TE: p32, pp90-91; **C:** Decision Making; **V:** McGruff's Drug Alert
- 6.3 Predict outcomes of positive health decisions
GRADE 2: TE: pp100-101, pp116-117; **SA:** 26A&B, 33A&B; **F:** legal, illegal
GRADE 3: TE: pp138-139; **SA:** 30
GRADE 4: TE: pp146-150; **SA:** 38, 39; **G:** Fountain of Fitness and Health

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Grade 4, students will:

- 7.1 Demonstrate the ability to apply the goal-setting process to enhance health
HPW Sources*
GRADE 2: TE: pp22-27; **SA:** 3, 4; **PA:** 2, 3
GRADE 3: TE: pp16-17; **EA:** 1; **PA:** 5, 6
GRADE 4: TE: pp16-21, pp149-151; **SA:** 5; **EA:** 3, 4, 20; **PA:** 3, 20; **TR2:** Goal Setting; **B:** Chang's Paper Pony

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Grade 4, students will:

- 8.1 Describe a variety of methods to convey accurate health information, concepts and skills
HPW Sources*
GRADE 1: TE: pp80-81; **PA:** 12
GRADE 2: TE: pp168-170; **SA:** 49; **EA:** 7; **PA:** 25
GRADE 3: TE: pp50-51, pp55-59, p69, pp77-81, p132; **SA:** 7, 12, 13, 14; **PA:** 13; **C:** Drug Prevention Cards
GRADE 4: TE: pp51-52, p98, pp112-113, p138; **SA:** 22; **EA:** 8

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- 8.2 Express opinions about health issues based on accurate health information
GRADE 1: TE: pp80-81, p85, p104, p133, p149; **SA:** 26; **PA:** 12
GRADE 2: TE: p105; **SA:** 28
GRADE 3: TE: p16, pp60-61, pp82-83; **SA:** 15; **PA:** 4, 15
GRADE 4: TE: pp112-113
- 8.3 Identify and describe community agencies that advocate for healthy individuals, families and communities
GRADE 1: TE: p65, p145, pp160-161, pp166-167; **SA:** 29; **PA:** 23, 25
GRADE 3: TE: p65, p145, p150; **PA:** 24, 25
GRADE 4: TE: p56, p63, pp101-103; **EA:** 14; **PA:** 14
- 8.4 Describe ways to encourage and support others in making positive health choices
GRADE 1: TE: pp148-150; **SA:** 26, 27
GRADE 2: TE: pp165-168; **SA:** 48, 49; **EA:** 7; **PA:** 24, 25; **F:** health care provider
GRADE 3: TE: pp60-62, p129, pp138-139; **EA:** 6; **P:** School Safety
GRADE 4: TE: p32, p37, pp57-58, p 83, p98, pp112-115; **SA:** 7, 17, 22, 27
- 8.5 Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools
GRADE 1: TE: p25, pp50-51, p101, pp128-129, p148; **EA:** 10
GRADE 2: TE: pp60-64, p89; **P:** School Safety
GRADE 3: TE: pp60-61, pp139-140; **EA:** 6; **P:** School Safety
GRADE 4: TE: pp47-49, p51, p98, pp114-115; **SA:** 9, 10, 22, 27; **PA:** 7
- 8.6 Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)
GRADE 2: TE: p164; **PA:** 14; **B:** My Name is Jonathan and I have AIDS
GRADE 3: TE: pp8-9, pp103-105, pp155-156; **P:** Classroom Rules
GRADE 4: TE: pp189-191, pp195-196; **EA:** 28; **B:** Alex, The Kid with AIDS
- 8.7 Promote positive, healthy interpersonal relationships with respect and appreciation for each other
GRADE 1: TE: pp40-41; **EA:** 4; **PA:** 6
GRADE 2: TE: pp36-42; **B:** Frog and Toad All Year
GRADE 3: TE: pp7-9, pp28-31; **SA:** 4; **PA:** 1; **B:** Rosie & Michael; **P:** Classroom Rules; **P:** School Safety; **CD:** Arthur's Teacher Troubles
GRADE 4: TE: p8, pp25-26, p 33, pp36-37, p41; **SA:** 8, 17, 41; **B:** Tales of a Fourth Grade Nothing; **P:** Classroom Rules

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Grade 8, students will:

- 1.1 Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
- HPW Sources***
- GRADE 5: TE:** pp5-8, p11, p16, pp81-83, pp86-87, pp107-112, pp115-117, pp129-131; **SA:** 15, 18, 19; **EA:** 2, 13; **PA:** 16; **HF:** Activities 1-5; **TR1:** Good Health; **P:** Nutrition Vision; **V:** Ten Ways to Get in Shape; **CD:** The Human Body
- GRADE 6: TE:** pp10-13, pp137-138, pp140-156, pp160-162, pp177-181, pp185-188, pp233-234; **SA:** 2, 3, 4, 36, 37, 38, 43, 44, 59; **EA:** 21, 25, 26; **HF:** Activities 1-7; **TR16:** Trends in Drug Use; **TR22:** MyPyramid; **TR23:** Nutrition Essentials; **TR24:** Benefits of Exercise; **TR25:** Getting Sufficient Sleep; **P:** Drug Classifications; **V:** Ten Reasons to Get and Stay in Shape; **SRCD:** Tips for Teens; **SRCD:** Anatomy of MyPyramid; **SRCD:** Finding A Way to a Healthier You; **G:** Nutrition Trivia Game; **CD:** Smoking and Chewing
- GRADE 7: TE:** pp98-100, pp105-107, pp119-123, pp125-127, pp139-145, pp185-187, pp205-210, pp264-265; **SA:** 21, 22, 23, 32, 33; **EA:** 21; **TR14:** Warning Signs of Suicide; **TR15:** Violence Statistics; **TR18:** Abduction Prevention Tips; **TR21:** Drug Classifications; **TR26-28:** Nutrition & Fitness Essentials; **TR35:** Benefits of Exercise; **P:** Drug Classifications; **V:** Food, Health, Exercise; **SRCD:** Teen Dating Violence; **SRCD:** Let's Talk About Depression; **SRCD:** Disaster Supply Kit
- GRADE 8: TE:** pp65-68, pp 91-92, pp120-131, pp133-137, pp149-150, pp163-167, pp177-180, pp186-189; **SA:** 21, 22, 31, 42-45, 52, 61, 62, 68, 69, 72; **EA:** 17, 18, 19, 21; **HF:** Activities 1, 2, 6; **TR8:** Violence Among Youth; **TR22-24:** Food Pyramids; **TR25-28:** Nutrition/Fitness; **TR34:** Eating Disorders; **TR37:** Tobacco Myths; **P:** Nutrition Vision Chart; **P:** Drug Classifications; **V:** The Danger of Performance Enhancing Drugs; **SRCD:** Smoking and Pregnancy; **SRCD:** Nutrition Values Chart; **SRCD:** Food Labels; **SRCD:** Finding a Way to a Healthier You; **CD:** Fun Facts: Drug Prevention
- 1.2 Describe the interrelationship of mental, emotional, social and physical health during preadolescence/adolescence
- GRADE 5: TE:** pp10-16, pp43-44, pp50-54, pp137-140; **EA:** 2, 3, 4; **TR11:** Lifecycle; **B:** Black Snowman; **B:** Sign of the Beaver; **B:** Maniac Magee; **V:** Honesty Counts
- GRADE 6: TE:** pp15-17, pp71-74; **SA:** 5, 17; **EA:** 3, 4, 12, 13; **TR 6:** Factors Influencing Adolescent Stress; **TR7:** Physical and Emotional Effects of Stress; **B:** Holes
- GRADE 7: TE:** pp10-15, pp95-97, pp142-143; **SA:** 35, 44; **EA:** 3; **TR1:** Total Wellness Continuum; **TR13:** Warning Signs of Depression; **CD:** Violence Prevention
- GRADE 8: TE:** pp11-14, pp41-45, pp47-51, pp193-194; **SA:** 3, 4, 16, 17, 18, 78; **EA:** 5, 7, 8; **TR2:** Promoting Self-Esteem; **TR5:** Symptoms of Stress
- 1.3 Explain how health is influenced by the growth and interaction of body systems
- GRADE 5: TE:** pp103-105, pp115-117, pp153-156; **SA:** 23, 32, 33; **EA:** 20, 21; **HF:** Activity 6; **TR7:** Heart-Healthy Choices; **BLM:** Nervous System; **B:** It's Your Turn at Bat; **G:** Nutrition Trivia Game; **CD:** The Human Body
- GRADE 6: TE:** pp212-215; **SA:** 54; **EA:** 32; **B:** How Your Body Works; **CD:** Fun Facts: Body Systems
- GRADE 7: TE:** p4, pp74-77, pp79-83, pp211-212, pp225-233; **SA:** 16, 17, 56, 57; **TR9:** Common Reactions to Stress; **HF:** Activities 1, 2, 3, 4; **CD:** Fun Facts: Body Systems; **CD:** Life Begins
- GRADE 8: TE:** pp43-45, pp209-215; **SA:** 80, 81, 82; **EA:** 26; **TR3:** Fight or Flight; **TR4:** Stress-Related Illness; **CD:** Life Begins
- 1.4 Examine how families and peers can influence the health of adolescents
- GRADE 5: TE:** pp30-34, pp72-77, pp89-91, pp133-134; **SA:** 5, 20; **EA:** 9, 11; **PA:** 4, 16; **B:** Sarah, Plain and Tall
- GRADE 6: TE:** pp27-34, pp37-41, p159; **SA:** 7, 8, 9, 42; **EA:** 7; **B:** Holes; **B:** Bridge to Terabithia
- GRADE 7: TE:** pp32-37, pp133-136; **SA:** 1, 2, 3, 4, 34; **TR4:** Good vs. Bad Friendships; **TR19:** Influences on Drug Use; **TR20:** Risk Factors for Drug Use; **V:** Bad Friendships: Doing More Harm Than Good
- GRADE 8: TE:** pp22-26, pp167-169, pp171-173; **SA:** 8, 9, 10, 64, 65; **EA:** 22
- 1.5 Analyze ways in which the environment and personal health are interrelated
- GRADE 5: TE:** p4, pp14-15, p171; **SA:** 1, 2
- GRADE 6: TE:** pp53-67; **SA:** 11, 12, 13, 14, 15, 16; **EA:** 11; **B:** Holes
- GRADE 7: TE:** p 6, pp61-63, pp67-69; **SA:** 10, 13, 14; **EA:** 17
- GRADE 8: TE:** pp89-91, pp99-101; **SA:** 30, 34, 35, 36

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- 1.6 Use appropriate strategies to prevent/reduce risks and promote well-being
GRADE 5: TE: pp95-98, pp121-124, pp158-169; **SA:** 21, 22, 34, 35, 36, 37; **EA:** 6; **PA:** 19, 20; **TR8:** Food Labels; **TR15:** Dangers of Guns; **TR16:** Weapon Safety; **BLM:** Safe Food Preparation; **BLM:** Kitchen Safety; **V:** ACE (Attitude, Commitment, Excellence)
GRADE 6: TE: pp101-105, pp109-111, pp113-114, pp117-118; **SA:** 23, 24, 26, 27, 34, 35; **EA:** 18; **HF:** Activity 1; **TR11:** Preventing Handgun Violence; **TR17:** Medicines Are Drugs, Too!; **P:** Drug Classifications
GRADE 7: TE: pp7-9, pp153-155, pp160-161, p165, pp195-196; **EA:** 1, 2, 25; **TR24:** Skills for Refusing Drugs; **TR32:** Preventing Food-Borne Illness; **CD:** Life Begins
GRADE 8: TE: pp92-96, pp201-203; **SA:** 31, 32, 33; **EA:** 23; **TR16:** Water Safety; **TR40:** Effective Strategies for Resisting Drugs; **C:** Decision Making Cards: Safety; **SRCD:** Safety on the Internet
- 1.7 Explain how appropriate health care can prevent premature death and disability
GRADE 5: TE: pp182-183; **SA:** 39; **PA:** 22
GRADE 6: TE: pp234-236; **SA:** 59, 60; **SRCD:** An Ounce of Prevention
GRADE 7: TE: pp268-269; **SA:** 70; **EA:** 39
GRADE 8: TE: p244; **EA:** 30; **SRCD:** An Ounce of Prevention
- 1.8 Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems
GRADE 5: TE: pp177-178; **EA:** 23
GRADE 6: TE: pp238-243; **SA:** 62; **TR34:** Types of Microorganisms; **TR35:** Modes of Transmission; **TR36:** Body Defenses Against Disease; **SRCD:** Keep Germs Away
GRADE 7: TE: pp263-267; **SA:** 67; **TR47:** Actual Causes of Death; **CD:** Communicable and Non-Communicable Diseases
GRADE 8: TE: pp239-243; **SA:** 92, 93, 94; **EA:** 28, 29; **TR46:** Preventing Food-Borne Illness
- 1.9 Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)
GRADE 5: TE: pp177-189; **SA:** 38, 39, 40, 41; **EA:** 23, 24; **PA:** 21, 22, 23; **BLM:** Immune System; **TR17-18:** The Immune System; **TR19:** HIV and the Immune System; **TR20-21:** How HIV Is/Is Not Transmitted; **B:** Parents Guide to Common Questions About HIV/AIDS
GRADE 6: TE: pp242-243, pp245-251; **SA:** 63, 64, 65; **EA:** 35; **TR35:** Modes of Transmission of Germs; **TR37:** AIDS; **TR38:** What I Know About AIDS
GRADE 7: TE: pp270-274; **SA:** 71; **EA:** 40; **SRCD:** Frequently Asked Questions About HIV/AIDS
GRADE 8: TE: pp247-260; **SA:** 95, 96, 97, 98, 99, 100, 101; **EA:** 31; **TR47:** Leading Causes of Death; **TR48:** Risk Factors for Cancer; **SRCD:** STDs; **SRCD:** Frequently Asked Questions About HIV/AIDS; **CD:** Life Begins
- 1.10 Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education
GRADE 5: TE: pp145-151; **SA:** 29, 30, 31; **PA:** 18; **TR13:** Ovulation & Menstruation
GRADE 6: TE: pp216-230; **SA:** 55, 56, 57, 58; **EA:** 33; **TR29:** Am I Normal?; **TR30:** Adolescence and Puberty; **TR31-32:** Reproductive System; **TR33:** Ovulation and Menstruation; **V:** Puberty; **V:** Hygiene Factor; **BLM:** Reproductive System; **BLM:** Common Questions About Menstruation
GRADE 7: TE: pp236-250; **SA:** 60, 61, 62, 63; **BLM:** The Reproductive System; **TR43-44:** The Reproductive System; **TR45:** The Menstrual Cycle; **CD:** Life Begins
GRADE 8: TE: pp212-219; **SA:** 81, 82, 83, 84; **TR30:** Are You Normal?; **TR42-43:** Reproductive System; **CD:** Life Begins
- 1.11 Define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each
GRADE 7: TE: pp252-257; **SA:** 64, 65, 66; **EA:** 37; **TR46:** Maintaining Healthy Sexual Identity; **CD:** Life Begins
GRADE 8: TE: p228-234; **SA:** 89, 90, 91; **TR45:** Reasons for Remaining Sexually Abstinent; **V:** Thinking About Abstinence; **CD:** Life Begins

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Grade 8, students will:

- 2.1 Analyze the validity of health information and the cost of products and services

HPW Sources*

GRADE 5: TE: p85; **SA:** 17

GRADE 6: TE: pp206-210; **SA:** 53; **EA:** 30, 31; **TR28:** Nutrition Facts Food Label; **SRCD:** How to Understand and Use the Nutrition Facts Panel on Food Labels; **SRCD:** Food Labels

GRADE 7: TE: pp145-146; **TR22:** Communication Skills

GRADE 8: TE: pp143-144; pp153-156; pp166-167; **SA:** 47, 48, 54, 55, 56, 62, 63; **HF:** Activity 4; **TR26:** Nutrition Facts Label; **TR35:** Consumer Purchasing Skills; **SRCD:** Heart-Healthy Recipes

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- 2.2 Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services
GRADE 5: TE: pp11-12, p98, p161; **EA:** 3; **BLM:** Trivia Game Template; **BLM:** Resources for Help
GRADE 6: TE: pp138-139, p142; **SA:** 33, 35
GRADE 7: TE: p147, pp186-191; **SA:** 37, 50; **TR30-31:** MyPyramid; **SRCD:** How Much Are You Eating?; **SRCD:** Finding a Way To A Healthier You
GRADE 8: TE: p19, pp101-103, p150, pp158-159, pp193-194, p232, p258; **SA:** 52, 58, 59, 78, 91; **TR35:** Consumer Purchasing Skills; **TR36:** Expressing Consumer Complaints
- 2.3 Examine factors that may influence the personal selection of health information, products and services
GRADE 5: TE: p83, pp125-127; **SA:** 26; **PA:** 10; **TR9:** Marketing Strategies
GRADE 6: TE: pp147-149, pp151-152; **SA:** 6; **TR18:** Influences on Tobacco Use; **TR19:** Trends in Alcohol Use
GRADE 7: TE: pp150-153, pp157-159, pp171-172; **SA:** 35, 39, 41, 43; **EA:** 24, 26; **TR19:** Influences on Drug Use; **TR23:** Trends in Drug Use; **SRCD:** Tips for Teens: The Truth About Tobacco; **SRCD:** Tips for Teens: The Truth About Marijuana; **SRCD:** Tips for Teens: The Truth About Alcohol; **V:** Am I Normal?
GRADE 8: TE: pp146-149, p157; **SA:** 49, 50, 51, 57; **TR30:** Are You Normal?; **TR31:** Media Myths; **TR32:** Striving to be Thin; **SRCD:** Tips for Healthy, Thrifty Meals
- 2.4 Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults
GRADE 5: TE: pp146-148, p151; **PA:** 18
GRADE 6: TE: pp229-230
GRADE 7: TE: pp236-237, p250; **SA:** 63; **EA:** 36; **TR42:** Discussing Sexuality; **CD:** Life Begins
GRADE 8: TE: p213, p232; **SA:** 81, 91

Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Grade 8, students will:

- 3.1 Explain the importance of assuming responsibility for personal health behaviors
HPW Sources*
GRADE 5: TE: p8, p96, p177; **EA:** 1, 23; **G:** Responsibility Board Game
GRADE 6: TE: pp166-167; **SA:** 46; **B:** On My Honor; **P:** Respect
GRADE 7: TE: p44, pp174-175, pp244-245; **SA:** 6, 47, 62; **TR25:** Rights & Responsibilities; **CD:** Life Begins
GRADE 8: TE: pp5-8, p121, pp167-168, pp239-240; **SA:** 1; **EA:** 16, 22, 28; **TR1:** Wellness Continuum
- 3.2 Examine personal health status to determine needs
GRADE 5: TE: pp117-118, p132; **EA:** 15, 17, 18; **PA:** 14; **C:** Nutrition Cards
GRADE 6: TE: pp181-183, pp188-190; **EA:** 26, 27; **TR26:** Exercise Precautions
GRADE 7: TE: pp15-23; **EA:** 4, 5, 6, 7, 8, 9; **TR1:** Total Wellness
GRADE 8: TE: pp18-19, p138; **SA:** 46; **EA:** 2
- 3.3 Distinguish between safe, risky or harmful behaviors involving themselves and/or others
GRADE 5: TE: p163, pp166-167; **SA:** 36; **PA:** 19, 20
GRADE 6: TE: pp159-160; **SA:** 42
GRADE 7: TE: p105, pp120-123, p257; **SA:** 23, 32, 66; **TR8:** Violence Statistics
GRADE 8: TE: p138, p174, pp187-189, p264; **SA:** 46, 67, 73, 101; **EA:** 2; **TR29:** Exercise Precautions;
TR38: Social Impact of Alcohol Abuse; **V:** The Truth About Drinking
- 3.4 Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions
GRADE 5: TE: pp36-41, pp125-127; **SA:** 6, 7, 8A-B, 25, 27; **PA:** 15; **TR3:** Improving Communication Skills;
B: Journey
GRADE 6: TE: pp63-64, pp105-107, pp153-154; **SA:** 13, 14, 25, 39
GRADE 7: TE: p64, pp119-120, p173, pp177-178; **SA:** 3, 12, 46; **EA:** 27; **TR7:** Preventing Handgun Violence
GRADE 8: TE: pp83-87, p175; **SA:** 29, 70; **EA:** 12, 13; **TR14:** Managing Anger; **TR15:** Preventing Handgun Violence; **SRCD:** Teen Dating Violence
- 3.5 Examine and apply safety techniques to avoid and reduce injury and prevent disease
GRADE 5: TE: pp122-124; **BLM:** Safe Food Preparation; **BLM:** Kitchen Safety
GRADE 6: TE: pp108-111, 113-118, 120-133; **SA:** 26, 27, 28, 29, 30, 31, 32; **EA:** 19, 20; **TR11:** Preventing Handgun Violence; **TR12:** Abuse; **TR13-15:** Basic First Aid; **V:** No Name Calling
GRADE 7: TE: pp160-167; **EA:** 25; **TR24:** Skills For Resisting Drugs
GRADE 8: TE: pp104-117; **SA:** 37, 38, 39, 40, 41; **EA:** 14, 15; **TR17-18:** Shock; **TR19:** Bleeding Injuries;
TR20-21: Burns

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- 3.6 Apply skills to manage stress **GRADE 5: TE:** pp66-68; **PA:** 8; **B:** Blackberries in the Dark
GRADE 6: TE: pp79-91; **SA:** 19, 20; **EA:** 14, 15, 16; **TR8:** Signs of Depression; **TR** or **P:** Effective Coping Skills; **B:** Holes
GRADE 7: TE: pp83-86; **SA:** 18, 19; **HF:** Activity 4
GRADE 8: TE: pp52-59; **SA:** 20

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Grade 8, students will:

- 4.1 Examine the influence of family beliefs and cultural beliefs on personal health behaviors
- HPW Sources***
GRADE 5: TE: p93; **PA:** 11
GRADE 6: TE: pp199-201; **TR27:** Safe Food Preparation and Storage
GRADE 7: TE: pp36-37, pp152-153, pp257-258; **SA:** 42
GRADE 8: TE: pp25-26, pp185-187, pp230-231; **SA:** 9, 10, 71, 73; **CD:** Life Begins
- 4.2 Analyze how media, technology and other factors influence personal health behaviors
- GRADE 5: TE:** pp91-92, pp124-125, p169; **SA:** 24, 37
GRADE 6: TE: p163, pp197-199; **SA:** 45, 52; **PC:** Eating Disorders
GRADE 7: TE: pp108-109, pp198-200, pp215-216; **SA:** 26, 27, 54; **TR16:** How Violence is Portrayed in the Media; **TR34:** Marketing Strategies
GRADE 8: TE: pp69-71, pp146-148; **SA:** 23, 24, 25, 49, 50, 51; **TR30:** Are You Normal?; **TR31:** Media Myths; **PC:** Violence Prevention
- 4.3 Analyze how family, school and peers influence personal health
- GRADE 5: TE:** p171
GRADE 6: TE: p83, p159, p163; **SA:** 19, 42, 45
GRADE 7: TE: pp36-37, pp41-44; **SA:** 3, 4, 5, 6; **TR5:** Relationship Building
GRADE 8: TE: pp31-32, p147, pp167-169, pp171-173; **SA:** 13, 49, 64, 65; **EA:** 22
- 4.4 Identify and explain how the media may influence behaviors and decisions in regard to sexuality
- GRADE 7: TE:** pp214-217, pp257-259; **SA:** 66; **TR39:** Media Myths
GRADE 8: TE: pp221-224; **SA:** 85, 86

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Grade 8, students will:

- 5.1 Apply effective verbal and non-verbal communication skills as a means of enhancing health
- HPW Sources***
GRADE 5: TE: pp33-34, pp38-39, p47; **SA:** 10; **PA:** 4; **TR3:** Improving Communication Skills
GRADE 6: TE: pp43-47, pp154-156; **SA:** 10, 40, 41; **EA:** 8, 9, 10; **TR3A&B:** Communication Builders/Blockers; **TR4:** Communication Essentials; **TR20:** Effective Strategies for Refusing Drugs; **G:** Communication Challenge
GRADE 7: TE: p9, p20, pp42-43, pp48-49, pp85-86, p93, p109; **SA:** 5, 19, 20; **EA:** 2, 7; **TR5:** Relationship Builders; **TR6-7:** Communication Builders/Blockers
GRADE 8: TE: pp11-14, pp31-37, p54, pp57-58, pp60-62, pp80-82; **SA:** 2, 3, 4, 13, 14, 15, 22, 28; **EA:** 4; **TR2:** Promoting Self-Esteem
- 5.2 Use characteristics needed to be a responsible individual within their peer group, school, family and community
- GRADE 5: TE:** pp8-9, pp43-47, pp72-74; **SA:** 9, 10; **B:** Sign of the Beaver
GRADE 6: TE: pp16-17, pp29-31, pp170-173; **SA:** 5; **EA:** 7, 22, 23, 24; **TR21:** Don't Quit; **V:** W.I.N.(Work, Integrity, Never Give Up)
GRADE 7: TE: pp42-44, p179; **SA:** 5; **EA:** 28; **TR5:** Relationship Builders
GRADE 8: TE: pp4-5, pp26-28, pp60-61; **SA:** 11, 12; **EA:** 9

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- 5.3 Identify ways in which emotions may affect communication, behavior and relationships
GRADE 5: TE: pp51-54; **SA:** 11; **EA:** 8; **B:** Maniac Magee
GRADE 6: TE: pp32-34, pp 38-39, pp48-50; **SA:** 8, 9, 10; **B:** Holes; **B:** Bridge to Terabithia
GRADE 7: TE: pp19-22, pp47-48, pp111-112; **SA:** 6, 7, 20; **TR2:** Expressing Emotions; **CD:** Violence Prevention
GRADE 8: TE: pp33-34, pp58-59; **TR7:** Warning Signs of Depression; **SRCD:** Let's Talk About Depression
- 5.4 Compare and contrast healthy ways to express needs, wants and feelings
GRADE 5: TE: pp66-67; **PA:** 8; **B:** Blackberries in the Dark
GRADE 6: TE: pp44-47, pp80-81, pp85-86; **SA:** 19, 20; **EA:** 8, 14; **TR 3A&B:** Communication Builders/Blockers; **TR8:** Signs of Depression; **G:** Communication Challenge; **P** or **TR:** Methods of Communication
GRADE 7: TE: pp20-22, pp50-51, pp117-118; **SA:** 7, 8, 29, 30, 31; **TR2:** Expressing Emotions; **CD:** Life Begins
GRADE 8: TE: pp35-36, pp53-55; **SA:** 14, 15, 19; **TR6:** Managing Stress: Helpful Hints
- 5.5 Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability
GRADE 5: TE: pp18-22, pp44-45, pp58-59, pp141-142; **SA:** 3, 28; **TR12:** Gender Roles: Myths and Facts; **B:** Number The Stars; **B:** Maniac Magee; **B:** It's Your Turn at Bat; **P:** Respect
GRADE 6: TE: pp82-83; **SA:** 18, 19
GRADE 7: TE: pp8-9, pp112-114, p118; **SA:** 28
GRADE 8: TE: pp73-75, p217, p224; **SA:** 27; **EA:** 11
- 5.6 Use communication skills to build and maintain healthy relationships
GRADE 5: TE: pp46-47; **SA:** 10
GRADE 6: TE: pp40-41, pp47-48; **SA:** 9; **EA:** 9
GRADE 7: TE: pp52-53; **SA:** 9; **P:** Assertive Communication; **G:** Assertiveness Training Game
GRADE 8: TE: pp26-27, pp35-36, pp57-58, pp60-61; **SA:** 11, 12, 14, 15
- 5.7 Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships
GRADE 5: TE: p71, p97; **SA:** 14, 21; **C:** Conflict Resolution Cards
GRADE 6: TE: pp86-87, pp96-97, pp148-149, p154; **SA:** 20, 40; **TR10:** Conflict Resolution Checklist; **C:** Conflict Resolution Cards
GRADE 7: TE: pp90-93; **HF:** Activities 5, 6; **TR11:** Dealing With Conflict; **TR12:** Steps to Resolving Conflict; **CD:** Violence Prevention
GRADE 8: TE: pp56-58, pp174-175, pp202-203, p234; **TR40:** Effective Strategies for Resisting Drugs
- 5.8 Examine the possible causes of conflict among youth in schools and communities
GRADE 5: TE: pp59-60, p69; **B:** Maniac Magee; **V:** Bullies
GRADE 6: TE: pp93-94; **TR9:** Common Causes of Conflict
GRADE 7: TE: pp89-90; **CD:** Violence Prevention
GRADE 8: TE: pp75-76; **TR9:** Resolving Conflicts; **V:** Conflicts, Communication, Relationships
- 5.9 Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate
GRADE 5: TE: pp60-62, pp70-71; **SA:** 14; **PA:** 7; **TR4:** Dealing With Bullies; **TR5:** Resolving Conflict; **C:** Role Play Scenarios; **G:** Conflict Resolution Bingo Game
GRADE 6: TE: pp94-98; **SA:** 21, 22; **EA:** 17; **TR10:** Conflict Resolution Checklist; **C:** Conflict Resolution Strategies; **V:** Solving Conflicts with Teachers, Parents and Peers
GRADE 7: TE: pp92-93; **SA:** 20; **G:** Conflict Resolution Board Game
GRADE 8: TE: pp78-82; **SA:** 28; **TR10:** Strategies for Preventing Violence; **TR11-12:** Giving/Receiving Constructive Criticism; **TR13:** Good Listening Skills

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Grade 8, students will:

6.1 Use a decision-making process to enhance health

HPW Sources*

GRADE 5: TE: pp97-98; **SA:** 22

GRADE 6: TE: pp168-169; **SA:** 47, 48; **EA:** 2; **P:** Decision Making Process

GRADE 7: TE: pp83-85, pp193-198, pp200-202, pp217-218; **SA:** 18, 51, 52, 53; **EA:** 31; **TR10:** The Decision Making Process; **SRCD:** Nutrition Values Chart

GRADE 8: TE: pp55-56, pp199-201; **SA:** 20; **EA:** 23; **G:** Decision Making Game

6.2 Describe and analyze how health-related decisions are influenced by using resources from family, school and community

GRADE 5: TE: pp26-27, p41, pp72-73, p83, pp89-90; **SA:** 20; **EA:** 6; **PA:** 3, 5, 10

GRADE 6: TE: pp54-57; **SA:** 11

GRADE 7: TE: pp63-64; **SA:** 11, 12

GRADE 8: TE: pp99-103; **SA:** 34, 35, 36

6.3 Predict how decisions regarding health behaviors have consequences for themselves and others

GRADE 5: TE: pp95-96; **G:** Responsibility Board Game

GRADE 6: TE: p159; **SA:** 42

GRADE 7: TE: p164, pp168-169, p172; **SA:** 44, 47

GRADE 8: TE: p173, pp186-189, pp193-197; **SA:** 66, 78

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Grade 8, students will:

7.1 Use the goal-setting process to enhance health

HPW Sources*

GRADE 5: TE: pp24-27, pp132-133; **SA:** 4; **EA:** 5, 6, 17, 18; **PA:** 3

GRADE 6: TE: pp18-24, pp191-192, p237; **SA:** 6, 61; **EA:** 5, 6, 28; **TR1:** Goal Setting Inspirations;

TR2: Goal Setting; **B:** Holes; **B:** Sweet Clara and the Freedom Quilt

GRADE 7: TE: pp24-29, pp54-57, pp220-222; **EA:** 10, 11, 12, 14, 15, 16, 33, 35; **TR3:** Goal Setting Inspirations;

TR8: Goal Setting; **CD:** Life Begins

GRADE 8: TE: pp16-20, pp139-140, pp204-205; **SA:** 45; **EA:** 24; **HF:** Activity 3; **TR41:** I Can Do

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Grade 8, students will:

8.1 Analyze various methods to accurately express health information, concepts and skills

HPW Sources*

GRADE 5: TE: p173

GRADE 6: TE: pp180-181, 195-196, 235-236; **SA:** 49, 50, 51; **TR23:** Nutrition Essentials; **P:** Nutrition Vision Chart

GRADE 7: TE: pp62-63, p142, p169; **SA:** 10, 35; **EA:** 17

GRADE 8: TE: p7, pp101-102, p182, p202; **SA:** 5, 6, 7, 79; **EA:** 2, 3, 22

8.2 Support a healthy position with accurate information

GRADE 5: TE: p79, pp92-93, pp172-173; **PA:** 9; **BLM:** HPW Drug Prevention Guide for Parents

GRADE 6: TE: pp56-59, pp182-183, pp195-196, pp206-209; **SA:** 51, 52, 53; **EA:** 26, 27, 30

GRADE 7: TE: pp67-71, p177; **SA:** 13, 14, 15; **EA:** 27

GRADE 8: TE: p7, p85, pp100-103, p145, p148, p150, p182; **SA:** 51, 52

8.3 Analyze community agencies that advocate for healthy individuals, families and communities

GRADE 5: TE: p98; **BLM:** Resources for Help

GRADE 6: TE: p54, pp58-61; **SA:** 11, 12

GRADE 8: TE: p101; **SA:** 36

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- 8.4 Encourage and support others in making positive health choices
GRADE 5: TE: pp171-173
GRADE 6: TE: pp164-165
GRADE 7: TE: p71, pp190-191, p217; **SA:** 15
GRADE 8: TE: p85, p96, pp102-103, p145, p223, p245, p249; **EA:** 93
- 8.5 Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools
GRADE 5: TE: p79, p172; **PA:** 9; **BLM:** HPW Drug Prevention Guide for Parents
GRADE 6: TE: pp31-32, pp164-165, pp235-236
GRADE 7: TE: pp63-64, pp70-71; **SA:** 11, 12, 15
GRADE 8: TE: p85, p96, p103, pp193-194; **SA:** 78
- 8.6 Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer)
GRADE 5: TE: p195; **B:** Friends for Life
GRADE 7: TE: pp275-276; **SA:** 72
GRADE 8: TE: pp261-263
- 8.7 Assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality
GRADE 5: TE: p143; **PA:** 17
GRADE 7: TE: p215, pp236-237, p250, pp255-256; **SA:** 63; **EA:** 36; **TR42:** Discussing Sexuality; **CD:** Life Begins
GRADE 8: TE: pp225-226; **SA:** 87, 88

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Grade 12, students will:

- | | |
|--|--|
| 1.1 Analyze how behaviors can affect health maintenance and disease prevention | HPW Sources*
TE: pp99-101, pp111-114, pp120-124, pp143-149, pp181-182, pp187-195;
SA: 25, 31-36, 44-51, 60; EA: 12, 13, 17-19, 24-26, 32-38; TR26-29: Drugs as Medicines; TR35: Dietary Guidelines; TR36-39: Food Pyramids; TR40: Food Labels; SRCD: Prescription Pain and Other Medications; SRCD: Tips for Teens; SRCD: Smoking and Pregnancy; G: Drug Trivia; CD: Fun Facts: Drug Prevention |
| 1.2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood | TE: pp4-5, pp8-10, pp16-23, pp26-31; SA: 4, 6; EA: 3, 4; TR1: Wellness Continuum; TR2: It's OK to Have a C Day; TR3: Factors Influencing Emotional Health; TR4: Characteristics of an Emotionally Healthy Person; TR5: Techniques for Fostering Self-Esteem; G: Health Trivia; V: The Truth about Body Image |
| 1.3 Evaluate the impact of personal health behaviors on the functioning of body systems | TE: pp65-69, pp131-135, pp221-226; SA: 14, 15, 39, 40; EA: 6, 7, 21, 22, 23; TR15: Stress Response; TR16-17: Physiological/Psychological Symptoms of Stress; SRCD: Tips for Teens; CD: Life Begins; CD: Fun Facts: Body Systems |
| 1.4 Evaluate how families, peers and community members can influence the health of individuals | TE: pp12-15, pp41-42, pp51-55, pp119-120, pp129-130, pp183-185; SA: 1, 2, 3, 57, 58, 59; EA: 2, 5, 16, 20; TR6: Goals of Good Parenting; TR7-12: Parenting Skills; TR31: Social Impact of Alcohol Abuse; TR32: Stages of Alcoholism; SRCD: Adventures in Parenting; CD: Smoking and Chewing |
| 1.5 Analyze ways in which the environment influences the health of the community | TE: pp153-155, pp167-169; SA: 52; EA: 27; C: Problem Solving Cards |
| 1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood | TE: pp11-15, pp41-42, p108, pp125-127, pp133-134, pp139-141, pp197-211; SA: 1, 2, 3, 37, 38, 61, 62, 63; EA: 2, 5, 33, 39, 41; TR41: Preventing Food-Borne Illness; TR42-43: Vegetarian Diets; TR44: Health Consequences of Eating Disorders; TR45: Benefits of Exercise; SRCD: Nutrition Values Chart; V: The Truth About Drugs |
| 1.7 Assess how public health policies and government regulations can influence health promotion and disease prevention | TE: pp172-176; SA: 54, 55, 56 |
| 1.8 Analyze how research and medical advances can influence the prevention and control of health problems | TE: pp123-124, pp224-226, pp291-295; SA: 36; TR65-67: Cancer; SRCD: Major Conclusions of the Surgeon General's Report: The Health Consequences of Involuntary Exposure to Tobacco Smoke |
| 1.9 Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis) | TE: pp290-322; SA: 82, 83, 84; EA: 52, 53, 54; TR64: Cancer Trends/Statistics; TR65: Normal vs Abnormal Cell Growth; TR68-69: Warning Signs/Risk Factors for Cancer; TR70-74: Cardiovascular Disease; TR76-77: Immune System; TR78-82: HIV/AIDS; V: Responsibility: The Truth About Sex |
| 1.10 Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime—from birth to death | TE: pp227-246; SA: 67, 68, 69, 70, 71, 72; EA: 43; TR48-49: Female Reproductive Anatomy; TR50: Menstrual Cycle; TR51-52: Male Reproductive Anatomy; CD: Life Begins |
| 1.11 Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy | TE: pp251-252; SRCD: Birth Control; CD: Life Begins |

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Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Grade 12, students will:

- 2.1 Evaluate the validity of health information and the cost of products and services
- 2.2 Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others
- 2.3 Evaluate factors that may influence the personal selection of health products and services
- 2.4 Analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults

HPW Sources*

- TE:** p213; **TR47:** Buying Health Products and Services
- TE:** pp34-35, p138, pp174-176, pp224-226; **SA:** 7, 55
- TE:** pp116-118, pp214-215; **SA:** 33, 34, 65, 66
- TE:** pp51-55, p123, p252; **TR6-12:** Parenting Skills; **SRCD:** Adventures in Parenting; **CD:** Life Begins

Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Grade 12, students will:

- 3.1 Assess the importance of assuming responsibility for personal health behaviors
- 3.2 Analyze personal health status to determine needs
- 3.3 Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community
- 3.4 Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions
- 3.5 Use and evaluate safety techniques to avoid and reduce injury and prevent disease
- 3.6 Evaluate and apply appropriate stress management strategies

HPW Sources*

- TE:** pp21-23, pp156-157, pp249-250, pp296-299; **EA:** 28, 44; **V:** Responsibility: The Truth About Sex
- TE:** p11, pp17-18, pp74-75, pp181-182, pp260-261; **EA:** 1, 3, 8, 32, 47, 48
- TE:** pp257-259, pp335-336; **SA:** 86, 87; **EA:** 46; **TR53:** Violence in America; **V:** The Truth About Violence
- TE:** pp156-158, pp160-165; **SA:** 53; **EA:** 28, 29
- TE:** pp87-95, pp262-263, pp266-268, pp270-284; **SA:** 20-24, 76, 77, 78, 79, 80; **EA:** 49, 50; **TR24-25:** Warning Signs Depression/Suicide; **TR57:** Strategies for Preventing Violence; **TR58:** Preventing Handgun Violence; **SRCD:** Lets Talk About Depression; **V:** Dying is Not an Option; **V:** Acquaintance Rape, The Ultimate Betrayal
- TE:** pp73-85; **SA:** 16, 17, 18, 19; **EA:** 8, 9, 10; **TR9:** Common Stressors; **TR20:** Personal Stressors; **TR21:** Reacting to Stress; **TR22:** Stress Management Techniques; **TR23:** Time Management; **V:** Handling Stress

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Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Grade 12, students will:

- 4.1 Analyze how family and cultural diversity enriches and affects personal health behaviors
- 4.2 Evaluate the effects of media, technology and other factors on personal, family and community health
- 4.3 Evaluate how information from family, school, peers and the community influences personal health
- 4.4 Analyze the media influence on behaviors and decisions as it relates to sexuality

HPW Sources*

- TE:** pp57-58, pp183-185; **SA:** 57, 58, 59
- TE:** pp103-106, pp125-126, p265; **SA:** 26, 27, 37; **EA:** 14, 15; **TR55:** Violence in the Media; **TR56:** The Truth About Violence
- TE:** pp12-14, p27, pp41-42, p70, pp73-74, p101, pp123-124, p138; **SA:** 2, 15, 25; **EA:** 2, 5; **V:** Truth About Body Image
- TE:** pp249-251; **SA:** 73; **EA:** 44; **V:** Responsibility: The Truth About Sex

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Grade 12, students will:

- 5.1 Compare and contrast skills for communicating effectively with family, peers and others
- 5.2 Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community
- 5.3 Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior
- 5.4 Analyze situations and demonstrate healthy ways to express needs, wants and feelings
- 5.5 Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability
- 5.6 Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts
- 5.7 Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships
- 5.8 Analyze the possible causes of conflict in families, among peers, and in schools and communities
- 5.9 Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate

HPW Sources*

- TE:** pp5-6, pp43-44, pp57-60, p70, pp83-84; **SA:** 8, 12, 15, 18; **C:** Responding to Conflict
- TE:** pp5-6, pp49-50, pp154-158, pp160-165; **SA:** 10, 11, 52, 53; **EA:** 27, 28, 29
- TE:** pp24-25, pp260-261; **EA:** 47, 48; **TR54:** ABCs of Anger
- TE:** p44, pp47-49, p81, pp83-84, pp336-338; **SA:** 8, 9, 10, 17, 18; **TR83:** Learning to Talk About AIDS
- TE:** pp57-58, pp235-239, pp325-326; **SA:** 68, 69, 70; **V:** Lest We Forget
- TE:** pp41-43, pp60-62, pp70-71; **SA:** 8, 13, 15; **EA:** 5; **TR14:** Resolving Conflict; **C:** Scenario Cards: Responding to Conflict
- TE:** pp75-77, pp79-81, pp83-85, p108, pp140-141; **SA:** 16, 18, 42, 43; **EA:** 8; **TR21:** Reactions To Stress; **C:** Role-play Scenario Cards
- TE:** pp47-48, p58, pp268-269; **SA:** 9, 12
- TE:** pp59-62, p269; **SA:** 13; **TR13:** Dealing With Conflict; **TR14:** Resolving Conflict; **TR59:** Fighting Fair; **C:** Responding to Conflict

* **HPW Key:** **TE** = Teacher Edition; **SA** = Student Activity; **EA** = Evaluation & Assessment; **PA** = Parent Activity; **TR** = Transparency; **TRG** = Teacher Resource Guide; **HF** = "Health Flash" Booklet; **B** = Book; **P** = Poster; **A** = Audiocassette; **F** = Flashcards; **BLM** = Blackline Masters; **V** = Video/DVD; **C** = Scenario Cards; **G** = Game; **CD** = Software

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Grade 12, students will:

- 6.1 Demonstrate various strategies when making decisions to enhance health
- 6.2 Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process
- 6.3 Predict the immediate and long-term impact of health decisions on the individual, family and community

HPW Sources*

TE: pp139-141, p144, pp253-254; **SA:** 41, 42, 43, 46, 74, 75; **TR34:** Decision Making Process

TE: p107, pp125-127, pp164-165, pp253-254, p317; **SA:** 29, 38, 75, 83

TE: pp46-48, pp68-70, pp112-115, pp120-123, pp134-138, pp249-251; **SA:** 9, 14, 15, 30, 31, 32, 35, 73; **EA:** 17, 18, 19, 44; **TR16-17:** Physical/Psychological Symptoms of Stress; **TR18:** Stress-Related Illness; **SRCD:** Prescription Pain and Other Medications

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Grade 12, students will:

- 7.1 Demonstrate various strategies when making goal-setting decisions to enhance health

HPW Sources*

TE: pp33-37, pp194-199; **SA:** 7, 60, 61; **EA:** 37, 38, 39, 40; **V:** Setting Goals for Healthy Living

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Grade 12, students will:

- 8.1 Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills
- 8.2 Support and defend a position with accurate health Information
- 8.3 Engage the support of community agencies that advocate for healthy individuals, families and communities
- 8.4 Use the ability to influence and support others in making positive health choices
- 8.5 Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities
- 8.6 Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)
- 8.7 Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality

HPW Sources*

TE: pp47-48, pp59-60, pp100-106, pp129-130; **EA:** 20; **TR13:** Dealing With Conflict; **TR14:** Resolving Conflict; **C:** Responding to Conflict

TE: p107, pp123-124, pp131-133, p138; **SA:** 28, 36; **EA:** 21, 22, 23; **SRCD:** 6 Major Conclusions of the Surgeon General's Report; The Health Consequences of Involuntary Exposure to Tobacco Smoke

TE: p107, p126, pp168-171, p261; **SA:** 29, 38

TE: p62, p126, pp164-165, p169, p261

TE: p141, pp164-165, pp224-226

TE: pp325-328, p333; **SA:** 85; **V:** Lest We Forget

TE: pp252-254; **SA:** 74-75

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