

**STATE GOAL 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.

**Why This Goal Is Important:** Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

**A. Explain the basic principles of health promotion, illness prevention and safety.**

EARLY ELEMENTARY

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|---------|---|---|---|
| 22.A.1a | Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).   | <b>Kindergarten:</b> TE 158-169, 166-169; SA 32; PA 23<br><b>Grade 1:</b> TE 174-177; SA 32, 33<br><b>Grade 2:</b> TE 156-161, 163-165; SA 46, 47; PA 23<br><b>Grade 3:</b> TE 143-145; SA 31, 32; PA 24  | <b>Kindergarten:</b> AC: Germs; FC: Disease, Healthy, Unhealthy<br><b>Grade 1:</b> F: germ, bacteria, virus; B: Germs Make Me Sick<br><b>Grade 2:</b> F: disease; V: Communicable Diseases; B: My name is Jonathan and I Have AIDS<br><b>Grade 3:</b> B: Yikes-Licel  |
| 22.A.1b | Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness, etc.). | <b>Kindergarten:</b> TE 4-9 DP (for Herbie, the Duck Puppet), 20-21, 67-74; PA 1, 10<br><b>Grade 1:</b> TE 2-9, 11-15, 94-97, 98-105, 178-180; EA 1, 2, 15; PA 1, 2, 15, 16, 27; SA 10, 11,12; BLM: Popcorn Kernel, Healthy foods<br><b>Grade 2:</b> TE 2-6, 27, 137-138, 166-170; PA 3, 24,25; SA 41, 48,49; EA 5, 7<br><b>Grade 3:</b> TE 3-9, 14-17, 50-53, 72-75, 76-87, 92-93; EA 1, 2, 5; SA 11, 12(A-C), 13-16; PA 1, 3-6, 11, 14-16; TR 4: Nutrition & Fitness, 5: Food Pyramid, 7: Food Safety | <b>Kindergarten:</b> P: Staying Healthy With Herbie; B: When I Feel Sad; P: Feelings, P: Healthy Choices; C: Nutrition & Fitness cards<br><b>Grade 1:</b> F: health, value, nutrition, exercise; P: Growth Chart, Special People, Healthy Choices; B: Quick as a Cricket, Berenstain Bears and too Much Junk Food, The Important Book; G: Nutrition Cards, The germ Game<br><b>Grade 2:</b> F: health, sick, health care provider; P: Healthy Choices, Classroom Rules, School Safety Rules<br><b>Grade 3:</b> P: Classroom Rules; CD: Arthur’s Teacher Troubles; B: Kids in Action   |
| 22.A.1c | Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).  | <b>Kindergarten:</b> TE 70-73, 91-97, 108-117, 119-129; SA 14, 19-26; PA 13, 14, 16-17<br><b>Grade 1:</b> TE 60-66, 68-71, 76-86, 88-92, 124-129; SA 6-9, 14-19; EA 6, 8, 10; PA 10, 12 -14, 20<br><b>Grade 2:</b> TE 140-151; SA 42-45; PA 21<br><b>Grade 3:</b> TE 54-62, 65-69, 117-123, 135, 153-156; SA 7-10, 23, 24, 35(A&B); PA 12, 13, 19, 20, 22, 26; EA 7, 11   | <b>Kindergarten:</b> F: poison; A: Poisonous means Dangerous; F: safe, unsafe, safety, stranger; G: Safety Signs; V: Safety Rules for School; A: Buckle Up for Safety; F: emergency, address, fire, fire escape; G: Fire Safety<br><b>Grade 1:</b> F: neighborhood, police officer, crosswalk, aware, operator, school safety, bus safety, poison; C: Safety Signs; P: Water Safety, Healthy Choices, School Safety, Bus Safety, Healthy Choices; G: Bicycle Safety Poster/with bike safety games cards, Fire Safety; V: McGruff’s Guide to Personal Space<br><b>Grade 2:</b> F: risky behavior; P: Water Safety; B: Berenstain Bears Learn About Strangers; CD: McGruff’s Files: Dangerous Strangers<br><b>Grade 3:</b> V: Safety Rules & You; P: School Safety; B: Who Is a Stranger and What Should I Do? ; G: Drug Prevention |

LATE ELEMENTARY

| REQ #   | REQUIREMENT  | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|---------|--|--|--|
| 22.A.2a | Describe benefits of early detection and treatment of illness.   | <b>Grade 4:</b> TE 174, 178, 181; <b>EA</b> 27; <b>PA</b> 22<br><b>Grade 5:</b> TE 176-179, 182-183; <b>EA</b> 23; <b>SA</b> 39; <b>PA</b> 21, 22  |  |
| 22.A.2b | Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings). | <b>Grade 4:</b> TE 11-12, 15, 17-20, 98-99, 140-151, 161, 176-177, 182-184, 192-194; <b>PA</b> 2, 3, 13, 20, 22; <b>SA</b> 2, 3, 5, 22, 35-39, 43-46; <b>EA</b> 2, 3, 20, 21; <b>TR</b> 2: Goal Setting; 13 Preventing The Spread of Germs; 14: HIV/AIDS<br><b>Grade 5:</b> TE 5-8, 11, 24-28, 50-54, 107-112, 114-118, 121-124, 127, 150-151, 190-193; <b>TR</b> 1: Good Health, 6: Sources of Nutrients, 7: Heart Healthy Choices, 8: Food Labels, 19: HIV and the Immune System; <b>SA</b> 4, 11, 41; <b>EA</b> 2, 5-7, 15, 16; <b>BLM:</b> Safe Food Preparation | <b>Grade 4:</b> <b>V:</b> Exercise, Nutrition and Sleep; Preventing Communicable Diseases; <b>B:</b> Chang's paper Pony; <b>G:</b> Fountain of Fitness; <b>C:</b> Disease Prevention<br><b>Grade 5:</b> <b>B:</b> Maniac Magee; <b>V:</b> To the Max: Eating and Exercising for Maximum Health; <b>P:</b> Nutritional Vision Chart |
| 22.A.2c | Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).   | <b>Grade 4:</b> TE 55-58, 61-65, 67-68; <b>PA</b> 8, 9; <b>SA</b> 11-13; <b>EA</b> 9<br><b>Grade 5:</b> TE 158-163, 170-173; <b>SA</b> 34, 35; <b>PA</b> 19; <b>EA</b> 22  | <b>Grade 4:</b> <b>V:</b> Emergency Services: Hotline to Help; <b>G:</b> Emergency Game; <b>P:</b> School Safety   |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #   | REQUIREMENT  | PRIMARY CITATIONS  | SUPPORTING CITATIONS  |
|---------|--|--|---|
| 22.A.3a | Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances). | <b>Grade 6:</b> TE 79-83, 88-91, 154-156, 163-165, 171-172, 185-192, 195-196, 242-243; <b>SA</b> 18, 19, 40, 41, 45, 50, 51, 63; <b>EA</b> 14, 15, 16, 22, 26, 27, 28; <b>TR:</b> 8 Signs of Depression; 20: Strategies for Refusing Drugs; 21: Just Do It; 24: Benefits of Exercise; 25: Getting Sufficient Sleep; 26: Exercise Precautions; <b>SRCD:</b> Let's Talk About Depression<br><b>Grade 7:</b> TE 36-37, 56-57, 86, 98-100, 121-123, 133-134, 152-155, 160-161, 165, 168-169, 192-199, 204-210, 257-259, 264-269; <b>SA</b> 3, 21-22, 32, 42, 51-54, 55-56, 66, 67-70; <b>E</b> 15, 25, 39; <b>TR</b> 8 Goal Setting; 14 Warning Signs of Depression; 18 Abduction Prevention Tips; 19 Influences on Drug Use; 20 Risk Factors for Drug Use; 24 Skills for Refusing Drugs; 32 Preventing Food Borne Illness; 35 Benefits of Exercise; 36 F.I.T.; 37 Components of Fitness; 38 Exercise Precautions; 47 Actual Causes of Death<br><b>Grade 8:</b> TE 60-67, 97-99, 112-125, 146-148, 161-167, 171-177, 189-191, 247-248, 256, 261-263, 267-275; <b>SA</b> 22, 33, 40, 41, 42, 43, 44, 48, 49, 57, 58, 59, 60, 61, 62, 64, 65, 66, 67, 73, 101, 103, 104; <b>EA</b> 14, 15, 21, 22, 28, 29, 31, 32, 33; <b>TR</b> 13 Managing Stress: Helpful Hints; 14 Warning Signs of Depression; 23 Shock; 24 Managing Shock; 25 Bleeding Injuries; 26-27 Burns; 35 Exercise Precautions; 41 Consumer Purchasing Skills; 42 Expressing Consumer Complaints; <b>SRCD:</b> Let's Talk About Depression; Tips for Healthy Thrifty Meals; <b>STDs;</b> <b>HF:</b> Getting Fit | <b>Grade 6:</b> <b>P:</b> Nutrition Vision Chart; <b>V:</b> W.I.N. (Win, Integrity, Never Give Up); Ten Reasons to Exercise<br><b>Grade 7:</b> <b>HF</b> Stress Management and Conflict Resolution; <b>SRCD:</b> Let's Talk about Depression; Teen Dating Violence; Nutrition Value Chart; Common Illnesses and Symptoms; <b>P</b> Nutrition Vision<br><b>Grade 8:</b> <b>CD:</b> Injury Prevention & Safety; Life Begins; HIV/AIDS; Diseases: Communicable and Non-communicable; <b>G:</b> Decision Making Game; Trivia Game |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|---------|---|---|---|
| 22.A.3b | Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease). | <b>Grade 6:</b> TE 2-9, 18-24, 147-149, 177-183, 198, 206-209, 220-221, 235-236, 250-252; SA 1-4, 6, 23, 24, 49, 53, 60, 65; EA 1,2, 5, 6, 25-27, 30; TR: 1: Goal Setting; 18: Influences on Tobacco Use; 22a-c: Food Pyramids; 23: Nutrition Essentials; 28: Nutrition Food Labels; SRCD: Tips for Healthy, Thrifty Meals<br><b>Grade 7:</b> TE 16-23, 24-29, 143, 170-177, 187-191, 199-201, 204-212, 268-269; SA 36, 37, 46, 47, 50, 55, 56, 70; EA 4-12, 26, 31, 39; TR 1 Total Wellness Continuum; 2 Expressing Emotions; 3 Goal Setting Inspirations; 22 Consumer Skills; 25 Rights and Responsibilities; 29 Understanding Food Labels; 30 Food Guide Pyramid; 31 Revised Food Pyramids; 34 Marketing Strategies; 35 Benefits of Exercise; 36 F.I.T.; 37 Components of Fitness; 38 Exercise Precautions<br><b>Grade 8:</b> TE 5-8, 24-28, 150-153, 240-242, 255-261, 272-274; SA 1, 8, 9, 10, 11, 12, 50, 51, 98, 99, 104; TR 1 Wellness Continuum; 51 Reasons for Remaining Sexually Abstinent; 53 Leading Causes of Death; Risk Factors for Cancer; HF: Heart Healthy Choices | <b>Grade 6:</b> B: Holes; Sweet Clara and the Freedom Trail; V: Hygiene for Boys; Hygiene for Girls; G: Nutrition Trivia Game<br><b>Grade 7:</b> V: What Can I Do When I Feel Bad?; SRCD: Food Labels; PC: Nutrition and Fitness<br><b>Grade 8:</b> V: Abstinence: It's the Right Choice; SRCD: Food Values Chart, Heart Healthy Choices; Birth Control: Failure and Success Rates; P: Nutrition Vision Chart; CD: HIV/AIDS |
| 22.A.3c | Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).                                  | <b>Grade 6:</b> TE 100-105, 120-133; EA 18, 19; SA 23, 24, 29-32; TR 13 Basic First Aid Principles; 14 Basic First Aid for Bleeding<br><b>Grade 7:</b> TE 124-128, 267; SA 33, 69; EA 21, 22<br><b>Grade 8:</b> TE 99-102; SA 34-36; TR 22 Water Safety Rules   | <b>Grade 7:</b> SRCD: Disaster Supply Kit; V: American Red Cross Emergency Test<br><b>Grade 8:</b> G: Decision Making Game  |
| 22.A.3d | Identify various careers involved in health promotion, health care and injury prevention.   |   |   |

**B. Describe and explain the factors that influence health among individuals, groups and communities.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|--------|---|--|--|
| 22.B.1 | Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices). | <b>Kindergarten:</b> TE 18-19, 38-43; SA 3, 6<br><b>Grade 1:</b> TE 72-75, 106-118, 146-151; EA 7, 9, 12; PA 11, 15-18, 24; SA 13(A&B), 26-27<br><b>Grade 2:</b> TE 34-35, 60-64; SA 7; PA 5<br><b>Grade 3:</b> TE 7-9, 20-31; PA 7, 8; SA 2-4 | <b>Kindergarten:</b> B: David gets in Trouble, The Giving Tree; P: Special People; F: sharing, kindness<br><b>Grade 1:</b> B: Kids in Action, Berenstain Bears and the Double Dare<br><b>Grade 2:</b> P: School Safety Rules<br><b>Grade 3:</b> P: Classroom Rules; B: Ramona Quimby, Age 8; Rosie and Michael |

LATE ELEMENTARY

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|--------|--|---|--|
| 22.B.2 | Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising) | <b>Grade 4:</b> TE: 11, 24-28, 97, 108-109, 111, 113-115, 123, 141-143, 162; EA 1, 15, 16; PA 4, 15, 16; SA 6, 26, 27; TR 7 Marketing Strategies<br><b>Grade 5:</b> TE 14-15, 31-34, 72-74, 76-79, 88-93, 125, 169; TR 9: Marketing Strategies; BLM: Drug Prevention Guide for Parents; SA 4, 20, 26, 27, 37; EA 9, 11,12; PA 9 | <b>Grade 4:</b> B: Tales of a Fourth Grade Nothing; C: Problem Solving Cards: Family Life and Human Growth; V: Exercise, Nutrition and Sleep<br><b>Grade 5:</b> B: Sarah, Plain and Tall |

**KEY:** TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; TR: Transparencies; SRCD: Student Resource CD; PA: Parent Activity; B: Book; V: Video; P: Poster; G: Game; F: Flashcard; C: Cards; A: Audiocassette; HF: Health Flash; BLM: Black Line Master

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|--------|--|---|--|
| 22.B.3 | Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness). | <b>Grade 6:</b> TE 57-58, 62-65, 172-173; SA 13, 14, 15; EA 22, 23<br><b>Grade 7:</b> TE 60-63, 126-127; SA 10-12; EA 17, 21<br><b>Grade 8:</b> TE 195-197, 253, 257, 265-271; SA 77, 96, 102; TR 44 Social Impact of Alcohol Abuse; 45 Warning Signs of Alcohol Dependence | <b>Grade 8: V:</b> The Truth About Drinking; <b>CD:</b> HIV/AIDS |

**C. Explain how the environment can affect health.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|--------|--|---|--|
| 22.C.1 | Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals). | <b>Kindergarten:</b> TE 76-87; SA 11a-11d, 12; PA 11<br><b>Grade 2:</b> TE 52-59; PA 8, 9 | <b>Kindergarten: F:</b> nature, pollution; <b>G:</b> Community Health Game<br><b>Grade 2: F:</b> community, environment, recycle, interaction, cooperation |

LATE ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS |
|--------|---|---|----------------------|
| 22.C.2 | Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer). | <b>Grade 4:</b> TE 43-49, 51-52, 176; SA 9, 10; PA 7; EA 7, 8 |                      |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS     |
|---------|---|--|--------------------------|
| 22.C.3a | Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint). | <b>Grade 6:</b> TE 52-54, 58; SA 11<br><b>Grade 7:</b> TE 62-63, 68-69; SA 10, 13, 14; EA 17<br><b>Grade 8:</b> TE 107-108; SA 37  | <b>Grade 6: B:</b> Holes |
| 22.C.3b | Develop potential solutions to address environmental problems that affect the local community's health.                                       | <b>Grade 6:</b> TE 58-61, 66; SA 12, 16<br><b>Grade 7:</b> TE 63-64, 70-71; SA 11, 12, 15<br><b>Grade 8:</b> TE 108-109; SA 38, 39 |                          |

**STATE GOAL 23:** Understand human body systems and factors that influence growth and development.

**Why This Goal Is Important:** To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

**A. Describe and explain the structure and functions of the human body systems and how they interrelate.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|--------|--|---|---|
| 23.A.1 | Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes, etc.). | <b>Kindergarten:</b> TE 146-151; SA 27; PA 19-20<br><b>Grade 1:</b> TE 156-159; <b>BLM:</b> Body Organs; SA 28<br><b>Grade 2:</b> TE 97, 130-134; SA 39, 40<br><b>Grade 3:</b> TE 96-99, 106-108, 110-112; PA 18; SA 18, 19(A-C), 20-22 | <b>Kindergarten:</b> G: Body Chart/organs, Creating New Life<br><b>Grade 1:</b> P: Body Chart with organs; B: My Five Senses<br><b>Grade 2:</b> CD: My Amazing Human Body; P: Body Chart/w organs; B: The Skeleton Inside You; G: Bones of the Skeletal System<br><b>Grade 3:</b> B: Magic School Bus: Inside the Human Body; What Happens to a Hamburger?; Hear Your Heart; CD: My Amazing Human Body; P: Respiratory System |

LATE ELEMENTARY

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|--------|--|--|--|
| 23.A.2 | Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous). | <b>Grade 4:</b> TE 157-160, 164-171, 184-185; PA 21; SA 40, 42; EA 23, 24, 25, 26; HF: The Heart; TR 8 The Heart; 9 The Heart and Lungs; 10 The Circulatory System; 14-16 The Immune System<br><b>Grade 5:</b> TE 103-105, 144-156, 181; TR 13: Ovulation and Menstruation, 14: The Nervous System, 17: Structures of the Immune System, 18: How the Immune System Works; SA 23, 29-32, 38; EA 20, 21; PA 18 | <b>Grade 4:</b> CD: The Ultimate Human Body; Stethoscope<br><b>Grade 5:</b> CD: The Human Body; G: Nutrition Trivia Game |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS  | SUPPORTING CITATIONS  |
|--------|--|--|---|
| 23.A.3 | Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system). | <b>Grade 6:</b> TE 213-215, 223-229, 239-241; EA 32; SA 54, 56-58, 62; TR: 57a-b Male and Female Reproductive System; 58 Ovulation and Menstruation; 34 Types of Microorganisms; 35 Modes of Transmission; 36 Body Defenses Against Disease; SRCD: An Ounce of Prevention<br><b>Grade 7:</b> TE 76-77, 185-187, 211-212, 224-232, 240-242, 247-250; SA 48, 49, 56, 57, 58, 61; EA 30; TR 26 & 27 Function of Nutrients; 28 Nutrition Essentials; 40 Structure of Digestive System; 41 The Digestive Process; 43 Male Reproductive System; 44 Female Reproductive System; 45 Menstruation<br><b>Grade 8:</b> TE 49-53, 217-229, 256, 267-268; SA 19, 83-87, 90; EA 5, 7, 26; TR 10 Fight or Flight; 11 Stress-Related Illness; 49 The Reproductive System; 50 Getting Enough Sleep; SRCD: Stages of Pregnancy | <b>Grade 6:</b> CD: Fun Facts: Body System; V: Bodies in Progress for Boys and Girls; B: How Your Body Works<br><b>Grade 7:</b> V: Food, Health and Exercise; HF: The Stress Response; CD: Fun Facts: Body Systems, Life Begins; B: Human Body; BLM: The Digestive System; SRCD: Life Begins<br><b>Grade 8:</b> CD: Life Begins; HIV/AIDS |

**B. Explain the effects of health-related actions on the body systems.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|--------|---|--|--|
| 23.B.1 | Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise). | <b>Kindergarten:</b> <b>TE:</b> 10-15, 54-64, 152-156; <b>SA</b> 1, 7-10, 28; <b>PA</b> 8-9; <b>BLM:</b> Growth Survey Name Labels<br><b>Grade 1:</b> <b>TE</b> 155, 159-161, 165-167; <b>BLM:</b> My Health Log; <b>SA</b> 29, 31; <b>EA</b> 13, 14; <b>PA</b> 25, 26<br><b>Grade 2:</b> <b>TE</b> 66-85, 92-101; <b>SA</b> 12-19, 24, 25, 26; <b>PA</b> 10-13, 15, 16; <b>EA</b> 2<br><b>Grade 3:</b> <b>TE</b> 85-87, 109, 112-113; <b>SA</b> 16; <b>EA</b> 9 | <b>Kindergarten:</b> <b>F:</b> health, nutrition, sleep, exercise; <b>B:</b> Keeping Healthy with Herbie; <b>A:</b> Herbie's Health Song; <b>B:</b> Eating Healthy with Herbie; Kids in Action; <b>C:</b> Nutrition Cards; <b>P:</b> Healthy Choices; <b>G:</b> Nutrition, Drug Prevention, Healthy Choices cards<br><b>Grade 1:</b> <b>F:</b> hygiene; <b>V:</b> Healthy Teeth<br><b>Grade 2:</b> <b>F:</b> well-balanced diet, nutrition, nutrient, fitness; <b>B:</b> Kids in Action; <b>C:</b> Nutrition/Fitness Cards; <b>G:</b> Refrigerator Poster w/ food group pieces, Concentration Game; <b>P:</b> Healthy Choices, Stethoscope, Body Chart/organs; <b>CD:</b> My Amazing Human Body<br><b>Grade 3:</b> <b>G:</b> Digestive System Game |

LATE ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|--------|---|--|--|
| 23.B.2 | Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet). | <b>Grade 4:</b> <b>TE</b> 89-92, 95-97, 10-103, 124-129, 131-139; <b>SA</b> 19-21, 23, 28-34; <b>PA</b> 12, 14, 18, 19; <b>EA</b> 14, 19; <b>TR</b> 4 Nutrition Concepts; 5 Food Pyramid; 6 Food Labels<br><b>Grade 5:</b> <b>TE</b> 80-87, 95-96, 128-134; <b>TR</b> 10: Benefits of Exercise; <b>SA</b> 15-19; <b>EA</b> 13, 17-19; <b>PA</b> 10, 16 | <b>Grade 4:</b> <b>V:</b> McGruff's Drug Alert; <b>G:</b> Drug Trivia Game; <b>B:</b> Ramona and Her father<br><b>Grade 5:</b> <b>CD:</b> The Human Body; <b>V:</b> Ace; <b>G:</b> Responsibility Board Game |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|--------|--|--|--|
| 23.B.3 | Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use). | <b>Grade 6:</b> <b>TE</b> 138, 140-142, 145-147, 152-154, 160-162, 197-201, 206, 245-249; <b>SA</b> 33-39, 43, 44, 52, 64; <b>EA:</b> 29; <b>HF:</b> 3-7; <b>TR</b> 17 Medicines Are Drugs, Too; 27 Safe Food Preparation; 37 AIDS; <b>PC:</b> Eating Disorders; <b>SRCD:</b> Tips for Teens about Tobacco, Alcohol, Steroids<br><b>Grade 7:</b> <b>TE</b> 135-136, 149-151, 157-158, 163-164, 214-218, 232-233, 244-247, 265-267; <b>SA</b> 34-36, 38-41, 43, 44, 59, 62, 68, 69; <b>TR</b> 23 Trends in Alcohol Use; 39 Media Myths; 47 Actual Causes of Death<br><b>Grade 8:</b> <b>TE</b> 5-9, 50-53, 154-158, 185-188, 192-195, 199-201, 230-232, 249-253; <b>SA</b> 1, 52-56, 71, 72, 74-76, 78-81, 88, 89, 95-97; <b>TR</b> 1 Wellness Continuum; 10 Fight or Flight; 11 Stress-Related Illnesses; 36 Are You Normal?; 37 Media Myths; 38 Striving to be Thin; 39 Unique & Beautiful; 40 Eating Disorders Warning Signs and Risk Factors; 43 Tobacco Myths; 52 Preventing Foodborne Illnesses; <b>HF:</b> Facts About Eating Disorders; <b>SRCD:</b> Tips for Teens: The Truth About Tobacco; Tips for Teens: The Truth About Alcohol; Tips for Teens: The Truth About Steroids; An Ounce of Prevention | <b>Grade 6:</b> <b>CD:</b> Smoking and Chewing; <b>P:</b> Drug Classifications<br><b>Grade 7:</b> <b>SRCD:</b> Tips for Teens: Tobacco Facts and Information; Tips for Teens: Marijuana Facts and Information; Tips for Teens: Alcohol Facts and Information; Frequently Asked Questions about Alcohol Abuse; Tips for Teens: The Truth about Alcohol; Tips for Teens: The Truth about Inhalants; <b>CD:</b> Life Begins<br><b>Grade 8:</b> <b>V:</b> The Dangers of Enhancing Drugs; <b>G:</b> Health Trivia Game |

**C. Describe factors that affect growth and development.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|--------|---|---|---|
| 23.C.1 | Identify individual differences in growth and development among people. | <b>Kindergarten:</b> TE 138-145; SA 26; PA 19<br><b>Grade 1:</b> TE 162-164, 168-171; SA 30<br><b>Grade 2:</b> TE 120-129; SA 37; PA 20<br><b>Grade 3:</b> TE 100-105; SA 18; PA 18 | <b>Kindergarten:</b> F: growth; B: I Want to be Somebody New; A: Are You Growing?; P: Growth Chart<br><b>Grade 1:</b> B: I Am Growing; P: Growth Chart; F: life cycle; G: Creating New Life<br><b>Grade 2:</b> B: Through Grandpa's Eyes, Herbie Shares His World; C: Problem Solving Cards |

LATE ELEMENTARY

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|---------|---|---|--|
| 23.C.2a | Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness). | <b>Grade 4:</b> TE 6-7, 11-13, 73-75, 131-132, 155-156; EA 2; SA 1, 3, 14, 15; TR 1 Wellness Continuum<br><b>Grade 5:</b> TE 12-13, 42-46, 64-67, 138-139; SA 9, 13; PA 9; EA 4 | <b>Grade 4:</b> B: Chocolate Fever; Fourth Grade Rats<br><b>Grade 5:</b> B: The Black Snowman; Sign of the Beaver; Blackberries in the dark; V: Honesty Counts |
| 23.C.2b | Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).   | <b>Grade 5:</b> TE 136-138; TR 11: The Life Cycle   |  |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|--------|--|---|---|
| 23.C.3 | Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth). | <b>Grade 6:</b> TE 15-17, 29, 70-77, 137, 151-152, 159, 217-219, 233-234; EA 3, 4, 12, 13, 33; SA 5, 17, 42, 55, 59; TR 5 Stressful Situations & Events; 6 Factors Influencing Adolescent Stress; 7 Physical and Emotional Effects of Stress; 16 Trends in Drug Use, 19 Trends in Alcohol Use; 29 Am I Normal?; 30 Adolescence and Puberty: Common Concerns; HF: Activity 1; PC: Stress Management; SRCD: Common Illnesses and Symptoms<br><b>Grade 7:</b> TE 4-9, 10-23, 74-83, 94-97, 133-134, 253-257; SA 16, 17, 64, 65; EA 2-9, 37; TR 1 Total Wellness Continuum; 2 Expressing Emotions; 9 Common Reactions to Stress; 13 Warning Signs of Depression; 19 Influences on Drug Use; 20 Risk Factors for Drug Use; 46 Maintaining a Healthy Sexual Identity<br><b>Grade 8:</b> TE 38-46, 54-59, 68-70, 77-79, 129-139, 141-144, 179-183, 236-240; SA 16-18, 20, 21, 26-28, 45-48, 68-70, 92-94; EA 8, 9, 17-19; TR 6 Preventing Risky Behaviors; 7-9 Parenting Skills; 12 Symptoms of Stress; 13 Managing Stress: Helpful Hints; 28 Dietary Guidelines for Americans; 29-30 Revised Food Pyramids; 31 Major Nutrients; 32 Nutrition Facts Food Labels; 33 Benefits of Exercise; 34 Components of Fitness; HF: Following the Dietary Guidelines; SRCD: Dietary Guidelines for Americans, Food Labels, Food Value Chart; PC: Violence Prevention | <b>Grade 7:</b> HF: Stress Management and Conflict Resolution; CD: Violence Prevention; Fun Facts: Body Systems; Life Begins<br><b>Grade 8:</b> G: Decision Making Game; P: Nutrition Vision; CD: Life Begins |

**STATE GOAL 24:** Promote and enhance health and well-being through the use of effective communication and decision-making skills.

**Why This Goal Is Important:** From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

**A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.**

EARLY ELEMENTARY

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|---------|---|---|---|
| 24.A.1a | Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying). | <b>Kindergarten:</b> TE 22-23, 27-28, 42-51; PA 6, 7<br><b>Grade 1:</b> TE 16-25, 46-58; SA 2, 4; 5; EA 3, 5; PA 3, 8, 9<br><b>Grade 2:</b> TE 10-15, 37-39, 44-47; SA 1, 8-11; PA 1<br><b>Grade 3:</b> TE 12-13, 32-39; SA 1, 5; PA 9; TR 1: Communication Skills, 2: Conflict Resolution Skills   | <b>Kindergarten:</b> B: When Sophie gets Angry, Being Friends, How to be a Friend<br><b>Grade 1:</b> B: The Berenstain Bears and the Messy room, When I Feel Angry, The Recess Queen, Berenstain Bears Get in a Fight, The Bravest Mouse, Friends; F: sharing, cooperation; P: Feelings<br><b>Grade 2:</b> B: Knots on a Counting Rope, Berenstain Bears and the Truth, Frog and Toad All Year; F: honesty, personal, problem; C: Problem Solving Cards<br><b>Grade 3:</b> P: 3 Ps of Constructive Criticism; C: Conflict Resolution Cards; B: King of the Playground |
| 24.A.1b | Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).                  | <b>Kindergarten:</b> TE 3-5, 7-9, 15, 20, 23, 27-28, 40-42, 62, 93, 95, 97, 101-102, 133, 136; PA 12, 13; BLM: Heart Template<br><b>Grade 1:</b> TE 3, 11, 13, 18, 22-23, 28, 37, 39, 48, 50, 56-57, 141, 148; PA 22<br><b>Grade 2:</b> TE 16-21, 40-42, 47-49; SA 2(A&B); PA 6, 7; EA 1<br><b>Grade 3:</b> TE 40-46; SA 6(A-D); EA 3, 4; PA 10; TR 1: Communication Skills, 3: Coping Strategies | <b>Kindergarten:</b> B: The Giving Tree; Berenstain Bears and the In-Crowd; A: Herbie's Health and Safety Songs<br><b>Grade 1:</b> B: The Recess Queen, Friends<br><b>Grade 2:</b> B: Alexander and....Horrible day, The Ant and the Elephant, Stand Tall Molly Lou Mellon; P: Feelings; A: Mozart's Magical Fantasy<br><b>Grade 3:</b> B: Today I Feel Silly; I'm So Angry, I Could Scream   |

LATE ELEMENTARY

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|---------|---|--|--|
| 24.A.2a | Identify causes and consequences of conflict among youth.   | <b>Grade 4:</b> TE 80-83; SA 16, 17<br><b>Grade 5:</b> TE 56-62; TR 4: Dealing With Bullies; SA 12; PA 7   | <b>Grade 5:</b> V: Bullying; B: Maniac Magee   |
| 24.A.2b | Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language). | <b>Grade 4:</b> TE 3, 4, 8, 9, 13-15, 31-32, 35-39, 83-85; PA 1, 5, 6, 11; SA 4, 7, 8, 17, 18; TR 3: Communication Skills<br><b>Grade 5:</b> TE 4, 8, 18-22, 38-40, 47, 60-61, 70-71, 150-151; TR 2: Story Coaster, 3: Improving Communication Skills, 5: Resolving Conflict; SA 1, 8A, 8B, 10, 14; EA 1 | <b>Grade 4:</b> P: Three Ps of Constructive Criticism; Effective Coping Skills; C: Roleplay Scenario Cards; B: The Secret Garden<br><b>Grade 5:</b> B: Number the Stars; P: Respect; G: Conflict Resolution Bingo Game |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #   | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|---------|---|---|--|
| 24.A.3a | Describe possible causes and consequences of conflict and violence among youth in schools and communities.            | <b>Grade 6:</b> TE 92-96, 105-107; SA 21, 22, 25; TR: 9 Common Causes of Conflict; 10 Conflict Resolution Checklist<br><b>Grade 7:</b> TE 67-69, 88-90, 104-114, 119-120, 173; SA 13, 14, 23-28, 46; EA 20; TR 15 Violence Statistics; 16 How Violence is Portrayed in the Media<br><b>Grade 8:</b> TE 72-76, 78-79, 80-83, 109-110; SA 24-30; EA 11; TR: 3-8 Parenting Skills; 15 Violence Among Youth; PC: Violence Prevention  | <b>Grade 7:</b> CD: Violence Prevention<br><b>Grade 8:</b> V: Conflicts, Communication, Relationships  |
| 24.A.3b | Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). | <b>Grade 6:</b> TE 37-41, 96-98, 108-110; SA 9<br><b>Grade 7:</b> TE 50-53, 70-71, 90-93, 116-118, 160-161, 173; SA 7-9, 15, 20, 29, 30, 31, 46; EA 25; TR 11 Dealing with Conflict; 12 Steps to Resolving Conflict; 24 Skills for Refusing Drugs<br><b>Grade 8:</b> TE 84-87, 90-95, 111; SA 31, 32; EA 12; TR 16 Resolving Conflict; 17 Strategies for Preventing Violence; 21 Managing Anger; 22 Preventing Handgun Violence   | <b>Grade 6:</b> V: Solving Conflicts with Teachers, Parents, and Peers; No Name Calling; C: Conflict Resolution Strategies<br><b>Grade 7:</b> P: Methods of Communication; G: Assertiveness Training Game; Conflict Resolution Board Game; HF: Dealing with Conflict; Learning to Resolve Conflict; CD: Violence Prevention<br><b>Grade 8:</b> CD: Conflict Resolution & Stress Management |
| 24.A.3c | Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace. | <b>Grade 6:</b> TE 26-35, 42-50, 55-57; SA 7, 8, 10; EA 8, 9, 10; TR: 3 Communication Builders and Blockers; 4 Communication Essentials<br><b>Grade 7:</b> TE 6-7, 19-22, 38-44, 46-49, 85, 116-118, 177, 235-237; SA 4-6, 19, 29, 30, 31, 60; EA 6, 7, 13, 27, 36; TR 2 Expressing Emotions; 4 Good vs. Bad Relationships; 5 Relationship Builders; 6 Communication Builders; 7 Communication Blockers; 42 Discussing Sexuality<br><b>Grade 8:</b> TE 4-5, 30-36, 88-89, 233-234; SA 13-15, 90, 91; EA 4; TR 18 Giving Constructive Criticism; 19 Receiving Constructive Criticism; 20 Good Listening Skills | <b>Grade 6:</b> B: Holes; P: Methods of Communication; G: Communication Challenge<br><b>Grade 7:</b> P: Methods of Communication; V: Bad Friendships: Doing More Harm Than Good  |

**B. Apply decision-making skills related to the protection and promotion of individual health.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS  |
|--------|---|---|---|
| 24.B.1 | Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease). | <b>Kindergarten:</b> TE 30-32, 98-106; SA 5-6, 15-18<br><b>Grade 1:</b> TE 120-123, 130-133, 136-139, 142-144; PA 19; SA 19-20, 22, 23, 25<br><b>Grade 2:</b> TE 22-26, 86-90, 102-106, 108-111; PA 2, 17; SA 3, 4, 20-23, 27-31; EA 3<br><b>Grade 3:</b> TE 89-92, 124-128, 131-134, 137-138; SA 17(A,B), 25-29; PA 21 | <b>Kindergarten:</b> P: Healthy Choices; G: Making Healthy Choices, Body Chart with Organs, Drug Prevention Cards; B: Berenstain Bears and the In-Crowd; F: tobacco<br><b>Grade 1:</b> B: Herbie Learns About Drugs; F: drug, medicine, tobacco, alcohol, decision; V: Leader of the Pack; P: body Chart with organs<br><b>Grade 2:</b> F: goal; C: self-Esteem Cards<br><b>Grade 3:</b> B: Come Out, Come Out, Wherever You Are; C: Drug Prevention Cards; CD: McGruff's Files: Drug Free Kids |

LATE ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS   |
|--------|---|--|--|
| 24.B.2 | Describe key elements of a decision-making process. | <b>Grade 4:</b> TE 63, 77-79, 105-107; PA 10; SA 24, 25<br><b>Grade 5:</b> TE 124-125; SA 24, 25 | <b>Grade 4:</b> G: The Decision Making Game; P: The Decision Making Process; Effective Coping Skills |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|--------|--|---|--|
| 24.B.3 | Apply a decision-making process to an individual health concern. | <b>Grade 6:</b> TE 23, 85-86, 113-116, 167-169, 191-192, 237; SA 19, 20, 46-48, 61; EA 5, 28; TR: 12 Abuse<br><b>Grade 7:</b> TE 27-29, 83-84, 91-93, 145-147, 174-175, 221; SA 18, 20, 37, 47; EA 12, 33; TR 10 The Decision Making Process; 12 Steps to Resolving Conflict; 22 Consumer Skills; 25 Rights and Responsibilities<br><b>Grade 8:</b> TE 18-20, 62-64, 81-82, 103, 134, 147, 152, 165, 167-168, 182, 195, 201, 207-209, 239, 241; SA 6, 7, 23, 29, 51, 60, 62, 63, 70, 76, 81; EA 2, 3, 11, 17, 23; HF: Getting Fit; SRCD: Food Values Chart; Tips for Healthy; Thrifty Meals | <b>Grade 6:</b> P: Decision Making Process; Effective Coping Skills; Respect; B: On My Honor<br><b>Grade 7:</b> HF: Resolving Conflict; G: Conflict Resolution Board Game<br><b>Grade 8:</b> G: The Decision Making Game |

**C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

EARLY ELEMENTARY

| REQ #  | REQUIREMENT  | PRIMARY CITATIONS  | SUPPORTING CITATIONS  |
|--------|--|--|---|
| 24.C.1 | Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”). | <b>Kindergarten:</b> TE 130-136; PA 18<br><b>Grade 1:</b> TE 91, 134-135, 139-141, 144-145; PA 21-23; EA 11; SA 24<br><b>Grade 2:</b> TE 112, 115-118, 152-154; PA 18, 19, 22; SA 32-36; EA 4, 6<br><b>Grade 3:</b> TE 128-129, 138-139; SA 30 | <b>Kindergarten:</b> F: hurt; V: Critter Jitters<br><b>Grade 1:</b> B: Herbie Says No to Drugs<br><b>Grade 3:</b> P: 3 Ps of Constructive Criticism |

LATE ELEMENTARY

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS  | SUPPORTING CITATIONS |
|--------|---|--|----------------------|
| 24.C.2 | Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation). | <b>Grade 4:</b> TE 68-69, 78, 99, 111-112; SA 13<br><b>Grade 5:</b> TE 15, 97-98, 164-169; TR 15: Danger of Guns, 16: Weapon safety; BLM: Resources for Help; SA 21, 22, 36, 37; PA 20 |                      |

MIDDLE/JUNIOR HIGH SCHOOL

| REQ #  | REQUIREMENT   | PRIMARY CITATIONS   | SUPPORTING CITATIONS   |
|--------|---|---|--|
| 24.C.3 | Apply refusal and negotiation skills to potentially harmful situations. | <b>Grade 6:</b> TE 86-87, 97, 117-118, 148, 154-155; SA 20, 26, 27<br><b>Grade 7:</b> TE 123, 154-155, 160-161, 173, 258-259; SA 32, 46, 66; EA 25; TR 24 Skills for Refusing Drugs<br><b>Grade 8:</b> TE 16-17, 182-183, 191, 210-213, 242, 274; SA 5, 82; EA 22, 24; TR 46 Effective Strategies for Resisting Drugs; 47 I Can Do It | <b>Grade 7:</b> SRCD: Teen Dating Violence<br><b>Grade 8:</b> CD: Fun Facts: Drug Prevention; HIV/AIDS |

## HPW Correlation to Illinois State Standards: High School

**STATE GOAL 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.

**Why This Goal Is Important:** Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

### A. Explain the basic principles of health promotion, illness prevention and safety.

| State Requirement  | HPW Correlation (see Key*)   |
|--|--|
| <b>22.A.4a</b> Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).   | <b>TE:</b> pp287-324 <b>SA:</b> 82,83, <b>EA:</b> 52 <b>V:</b> STDs/AIDS   |
| <b>22.A.4b</b> Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).  | <b>TE:</b> pp79-85 <b>EA:</b> 8 <b>V:</b> Skills for Handling Stress<br>TR 22: Handling Stress: Helpful Hints<br><b>TE:</b> pp203-211 <b>SA:</b> 63,64 <b>EA:</b> 39,41 <b>TR44:</b> Health Consequences of Eating Disorders <b>TR 45:</b> Benefits of Exercise<br><b>TE:</b> pp296-299 <b>SA:</b> 82,83, <b>TR68:</b> Warning Signs of Cancer<br><b>TE:</b> pp327-332 <b>SA:</b> 85 |
| <b>22.A.4c</b> Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).   | <b>TE:</b> pp270-284 <b>SA:</b> 78,79,80 <b>EA:</b> 49, 50 <b>TR60:</b> CPR<br>TR61: ABCs of CP, 62: Common Causes of Emergencies, 63: Shock   |
| <b>22.A.4d</b> Research and report about a career involved in health promotion, health care and injury prevention.   | SEE GRADE 8  |
| <b>22.A.5a</b> Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).   | <b>TE:</b> pp287-288 <b>SA:</b> 81, <b>EA:</b> 51<br><b>TE:</b> pp310-311 <b>SA:</b> 82, <b>TR75:</b> Eliminating High Risk Behaviors for Cardiovascular Disease   |
| <b>22.A.5b</b> Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).   | <b>TE:</b> pp154-157 <b>SA:</b> 52 <b>EA:</b> 27   |
| <b>22.A.5c</b> Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease; worksite safety management). | <b>TE:</b> p291 <b>TR64:</b> Cancer Trends and Statistics<br><b>TE:</b> pp296-297 <b>TR69:</b> Medical Tests for early Detection   |

\*Key: **TE:** Teacher Edition **SA:** Student Activity **EA:** Evaluation & Assessment **TR:** Transparency  
**SRCD:** Student Resources CD **V:** DVD/Video **CD:** Software **C:** Scenario Cards **G:** Game

**B. Describe and explain the factors that influence health among individuals, groups and communities.**

| State Requirement   | HPW Correlation  |
|---|--|
| <p><b>22.B.4</b> Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).</p> <p><b>22.B.5</b> Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).</p> | <p><b>TE:</b> pp123-124 <b>SA:</b> 36<br/> <b>TE:</b> p138<br/> <b>TE:</b> pp148-149 <b>SA:</b> 51 <b>SRCD:</b> Prescription, Pain and Other Medicines</p> <p><b>TE:</b> pp110-117 <b>SA:</b> 30,31,32,33,34 <b>TR26-29:</b> Drugs as Medicines <b>TE:</b>p122<br/> <b>TE:</b> pp172-177 <b>SA:</b> 54, 55, 56<br/> <b>TE:</b> pp187-191 <b>TR35:</b> Dietary Guidelines for Americans <b>TR36:</b> MyPyramid, <b>TR40:</b> Nutrition Food Labels<br/> <b>TE:</b> p192 <b>EA:</b> 37, 33<br/> <b>TE:</b> pp199-201 <b>SA:</b> 62 <b>TR41:</b> Preventing Foodborne Illness</p> |

**C. Explain how the environment can affect health.**

| State Requirement  | HPW Correlation   |
|--|---|
| <p><b>22.C.4</b> Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).</p> <p><b>22.C.5</b> Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).</p> | <p><b>TE:</b> pp153-155 <b>SA:</b> 52 <b>EA:</b> 27<br/> <b>TE:</b> pp167-171 <b>EA:</b> 30, 31</p> <p><b>TE:</b> pp156-158 <b>EA:</b> 28</p> |

**STATE GOAL 23. Understand human body systems and factors that influence growth and development.**

**Why This Goal Is Important:** To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

**A. Describe and explain the structure and functions of the human body systems and how they interrelate.**

| State Requirement   | HPW Correlation   |
|---|---|
| <b>23.A.4</b> Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety). | <b>TE:</b> pp187-192 <b>TR35:</b> Dietary Guidelines <b>SRCD:</b> Finding a Way to a Healthier You<br><b>TE:</b> p208 <b>TR45:</b> Benefits of Exercise<br><b>TE:</b> pp224-226 <b>CD:</b> Life Begins_Human Body |

**B. Explain the effects of health-related actions on the body systems.**

| State Requirement  | HPW Correlation   |
|--|---|
| <b>23.B.4</b> Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health). | <b>TE:</b> pp68-71 <b>TR16:</b> Physiological Symptoms of Stress, TR 17: Psychological Symptoms of Stress TR18: Stress-Related Illness<br><b>TE:</b> pp197-199 <b>SA:</b> 61 <b>EA:</b> 33, 39, 40<br><b>TE:</b> pp293-295 <b>TR67:</b> Risk Factors for Cancer<br><b>TE:</b> pp304-309 <b>TR44:</b> Chronic Diseases |
| <b>23.B.5</b> Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).           | <b>TE:</b> pp120-124 <b>SA:</b> 35 <b>EA:</b> 17,18,19 <b>CD:</b> Smoking<br><b>TE:</b> pp129-133 <b>EA:</b> 20-23 <b>TR31:</b> Social Impact of Alcohol Abuse<br><b>TE:</b> p317 <b>EA:</b> 52 <b>V:</b> STDs  |

**C. Describe factors that affect growth and development.**

| State Requirement   | HPW Correlation                             |
|---|---|
| <b>23.C.4</b> Describe changes in physical health and body functions at various stages of the life cycle. | <b>TE:</b> pp224-226 <b>CD:</b> Life Begins |
| <b>23.C.5</b> Explain how the aging process affects body systems (e.g., vision, hearing, immune system).  | <b>TE:</b> pp224-226 <b>CD:</b> Life Begins |

**STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

**Why This Goal Is Important:** From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

**A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.**

| State Requirement  | HPW Correlation   |
|--|---|
| <b>24.A.4a</b> Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities. | <b>TE:</b> pp257-259 <b>EA:</b> 46 <b>TR53:</b> Violence in America<br><b>V:</b> Truth About Violence |
| <b>24.A.4b</b> Formulate strategies to prevent conflict and resolve differences.   | <b>TE:</b> pp260-263 <b>EA:</b> 47, 48 <b>TR54:</b> ABCs of Anger                                     |
| <b>24.A.5</b> Compare and contrast strategies to prevent conflict and resolve differences.   | <b>TE:</b> p269 <b>TR59:</b> Fighting Fair  |

**B. Apply decision-making skills related to the protection and promotion of individual health.**

| State Requirement  | HPW Correlation   |
|--|---|
| <b>24.B.4</b> Explain how decision making affects the achievement of individual health goals.                      | <b>TE:</b> pp139-140 <b>SA:</b> 41,42,43 <b>TR34:</b> The Decision Making Process   |
| <b>24.B.5</b> Explain immediate and long-term impacts of health decisions to the individual, family and community. | <b>TE:</b> pp116-117, <b>SA:</b> 33,34<br><b>TE:</b> p144 <b>SA:</b> 46 <b>EA:</b> 24<br><b>TE:</b> p203 <b>EA:</b> 39,41 |

**C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

| State Requirement   | HPW Correlation   |
|---|---|
| <b>24.C.4</b> Formulate a plan to achieve individual health goals.      | <b>TE:</b> pp32-36 <b>SA:</b> 71 <b>V:</b> Setting Goals for Healthy Living<br><b>TE:</b> pp74-75 <b>EA:</b> 8 <b>TR20:</b> Personal Stressors<br><b>TR21:</b> Common Stressors<br><b>TE:</b> p92 <b>EA:</b> 33,37 <b>TE:</b> pp198-199 <b>EA:</b> 39, 40 |
| <b>24.C.5</b> Evaluate progress toward the attainment of a health goal. | <b>TE:</b> pp81-83 <b>SA:</b> 17 <b>EA:</b> 8,9<br><b>TE:</b> pp194-195 <b>EA:</b> 38 <b>SA:</b> 60   |