

Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: KINDERGARTEN

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Identify the major food groups and the benefits of eating a variety of foods

Evidence Outcomes

Students can:

- | | |
|---|--|
| a. Recognize major food groups | TE pp 56-58; SA 7-8; PA 8; C Nutrition Cards |
| b. Identify foods and beverages that are healthy choices for teeth and bones | TE p 56, pp 69-70; C Nutrition Cards |
| c. Explain how food is fuel and that different activities need different fuel | TE pp 55-56; F nutrition, variety, balance |
| d. Explain the health benefits of choosing healthy foods and beverages | TE pp 55-56, p 75; PA 10; B Eating Healthy with Herbie |

HPW Correlation*

Concepts and skills students master:

2. Explain how personal hygiene and cleanliness affect wellness

Evidence Outcomes

Students can:

- | | |
|---|--|
| a. Describe what it means to be healthy | TE pp 4-6, p 9, p 15; F health; P Staying Healthy with Herbie; A Herbie's Healthy & Safety Songs |
| b. Explain why hygiene is important for good health | TE p 14, pp 70-73, pp 159-160; B Keeping Clean with Herbie |
| c. Demonstrate the steps for proper hand washing | TE pp 160-161; B Wash Your Hands |
| d. Explain positive outcomes from brushing and flossing teeth daily | TE pp 161-162; A Herbie's Healthy & Safety Songs |
| e. Demonstrate steps for proper brushing and flossing of teeth | TE p 164; PA 22 |
| f. Explain why sleep and rest are important for proper growth and good health | TE pp 11-13, pp 61-62; SA 1; F health, nutrition, exercise, sleep; V Get Ready, Get Set, Get Fit |

HPW Correlation*

Standard: 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Exhibit understanding that one's actions impact others

Evidence Outcomes

Students can:

- | | |
|---|---|
| a. Demonstrate ways to show respect, consideration, and care for others | TE pp 24-28, pp 40-43, pp 44-46; P Classroom Rules, Special People; F sharing, kindness ; B Being Friends, How to be a Friend |
| b. Explain the importance of respecting the personal space and boundaries of others | TE pp 48-51; B How to be a Friend |
| c. Explain that feelings influence behavior | TE pp 20-23; PA 3; B When I Feel Sad; P Feelings; B When Sophie Gets Angry |

HPW Correlation*

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: KINDERGARTEN

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Identify the importance of respecting the personal space and boundaries of self and others

Evidence Outcomes

Students can:

- | | |
|---|--|
| a. Identify “appropriate” and “inappropriate” touches | TE pp 131-133; V My Body Belongs to Me |
| b. Identify characteristic of a trusted adult | TE p 93, p 105; PA 12; SA 18 |
| c. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others | TE pp 133-135 |
| d. Explain that each person has the right to tell others not to touch his or her body | TE pp 132-133 |

HPW Correlation*

Concepts and skills students master:

2. Explain safe behavior as a pedestrian and with motor vehicles

Evidence Outcomes

Students can:

- | | |
|--|---|
| a. Explain safe behavior when getting on and off and while riding on school buses | TE pp 110-112; V I Can Follow Rules |
| b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle | TE pp 113-114; V I Can Follow Rules; A Herbie’s Health and Safety Songs |
| c. Recognize and describe the meaning of traffic signs | TE p 114; G Safety Signs |
| d. Describe how rules at school can help to prevent injuries | TE p 112; SA 19 |
| e. Demonstrate safe pedestrian behaviors | TE p 113 |

HPW Correlation*

Concepts and skills students master:

3. Effective communication skills in unsafe situations

Evidence Outcomes

Students can:

- | | |
|---|---|
| a. Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation | TE p 105, p 136; SA 18; PA 18 |
| b. Demonstrate the ability to call 911 or other emergency numbers for help | TE pp 119-123; SA 21, 22; PA 16; F emergency, address; P Emergency Poster |
| c. Define and explain the dangers of weapons and how to tell a trusted adult if you see or hear about someone having a weapon | |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 1

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Eating a variety of foods from the different food groups is vital to promote good health

Evidence Outcomes

Students can:

- a. Categorize foods into the major food groups
- b. Identify a variety of foods in each of the food groups that are healthy choices
- c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives

HPW Correlation*

TE pp 98-100, TE pp 106-110; SA 11, 13; PA 15
 TE pp 100-104; SA 12; C Nutrition Cards; G Healthy Choices
 TE pp 104-105; PA 16; G Healthy Choices

Concepts and skills students master:

2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness

Evidence Outcomes

Students can:

- a. Demonstrate ways to prevent harmful effects of the sun as well as hearing and vision loss
- b. Explain that germs cause disease
- c. Describe the symptoms that occur when a person is sick
- d. Demonstrate ways to prevent the spread of germs that cause common, infectious diseases
- e. Demonstrate proper steps for treating a wound to reduce chances of infection

HPW Correlation*

Grade K: TE pp 79-80; SA 11(A-D); P Healthy Choices
 TE pp 176-177; SA 33; F germs, bacteria, virus;
 B Germs Make Me Sick
 TE p 175; SA 32
 TE pp 178-180; PA 27

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Demonstrate how to express emotions in healthy ways

Evidence Outcomes

Students can:

- a. Identify a variety of emotions
- b. Identify appropriate ways to express and deal with emotions and feelings
- c. Demonstrate effective listening skills
- d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry
- e. Cooperate and share with others
- f. Identify problem-solving strategies, and demonstrate the ability to make choices using those strategies

HPW Correlation*

TE pp 20-23; SA 1; P Feelings
 TE p 18, TE pp 23-24; SA 2; B When I Feel Angry
 Grade 3: TE pp 33-34; TR 1, Communication Skills
 TE pp 48-50; SA 14
 TE pp 17-19; F sharing, cooperation; P Classroom Rules;
 B Berenstain Bears and the Messy Room
 TE pp 26-29, TE pp 47-49; PA 4; B Tenth Good Thing About Barney,
 Recess Queen

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 1

Standard 3. Emotional and Social Wellness in Health (continued)

Concepts and skills students master:

2. Identify parents, guardians, and other trusted adults as resources for information about health

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|--|--|
| a. Identify trusted adults at home and at school | TE p 24, TE pp 33-39, TE pp 43-45, TE 49; PA 5; SA 3 |
| b. Identify trusted adults who promote health such as health care providers | TE pp 27-29, TE p 65; PA 4 |
| c. Identify the importance of talking about feelings with parents and other trusted adults | TE pp 20-25; SA 1, 2; PA 3; B I Have Feelings |
| d. Demonstrate the ability to ask for help from a trusted adult | TE pp 64-65 |

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Demonstrate strategies to avoid hazards in the home and community

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|--|---|
| a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community | TE pp 60-66, TE pp 71-75, TE pp 76-81; SA 8; PA 10, 12; F police, crosswalk, operator, school/bus safety; P Water Safety, Healthy Choices; C Safety Signs |
| b. Explain why household products are harmful if ingested or inhaled | TE pp 124-129; SA 19; PA 20; F poison; P Healthy Choices |
| c. Describe how to safely ride a bike, skateboard, and scooter as well as use inline skates | TE pp 69-70; PA 11; G Bicycle Safety Game w/poster |
| d. Identify safety rules for being around fire | TE p 83, TE pp 85-86; PA 13; G Fire Safety Game |
| e. Demonstrate strategies to avoid fires and burns (Stop, drop, and roll) | TE p 84 |
| f. Demonstrate how to call 911 or other emergency numbers for help in a situation involving fires | TE pp 64-65, TE p 85; SA 7 |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 2

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Identify eating and drinking behaviors that contribute to maintaining good health

Evidence Outcomes

Students can:

- a. Explain the importance of choosing healthy foods and beverages
- b. Identify the benefits of drinking plenty of water
- c. Describe the benefits of eating breakfast every day
- d. Identify a variety of healthy snacks
- e. Understand that the body exhibits signals that tell people when they are hungry and when they are full

HPW Correlation*

TE pp 66-71, TE p 75, TE pp 78-79; SA 12, 13, 14, 16, 17; PA 10; C Nutrition & Fitness Cards; G Refrigerator poster w/food group pieces

TE pp 78-79, TE p 87; SA 16, 17, 21

TE p 88; SA 22

TE p 20; SA 20

Concepts and skills students master:

2. Recognize basic childhood chronic diseases

Evidence Outcomes

Students can:

- a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy
- b. Communicate concern to an appropriate adult when a person is having an allergic reaction or difficulty breathing

HPW Correlation*

TE pp 157-161; F disease; PA 23

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Identify the dangers of using tobacco products and being exposed to second-hand smoke

Evidence Outcomes

Students can:

- a. Describe the benefits of not using tobacco
- b. Identify the short- and long-term physical effects of using tobacco and being exposed to tobacco smoke
- c. State reasons why one should avoid second-hand smoke
- d. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer

HPW Correlation*

TE pp 102-103, TE p 106; SA 27; PA 17

TE pp 103-104; SA 27

TE p 105; SA 28

TE pp 114-116; PA 18; SA 32

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 2

Standard 4. Prevention and Risk Management in Health (continued)

Concepts and skills students master:

2. Identify safe and proper use of household products

Evidence Outcomes

Students can:

- | | |
|--|--|
| a. Identify and distinguish between substances that are safe and unsafe to be taken orally | TE pp 100-101; SA 26; PA 16 |
| b. Explain that taking medications incorrectly can be harmful, including vitamins | TE pp 96-99; SA 25; CD My Amazing Human Body |
| c. Articulate the proper and safe use of household products | Grade 1: TE pp 125-129; SA 14-18; PA 20; EA 10 |

HPW Correlation*

Concepts and skills students master:

3. Explain why bullying is harmful and how to respond appropriately

Evidence Outcomes

Students can:

- | | |
|--|---|
| a. Understand why it is wrong to tease others | TE pp 47-48; B Stand Tall Molly Lou Mellon |
| b. Identify why making fun of others is harmful to self and others | TE p 48; PA 7 |
| c. Describe the difference between bullying and teasing | TE pp 7-8; P Classroom Rules |
| d. Explain what to do if you or someone else is being bullied | TE pp 46-48; SA 11; PA 7; B Stand Tall Molly Lou Mellon |

HPW Correlation*

Concepts and skills students master:

4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation

Evidence Outcomes

Students can:

- | | |
|--|--|
| a. Demonstrate how to make a decision to call 911 or other emergency numbers for help | TE pp 148-149; SA 45 (also see Grades K-1) |
| b. Demonstrate verbal and nonverbal ways to ask an adult for help about an emergency | TE pp 151-154; PA 22 |
| c. Demonstrate effective refusal skills to avoid unsafe situations | TE p 152 |
| d. Describe the use of safety equipment for specific activities and sports such as biking, skateboard, riding a scooter and inline skating | TE pp 141-142 |
| e. Identify ways to reduce or prevent the risk of injuries around water | TE pp 146-147; SA 44 (A&B); P Water Safety |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 3

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Demonstrate the ability to make and communicate appropriate food choices

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|--|
| a. Describe a variety of nutritious breakfast foods | Grade 2: TE p 88; SA 22 |
| b. Plan a meal based on the food groups | TE pp 77-83; SA 13-15; PA 15; TR 5 MyPlate |
| c. Explain the concepts of eating in moderation | TE pp 73-74 |
| d. Demonstrate refusal skills in dealing with unhealthy eating situations | TE pp 91-94 |
| e. Identify how family, peers, and media influence healthy eating | TE pp 89-90; TE p 94; PA 17 |

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Utilize knowledge and skills to treat self and others with care and respect

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|--|
| a. Identify the characteristics of someone who has self-respect and positive self-esteem | TE pp 10-13; SA 1; PA 2; B Friends of a Feather |
| b. Acknowledge the value of personal and others' talents and strengths | TE pp 12-13; PA 2 |
| c. Summarize the importance of respecting the personal space and boundaries of others | TE pp 66-69; SA 9, 10(A&B); B Who is a Stranger and What Can I Do? |
| d. Discuss the importance of thinking about the effects of one's actions on other people | TE pp 7-8 |
| e. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and self-control | TE pp 7-9; P School Safety, Classroom Rules |
| f. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others | TE pp 25-27; SA 3; B Ramona Quimby, Age 8 |
| g. Express intentions to treat self and others with care and respect | TE p 7, TE pp 29-31; B Rosie and Michael |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 3

Standard 3. Emotional and Social Wellness in Health (continued)

Concepts and skills students master:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others

Evidence Outcomes

Students can:

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way
- b. Describe positive ways to show care, consideration, and concern for others
- c. Identify how to show respect for individual differences
- d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively

HPW Correlation*

TE pp 25-27, TE pp 34-35; SA 3; PA 8; B Ramona Quimby, Age 8; P 3 Ps of Constructive Criticism

TE pp 33-34; TR 1 Communication Skills

TE pp 21-22

TE pp 36-38, TE p 66, TE p 69; SA 5, 9; PA 9, 13; C Conflict Resolution Cards; TR 2 Conflict Resolution Skills, B Who is a Stranger

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Examine the dangers of using tobacco products or being exposed to second-hand smoke

Evidence Outcomes

Students can:

- a. Summarize the dangers of experimenting with tobacco
- b. Describe how tobacco and prolonged exposure to cigarette smoke affects the body
- c. Understand that tobacco and other drugs can be addicting, but can be treated
- d. Describe the benefits of abstaining from or discontinuing tobacco use

HPW Correlation*

TE p 125; SA 25

TE pp 126-127; SA 26

TE p 133; SA 27

TE pp 128-129, TE pp 137-139; PA 21; V McGruff's Drug-Free Kids

Concepts and skills students master:

2. Describe pro-social behaviors that enhance healthy interactions with others

Evidence Outcomes

Students can:

- a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others
- b. Describe some of the ways that young children can be helpful intentionally
- c. Describe the importance of self-control and ways to manage anger

HPW Correlation*

TE pp 7-9, TE pp 36-37; TR 2 Conflict Resolution Skills; P Classroom Rules; B King of the Playground

TE pp 37-38, TE p 61; SA 37; PA 9

TE pp 43-45; SA 6; EA 3; PA 10; B I am so Angry I Could Scream; TR 3 Conflict Resolution Coping Skills

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 3

Standard 4. Prevention and Risk Management in Health (continued)

Concepts and skills students master:

3. Identify ways to prevent injuries at home, in school, and in the community

Evidence Outcomes

Students can:

- a. Define how injuries can occur at home, in school, and in the community
- b. Identify rules and practices for fire safety
- c. Demonstrate the ability to understand a safety plan
- d. Demonstrate safe pedestrian and bicycle behaviors

HPW Correlation*

- TE pp 50-62, TE p 62; PA 11, 12; SA 7, 8, 22; EA 5
- TE p 55; V How to Stay Safe
- TE pp 60-61; EA 6; PA 62; P School Safety
- TE pp 56-59; SA 7, 8; G Bicycle Safety

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 4

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Demonstrate the ability to set a goal in order to enhance personal nutrition status

Evidence Outcomes

Students can:

- a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories
- b. Explain the importance of eating a variety of foods from all the food groups
- c. Identify healthy foods (including snacks) in appropriate portion sizes

HPW Correlation*

TE pp 18-19; SA 5; TR2 Goal Setting
 TE pp 123-129; PA 18; SA 29, 30; B Gregory the Terrible Eater; TR 4 Key Nutrition Concepts, TR 5 MyPlate
 TE pp 131-135, TE pp 146-147; SA 31, 32, 33, 38; TR 6 Nutrition Food Facts Label

Concepts and skills students master:

2. Examine the connection between food intake and physical health

Evidence Outcomes

Students can:

- a. Explain that both eating habits and level of physical activity affect a person's overall well-being and ability to learn
- b. Summarize body signals that tell people when they are hungry and when they are full

HPW Correlation*

TE p 11, 15, TE pp 123-124, TE pp 141-142; EA 1; PA 2; SA 28
 TE pp 141-142; V MyPlate and You

Concepts and skills students master:

3. Explain that the dimensions of wellness are interrelated and impact personal health

Evidence Outcomes

Students can:

- a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact
- b. Define wellness

HPW Correlation*

TE pp 6-7; SA 1; TR 1 Components of Health
 Grade 3: TE pp 14-17; EA 1; PA 3, 4

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Identify positive behaviors that support healthy relationships

Evidence Outcomes

Students can:

- a. Discuss factors that support healthy relationships with friends and family
- b. Describe the characteristics of a friend
- c. Discuss how culture and tradition influence personal and family development

HPW Correlation*

TE pp 13-14, TE pp 25-26, TE pp 36-38; SA 4, 8; PA 6; B Tales of A Fourth Grade Nothing
 TE pp 35-36; SA 8
 Grade 3: TE p 23; PA 7

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 4

Standard 3. Emotional and Social Wellness in Health (continued)

Concepts and skills students master:

1. Identify positive behaviors that support healthy relationships (continued)

Evidence Outcomes

Students can:

- d. Describe different kinds of families, and discuss how families can share love, values, and traditions as well as provide emotional support
- e. Identify the positive ways that peers and family members show support, care, and appreciation for one another

HPW Correlation*

Grade 3: TE pp 21-23; B Fathers, Mothers, Sisters, Brothers

TE pp 26-28; SA 6; PA 4

Concepts and skills students master:

2. Comprehend concepts related to stress and stress management

Evidence Outcomes

Students can:

- a. Identify personal stressors at home, with friends, in school and the community, and in the environment
- b. List physical and emotional reactions to stressful situations
- c. Identify positive and negative ways of dealing with stress

HPW Correlation*

TE pp 74-75; SA 14, 15

TE p 76; B One Thousand Paper Cranes

TE pp 77-79; PA 10

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Identify positive and negative uses for medicines

Evidence Outcomes

Students can:

- a. Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems
- b. Demonstrate the ability to read, understand, and follow labels such as those on common household medicines
- c. Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins
- d. Describe the steps to take if over-the-counter or prescription drugs are used incorrectly

HPW Correlation*

TE pp 90-92; SA 19, 20; PA 12; V Drug Prevention: What Kids Should Know

TE p 111; EA 16

Grade 3: TE pp 120-123; SA 24; PA 20

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 4

Standard 4. Prevention and Risk Management in Health (continued)

Concepts and skills students master:

2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|--|
| a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco | TE pp 98-99, TE pp 106-107; SA 22, 24, 25; P Decision Making |
| b. Describe how to ask for help from a trusted adult in staying away from second-hand smoke | TE p 108 |
| c. Examine the factors that influence a person's decision to use or not to use tobacco | TE pp 95-96, TE p 99; PA 13; B Ramona and Her Father |

Concepts and skills students master:

3. Demonstrate skills necessary to prevent a conflict from escalating to violence

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|--|
| a. Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation | TE p 31, TE pp 82-85; SA 17, 18; C Conflict Resolution Cards |
| b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills | TE pp 81-82; SA 16 |
| c. Discuss methods for making decisions to avoid conflicts or violence | TE pp 32-33; SA 7; PA 5; C Decision Making Cards |
| d. Explain the positive alternatives to using violence | TE pp 80-83; SA 18 |
| e. Explain the dangers of having weapons at home, in school, and in the community | Grade 3: TE p 65 |
| f. Explain the importance of respecting the personal space and boundaries of others | Grade 3: TE pp 66-69; SA 9, 10 |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 5

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Demonstrate the ability to engage in healthy eating behaviors

Evidence Outcomes

Students can:

- a. Identify eating behaviors that contribute to maintaining good health
- b. Make a personal commitment to improve food choices
- c. Choose healthy foods and beverages instead of less healthy foods and beverages
- d. Use current federal nutrition standards and guidelines to plan healthy meals and snacks
- e. Demonstrate the ability to identify and select healthy from unhealthy foods
- f. Summarize how to request politely foods that are more nutritious
- g. Analyze the difference between disordered eating and eating disorders

HPW Correlation*

- TE pp 114-118; EA 15; PA 14; HF Act 6; TR 2 Heart Healthy Choices; G Nutrition Cards
- TE pp 26-27, TE pp 117-118; EA 6; PA 3, 14; EA 15; G Nutrition Cards
- TE pp 120-124; EA 16; TR 8 Food Labels
- TE pp 106-112; HF Act 1, 2, 3, 4; PA 13; V To the Max: Eating and Exercise for Maximum Health; TR 5a MyPlate
- TE pp 121-124; EA 16; TR 8 Food Labels
- TE p 127; PA 15; P Nutritional Vision Chart
- Grade 6: TE pp 197-198; EA 29; SA 52; PC Vol. 3 Disordered Eating and Eating Disorders

Concepts and skills students master:

2. Explain the structure, function, and major parts of the human reproductive system

Evidence Outcomes

Students can:

- a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems
- b. Describe the relationship of conception to the menstrual cycle
- c. Explain that after fertilization, cells divide to create a fetus and embryo that grows and develops inside the uterus during pregnancy

HPW Correlation*

- TE pp 144-151; SA 30a,b, 31a,b, 32a,b; TR 13-14 Male and Female Reproductive Anatomy
- TE pp 151-153; SA 33; TR 17 Birds, Bees, and Humans; TR 18 Fertilization and Implantation; TR 19 a,b,c Stages of Pregnancy
- Grade 6: TE pp 151-155; TRG Stages of Fetal Development

Concepts and skills students master:

3. Describe the physical, social, and emotional changes that occur at puberty

Evidence Outcomes

Students can:

- a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal
- b. Identify personal hygiene practices and health and safety issues related to puberty

HPW Correlation*

- TE pp 144-147; SA 30a,b
- TE pp 156-157; PA 18

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 5

Standard 2: Physical and Personal Wellness in Health (continued)

Concepts and skills students master:

3. Describe the physical, social, and emotional changes that occur at puberty (continued)

Evidence Outcomes

Students can:

- c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices
- d. Discuss how changes during puberty affect thoughts, emotions, growth patterns and behaviors

HPW Correlation*

TE pp 124-126; SA 24, 25, 26; TR 4 Marketing Strategies
TE pp 139-140

Concepts and skills students master:

4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness

Evidence Outcomes

Students can:

- a. Identify appropriate adults with whom to discuss personal health problems
- b. Demonstrate appropriate ways to talk to someone such as a parent or health care provider about personal health problems, issues, and concerns

HPW Correlation*

TE p 151; PA 18
TE pp 172-173; PA 20; SA 38

Concepts and skills students master:

5. Comprehend concepts, and identify strategies to prevent the transmission of disease

Evidence Outcomes

Students can:

- a. Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy
- b. Describe how the body fights germs and diseases naturally, with medicines, and through immunization
- c. Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, and touch
- d. Describe the effects of HIV infection on the body
- e. Explain how HIV is and is not contracted
- f. Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted such as asthma, epilepsy, or AIDS

HPW Correlation*

TE pp 177-179, TE pp 180-181; PA 21, 22; SA 39
TE pp 180-181; SA 38; BLM Immune System; TR 17 Structures and Functions of the Immune System, TR 18 How the Immune System Works
TE pp 182-183; SA 39 (Also See Grades 1-4)
TE p 191; TRG pp R198-R200
TE pp 192-193; SA 41; PA 23; TR 20 How HIV is Transmitted, TR 21 How HIV is Not Transmitted; B Parents' Guide to Common Questions About HIV/AIDS
TE p 195; B Friends for Life

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 5

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Analyze internal and external factors that influence mental and emotional health

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|---|
| a. Describe how feelings and emotions are portrayed in the media | TE pp 139-140 |
| b. Identify how media and society can influence mental and emotional health | TE pp 14-16, p 138; SA 2; PA 2; V Honesty Counts |
| c. Explain how families and peers can influence mental and emotional health | TE pp 19-22, TE pp 31-34; B Number the Stars; P Respect |

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, prescription, and over-the-counter drugs

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|---|
| a. Identify sources of accurate information about the effects of tobacco use and exposure to secondhand smoke | TE p 79; PA 9; BLM Drug Prevention Guide for Parents; TRG pp R115-117 |
| b. Analyze the dangers of using tobacco products or being exposed to secondhand smoke | TE pp 85-87; SA 17, 19; BLM Drug Information Sheets; TRG pp R115-117 |
| c. Identify ways to avoid the use of tobacco products as well as exposure to other tobacco smoke | TE pp 95-99; SA 21, 22; V Attitude, Commitment, Excellence; G Responsibility Board Game |
| d. Describe the proper use of over-the-counter and prescription drugs | TE pp 82-83; EA 13; PA 10 |

Concepts and skills students master:

2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|--|---|
| a. Identify factors that influence both violent and non-violent behaviors and attitudes | TE pp 52-53, TE pp 56-59; SA 11; EA 8; B Maniac Magee |
| b. Explain the significance and impact of as well as the short- and long-term consequences of bullying | TE pp 59-60; V Bullies |
| c. Demonstrate pro-social communication skills and strategies | TE pp 60-62; SA 12; TR 4 Dealing with Bullies |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 5

Standard 4: Prevention and Risk Management in Health (continued)

Concepts and skills students master:

2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying (continued)

Evidence Outcomes

Students can:

- d. Identify resources, including safe people or adults, regarding violence in the school and community

HPW Correlation*

TE pp 69-74, TE pp 170-173; SA 14; EA 9; B Maniac Magee; TR 5 Resolving Conflicts; G Conflict Resolution Bingo Game

Concepts and skills students master:

3. Demonstrate basic first aid and safety procedures

Evidence Outcomes

Students can:

- a. Identify ways to reduce the risk of injuries from animal and insect stings as well as basic first aid procedures
- b. Explain what to do such as calling 911 or a poison control center if someone is injured or is poisoned by products such as household cleaners
- c. Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking
- d. Develop and apply a decision-making process for avoiding situations that could lead to injury

HPW Correlation*

TE pp 159-161; EA 34; BLM Trivia Game

TE p 162; SA 35

TE pp 161-162 (also see grades 4 and 6)

TE p 163; PA 19

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 6

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Access valid and reliable information, products, and services to enhance healthy eating behaviors

Evidence Outcomes

Students can:

- | | |
|---|--|
| a. Distinguish accurate nutrition information from inaccurate information | TE pp 177-178; EA 25; SRCD Choose MyPlate, Ten Tips to a Great Plate, Let's Eat for the Health of It |
| b. Evaluate the nutrition information on food labels to compare products | TE p 209; TR 28 Nutrition Facts Food Labels; SRCD How to Understand and Use the Nutrition Facts Panel on Food Labels |
| c. Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating | TE pp 180-183; SA 49; EA 26, 27; P Nutritional Vision Chart |

HPW Correlation*

Concepts and skills students master:

2. Access valid and reliable information regarding qualities of healthy family and peer relationships

Evidence Outcomes

Students can:

- | | |
|--|--|
| a. Describe the benefits of healthy relationships | TE pp 37-40; SA 9 |
| b. Describe how peer relationships may change during adolescence | TE pp 73-74; EA 12; TR 6 Factors Influencing Adolescent Stress |

HPW Correlation*

Concepts and skills students master:

3. Comprehend the relationship between feelings and actions

Evidence Outcomes

Students can:

- | | |
|--|---|
| a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them | TE pp 223-224; V You, Your Body and Puberty |
| b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity | Grade 7: TE pp 257-259; SA 66 |
| c. Describe behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy | TE pp 245-249; SA 64; TR 37 AIDS |
| d. Describe the need to have clear expectations, boundaries, and personal safety strategies | TE pp 250-251; SA 65 |

HPW Correlation*

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 6

Standard 2. Physical and Personal Wellness in Health (continued)

Concepts and skills students master:

4 Analyze how positive health behaviors can benefit people throughout their life span

Evidence Outcomes

Students can:

- | | |
|---|--|
| a. Explain the concepts of the food pyramid such as nutrient-rich foods being balanced with physical activity | TE pp 179-180; TR 22 MyPlate; SRCD Choose MyPlate, Finding a Way to a Healthier You |
| b. Analyze the short and long-term benefits and consequences of healthy eating and physical activity | TE pp 185-188; EA 26; TR 24 Benefits of Exercise; V Ten Reasons to Get and Stay in Shape |
| c. Summarize personal strategies for reducing sun damage as well as hearing and vision damage | |
| d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships | TE pp 220-221; V Hygiene Factor |

HPW Correlation*

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Understand how to be mentally and emotionally healthy

Evidence Outcomes

Students can:

- | | |
|--|---|
| a. Explain the interrelationship of physical, mental, emotional, social, and spiritual health | TE pp 15-17; SA 5; EA 3, 4; B Holes |
| b. Analyze the relationship between feelings and behavior | TE p 85; SA 19 |
| c. Explain appropriate ways to express needs, wants, and feelings | TE pp 44-50; SA 10; EA 8, 9, 10; G Communication Challenge; TR 3 Communication Builders/Blockers, TR 4 Communication Essentials |
| d. Explain the causes, symptoms, and effects of anxiety and depression | TE pp 75-79; EA 13; TR 7 Physical/Emotional Effects of Stress |
| e. Identify feelings of depression, sadness, and hopelessness for which someone should seek help | TE p 81; EA 14; TR 8 Signs of Depression; SRCD Let's Talk About Depression |
| f. Identify feelings and emotions associated with loss and grief | TE pp 33-34; B Holes, Bridge to Terabithia |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 6

Standard 4. Prevention and Risk Management in Health

Concepts and skills students master:

1. Analyze the factors that influence a person's decision to use or not to use alcohol and tobacco

Evidence Outcomes

Students can:

- | | |
|--|--|
| a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on alcohol and tobacco use | TE pp 146-148; TE pp 153-154; SA 39; TR 18 Influences on Tobacco Use; CD Smoking Alone |
| b. Analyze external influences on alcohol and tobacco use | TE pp 146-148; CD Smoking Alone |
| c. Analyze the influence of exercise, nutrition, and social relationships on alcohol and tobacco | TE pp 147-149, TE p 156; SA 6, 41 |
| d. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage tobacco and alcohol | TE p 146; CD Smoking Alone |
| e. Identify common mixed messages about alcohol in the media | TE pp 151-152 |
| f. Analyze the perception versus the reality of alcohol use in adolescents | TE p 137, TE pp 151-152; TR 16 Trends in Drug Use, TR 19 Trends in Alcohol Use; HF Act 1 |

HPW Correlation*

Concepts and skills students master:

2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs

Evidence Outcomes

Students can:

- | | |
|--|---|
| a. Demonstrate decision-making skills that lead to being substance-free | TE p 149, TE pp 168-169; SA 6, 48 |
| b. Demonstrate effective, assertive refusal skills in refusing tobacco, alcohol, drugs, and other substances | TE pp 148-149, TE pp 154-156; SA 40; TR 20 Strategies for Resisting Drugs |
| c. Explain how decisions about substances affect relationships | TE pp 153-154; SA 39 |
| d. Identify and summarize positive alternatives to substance use | TE p 156; SA 41 |
| e. Demonstrate planning skills for avoiding alcohol/tobacco/other drugs | TE pp 163-165, TE pp 170-174; SA 45; EA 22, 23, 24; V WIN |

HPW Correlation*

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 6

Standard 4. Prevention and Risk Management in Health (continued)

Concepts and skills students master:

3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|---|
| a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders | TE pp 113-116; TR 12 Abuse |
| b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence | TE pp 117-118; SA 26, 27 |
| c. Describe strategies to avoid physical fighting and violence | TE pp 108-109; V No Name Calling |
| d. Identify a variety of nonviolent ways to respond when angry or upset | TE pp 109-110 |
| e. Demonstrate the ability to identify a trusted adult to whom school or community violence should be reported | TE pp 105-106; SA 25 |
| f. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools | TE pp 110-111; TR 11 Preventing Handgun Violence |
| g. Demonstrate ways of solving conflicts nonviolently such as conflict resolution and diffusion | TE pp 96-98; V Solving Conflicts with Teachers, Parents and Peers |

Concepts and skills students master:

4. Demonstrate ways to advocate for safety, and prevent unintentional injuries

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|---------------|
| a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community | TE p 107 |
| b. Demonstrate ways to campaign to help to promote safety, and prevent unintentional injuries | TE pp 105-106 |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 7

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Analyze factors that influence healthy eating behaviors

Evidence Outcomes

Students can:

- a. Analyze how family, peers, media and culture influence food choices
- b. Analyze how social and cultural messages about food and eating influence nutrition choices
- c. Analyze the influence that adults and role models have on one's food choices
- d. Analyze internal influences on one's food choices
- e. Recognize that people with eating disorders may need professional help
- f. Describe the signs, symptoms, and consequences of common eating disorders
- g. Identify internal and external influences on one's body image

HPW Correlation*

- TE pp 185-186; **V** Food, Health, and Exercise
- TE pp 198-200; **SA** 54; **TR** 34 Marketing Strategies; **P** Nutrition Vision Chart; **SRCD**: Nutritional Value Chart
- TE p 191, pp 201-202; **EA** 31; **PC** Vol. I Nutrition & Fitness
- TE pp 201-202, TE pp 221-222; **EA** 31, 33; **PC** Vol. I Nutrition & Fitness
- TE pp 215-218; **TR** 39 Media Myths
- Grade 6**: TE pp 197-199; **EA** 29; **PC** Vol. 3 Eating Disorders
- TE pp 253-255; **EA** 37; **SA** 64

Concepts and skills students master:

2. Demonstrate the ability to make healthy food choices in a variety of settings

Evidence Outcomes

Students can:

- a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school
- b. Demonstrate interpersonal skills that deal with negative influences on healthy eating

HPW Correlation*

- TE pp 201-202; **EA** 31; **SRCD** Nutrition Values Chart
- TE pp 216-217, TE pp 221-222; **EA** 33

Concepts and skills students master:

3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)

Evidence Outcomes

Students can:

- a. Describe the characteristics of healthy relationships, and discuss factors that support and sustain them
- b. Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions

HPW Correlation*

- TE pp 39-40; TE p 44; **SA** 6
- TE pp 40-41; **EA** 13; **SA** 4; **TR** 4 Good vs Bad Relationships; **V** Bad Friendships

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 7

Standard 2: Physical and Personal Wellness in Health (continued)

Concepts and skills students master:

3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating) (continued)

Evidence Outcomes

Students can:

- | | |
|---|--|
| c. Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends | TE pp 36-39, TE pp 90-93; SA 20; HF Act 5; TR 11 Dealing with Conflict; CD Violence Prevention |
| d. Describe the emotional effects of breaking up in a dating relationship | CD Life Begins/Life Choices/Relationships/Dating |
| e. Explain the role of dating in personal growth | CD Life Begins/Life Choices/Relationships/Dating |

Concepts and skills students master:

4. Analyze the internal and external factors that influence sexual decision-making and activity

Evidence Outcomes

Students can:

- | | |
|---|--|
| a. Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity | TE pp 255-258; SA 66 |
| b. Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity | TE pp 254-255, TE p 258; SA 64, 65; TR 46 Maintaining a Healthy Sexual Identity; CD: Life Begins/Adolescence/Am I Normal |
| c. Describe how personal, peer, and family values influence decisions about sexual and reproductive health | TE p 253; TE pp 257-259 |
| d. Analyze the discrepancies between perceived and actual sexual activity | CD: Life Begins/Adolescence/Am I Normal |

Concepts and skills students master:

5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)

Evidence Outcomes

Students can:

- | | |
|--|--|
| a. Describe the effects of HIV infection on the body | TE pp 271-274; EA 40; SRCD FAQs About HIV/AIDS |
| b. Explain how HIV is and is not contracted | TE p 274; SA 71 |
| c. Define common STDs | TRG pp R182-R190 |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 7

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Demonstrate effective communication skills to express feelings appropriately

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|---|--|
| a. Demonstrate the ability to engage in active listening | TE pp 42-43; SA 5; TR 5 Relationship Builders |
| b. Practice the use of "I" statements | TE pp 48-49; TR 6-7 Communication Builders/Blockers |
| c. Demonstrate negotiation skills to support the healthy expression of personal needs | TE pp 20-21; CD Life Begins; TR 2 Expressing Emotions |
| d. Demonstrate the ability to state personal needs and articulate limits | TE pp 50-53; SA 7, 8, 9; G Assertiveness Training Game |
| e. Practice verbal and nonverbal ways to ask for help from trusted adults or friends | TE p 49, 51; SA 8 |

Concepts and skills students master:

2. Develop self-management skills to prevent and manage stress

Evidence Outcomes

Students can:

- | Evidence Outcomes | HPW Correlation* |
|--|---|
| a. Compare and contrast positive and negative ways of dealing with stress | TE pp 81-83; SA 17; TR 9 Common Reactions to Stress |
| b. Define stress | TE pp 75-76; SA 16; HF Act 1 |
| c. Identify personal stressors | TE pp 79-81; HF Act 3, 4 |
| d. Explain the body's physical and psychological responses to stressful situations | TE pp 76-77; HF Act 2 |
| e. Develop personal strategies to deal with stressors | TE pp 83-84; SA 18; TR 12 Decision Making Process |
| f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress | TE pp 84-86; SA 18, 19; HF Act 4 |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 7

Standard 4: Prevention and Risk Management in Health

Concepts and skills students master:

1. Analyze the consequences of using alcohol, tobacco, and other drugs

Evidence Outcomes

Students can:

- a. Examine the social, economic, health and cosmetic consequences of alcohol, tobacco including chewing tobacco), and other drug use
- b. Explain how alcohol, tobacco, and other drugs are addictive
- c. Explain family rules, school policies, and community laws related to the sale and use of alcohol, tobacco, and other drugs
- d. Explain how alcohol, tobacco, and other drugs alter the body and brain
- e. Describe how exercise, nutrition, and positive relationships can mitigate the use of alcohol, tobacco, and other drugs
- f. Analyze the effects of alcohol, tobacco, and other substances on a person's ability to make decisions

HPW Correlation*

- TE p 142, pp 149-150, p 153, p 158; SA 35, 38, 42; PC Vol. 2 Marijuana
- TE pp 150-151, pp 157-158; SRCD Tips for Teens: The Truth About Tobacco, Marijuana, Alcohol
- TE p 159; EA 24
- TE pp 148-151; SA 38, 39, 40, 41; TRG: pp R49- R118
- TE pp 160-161; EA 25
- TE pp 174-176; SA 47; TR 25 Rights and Responsibilities; SRCD How getting High Can Get You AIDS

Concepts and skills students master:

2. Demonstrate safety procedures for a variety of situations

Evidence Outcomes

Students can:

- a. Describe first-response procedures needed to treat injuries and other emergencies
- b. Identify accepted procedures for emergency care and lifesaving care
- c. Identify methods of preventing injuries, e.g. transportation, climate
- d. Describe actions to take during severe weather or trauma-related emergencies
- e. Analyze the role of peers, family, and media in causing or preventing injuries

HPW Correlation*

- TE p 126; SA 21
- Grade 8: TE pp 106-108; SA 38
- TE pp 126-127; EA 21
- Grade 8: TE pp 109-116; SA 39, 40, 41; TR 17-18 Shock; TR 19 Bleeding Injuries; TR 20-21, Burns
- TE p 125; SA 33

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 8

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active

Evidence Outcomes

Students can:

- a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances
- c. Explain why individuals have the right to refuse sexual contact
- d. Seek support to be sexually abstinent
- e. Develop personal standards for dating situations

HPW Correlation*

- TE p 84; SA 29; SRCD Teen Dating Violence
- TE p 234
- TE pp 232-233; TR 45 Reasons for Remaining Sexually Abstinent; V Thinking About Abstinence
- TE pp 229-232; SA 89, 90, 91

Concepts and skills students master:

2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy

Evidence Outcomes

Students can:

- a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy
- b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy
- c. Describe the risk relationship between using alcohol and other drugs and sexual activity
- d. Demonstrate peer resistance skills and personal boundary behavior

HPW Correlation*

- TE pp 253-255; SA 98; V Thinking About Abstinence
- TRG pp R193-R201
- SRCD How Getting High Can Get You AIDS
- TE pp 264-266; SA 101

Concepts and skills students master:

3. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs)

Evidence Outcomes

Students can:

- a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and Chlamydia

HPW Correlation*

- TE p 254; SA 98; TRG pp R193-R201; SRCD: STDs

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 8

Standard 2: Physical and Personal Wellness in Health (continued)

Concepts and skills students master:

3. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (continued)

Evidence Outcomes

Students can:

- b. Explain that some STDs are asymptomatic
- c. Summarize which STDs can be cured, prevented by vaccine, and be treated

HPW Correlation*

TE p 254; SA 98; TRG pp R193-R201; SRCD: STDs
TE p 254; SA 98; TRG pp R193-R201; SRCD: STDs

Concepts and skills students master:

4. Promote and enhance health through disease prevention

Evidence Outcomes

Students can:

- a. Explain contributing factors to health status
- b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status
- c. Explain the body's response to disuse and other stressors
- d. Explain how the immune system functions to prevent and combat disease
- e. Describe the potential health consequences of popular fads or trends

HPW Correlation*

TE pp 244-245, TE p 247; SA 93; EA 30; SRCD An Ounce of Prevention; TR 47 Leading Causes of Death
TE pp 239-241, EA 28
TE pp 41-45, TE p 50; SA 16, 18; EA 7; TR 3 Fight or Flight, TR 4 Stress-Related Illness, TR 5 Symptoms of Stress
TRG pp R197-R201; Grade 6: TE pp 239-242; TR 36 Body Defenses Against Disease
TE pp 248-253; SA 95, 96; EA 31; TR 48 Risk Factors for Cancer

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Access valid school and community resources to help with mental and emotional health concerns

Evidence Outcomes

Students can:

- a. Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary
- b. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help
- c. Explain when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety

HPW Correlation*

TE pp 53-54; SA 19; TR 6 Managing Stress: Helpful Hints
TRG pp R31-R33; TR 7 Warning Signs of Depression; SRCD Let's Talk About Depression
TE pp 58-59

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 8

Standard 3: Emotional and Social Wellness in Health (continued)

Concepts and skills students master:

2. Internal and external factors influence mental and emotional health

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|---|---|
| a. Analyze how culture, media, and others influence personal feelings and emotions | TE pp 47-49; EA 8; SA 17 |
| b. Describe how personal and family values and feelings influence choices | TE pp 23-28; SA 8, 9, 10, 11, 12 |
| c. Describe strategies to minimize negative influences on mental and emotional health | TE pp 31-37; SA 13, 14, 15; EA 4 |
| d. Analyze internal factors that contribute to mental and emotional health | TE pp 11-14; SA 2, 3, 4; TR 2 Promoting Self-Esteem |

Standard 4: Prevention and Risk Management in Health

Concepts and skills students master:

1. Analyze influences that impact individuals' use or nonuse of alcohol, tobacco, and other drugs

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|---|
| a. Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs | TE pp 177-180, TE p 182, TE pp 185-188; SA 68, 69, 71, 72; TR 37 Tobacco Myths, TR 30 Social Impact of Drug Abuse; V Truth About Drinking |
| b. List the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow | TE pp 164-167, TE pp 174-175, SA 61, 62, 63, 67; EA 21 |
| c. Describe addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable | TE p 173, TE p 189; SA 66, 74; TR 39 Warning Signs of Alcohol Dependence |
| d. Determine situations that could lead to the use of alcohol and other drugs | TE pp 171-173 |
| e. Describe how mental and emotional health and life circumstances can affect alcohol or other drug use | TE pp 193-194; SA 78 |
| f. Discuss the harmful effects of using weight-loss products | TE pp 153-154; SA 54 |
| g. Describe the health risks associated with using performance-enhancing drugs | TE p 193; SA 77; V Dangers of Performance Enhancing Drugs; SRCD Tips for Teens: The Truth About Steroids |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 8

Standard 4: Prevention and Risk Management in Health (continued)

Concepts and skills students master:

2. Access valid sources of information about alcohol, tobacco, and other drugs

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|--------------------------------|
| a. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs | TE pp 165-167; SA 62, 63 |
| b. Analyze the accuracy of images of alcohol and tobacco use conveyed in the media, including advertisements | TE pp 171-172, TE p 181; SA 70 |

Concepts and skills students master:

3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|---|---|
| a. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations | TE pp 199-201; EA 23; G Decision Making Game; P Decision Making Process |
| b. Analyze choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family | TE pp 202-203; SA 79; EA 22; TR 40 Effective Strategies for Resisting Drugs |
| c. Express intentions to be alcohol, tobacco, and drug free | TE pp 203-205; TR 41 I Can Do; CD Fun Facts Drug Prevention |

Concepts and skills students master:

4. Analyze the factors that influence violent and nonviolent behavior

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|---|---|
| a. Identify media and cultural messages that could lead to different types of violence, including sexual violence | TE p 70; SA 24 |
| b. Examine the presence of violence in the media and its possible effects on violent behavior | TE pp 69-71; SA 23, 25; PC Vol. 2 Violence Prevention |
| c. Describe external influences that could lead to violence | TE pp 66-68, TE pp 73-75; SA 21,22; TR 8 Violence in America; V Conflicts, Communication, Relationships |
| d. Identify verbal and nonverbal communication that constitutes sexual harassment | TE pp 231-232 |
| e. Recognize behaviors that are perceived as sexually coercive | TE p 84; SA 29 |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: GRADE 8

Standard 4: Prevention and Risk Management in Health (continued)

Concepts and skills students master:

4. Analyze the factors that influence violent and nonviolent behavior (continued)

Evidence Outcomes

Students can:

- f. Explain that rape and sexual assault should be reported to a trusted adult
- g. Understand that sexual assault is a crime and must be reported

HPW Correlation*

TE p 84; **SRCD** Teen Dating Violence

TE p 84

Concepts and skills students master:

5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

Evidence Outcomes

Students can:

- a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim
- b. Stand up for those being bullied
- c. Advocate for a positive and respectful school environment that supports pro-social behavior

HPW Correlation*

TE pp 101-103

TE pp 101-103

TE pp 85-86

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 2: Physical and Personal Wellness in Health

Concepts and skills students master:

1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet

Evidence Outcomes

Students can:

a. Use nutritional evidence to describe a healthy diet and an unhealthy diet

HPW Correlation*

TE pp 187-192, pp 197-199; SA 61; EA 39, 40; TR 35 Dietary Guidelines for Americans, TR 36 MyPlate; SRCD Choose MyPlate

b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis

TE pp 181-182, pp 208-211; EA 32, 33, 34, 35, 36; TR 45 Benefits of Exercise

c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs

TE pp 193-195; EA 37, 38; SA 60; TR 36 MyPlate

d. Explain the effects of disordered eating and eating disorders on healthy growth and development

TE pp 206-207; TR 44 Health Consequences of Eating Disorders

e. Analyze the relationship between eating behavior and metabolism

TRG pp R50-R57 (also, see Grades 6-8)

Concepts and skills students master:

2. Analyze how family, peers, media, culture, and technology influence healthy eating choices

Evidence Outcomes

Students can:

a. Analyze advertising claims for nutrition supplements and weight-loss products

HPW Correlation*

TE pp 183-185; SA 57, 58, 59

b. Analyze how family, peers, and the media influence food choices

c. Analyze the influence of media on the selection of products and services related to weight management

TE pp 213-214; SA 65; TR 47 Buying Health Products & Services

d. Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior

TE pp 205-206; SA 63

e. Analyze how a positive or a negative body image can influence eating behavior

TE p 207; V The Truth About Body Image

Concepts and skills students master:

3. Demonstrate ways to take responsibility for healthy eating

Evidence Outcomes

Students can:

a. Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet

HPW Correlation*

TE pp 203-205; EA 41; SRCD Nutrition Values Chart

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 2. Physical and Personal Wellness in Health (continued)

Concepts and skills students master:

3. Demonstrate ways to take responsibility for healthy eating (continued)

Evidence Outcomes

Students can:

- b. Use information on food labels to make healthy eating choices
- c. Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner
- d. Set a goal to improve one's personal food choices that lead to a healthier diet

HPW Correlation*

TE pp 191-192, p 214; SA 65; TR 40 Nutrition Facts Food Label

TE pp 188-189, pp 198-199; EA 39, 40

TE p 203; EA 41

Concepts and skills students master:

4. Use a decision-making process to make healthy decisions about relationships and sexual health

Evidence Outcomes

Students can:

- a. Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family
- b. Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity
- c. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity
- d. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods
- e. Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy
- f. Analyze when it is necessary to seek help with or leave an unhealthy situation
- g. Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals
- h. Examine the responsibilities of parenthood
- i. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures

HPW Correlation*

TE pp 241-246; SA 72

TE pp 249-250; SA 73; EA 44; V Making Healthy Sexual Decisions

TE p 251

TE pp 251-252; TRG pp R68-R78

TE pp 315-316, pp 334-338; SA 86, 87; SRCD STDs & Pregnancy

TE pp 268-269; SA 77; V Understanding and Preventing Sexual Violence

TE pp 325-326; SRCD Frequently Asked Questions About STDs

TE pp 49-55; SA 10, 11; TR 6 Goals of Good Parenting, TR 7 Parenting Skills; SRCD Adventures in Parenting

TE pp 252-254; SA 74, 75

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 2. Physical and Personal Wellness in Health (continued)

Concepts and skills students master:

5. Support others in making positive and healthful choices about sexual activity

Evidence Outcomes

Students can:

- a. Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active
- b. Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV
- c. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active

HPW Correlation*

TE p 253

TE p 317; SA 83

TE pp 315-317, TE pp 327-332; EA 52; V Biggest Myths About STIs

Concepts and skills students master:

6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly

Evidence Outcomes

Students can:

- a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness
- b. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness
- c. Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain

HPW Correlation*

TE pp 9-15, pp 41-42, pp 47-48; EA 1, 2, 5; SA 1, 2, 3, 9; TR 1 Total Wellness Continuum

TE pp 47-48

TE pp 296-299, pp 310-311; TR 69 Medical Tests for Early Detection; TRG pp R81-R82

Standard 3. Emotional and Social Wellness in Health

Concepts and skills students master:

1. Analyze the interrelationship of physical, mental, emotional, and social health

Evidence Outcomes

Students can:

- a. Analyze the characteristics of a mentally and emotionally healthy person
- b. Describe how mental and emotional health can affect health-related behaviors

HPW Correlation*

TE pp 17-18; EA 3; TR 2 It's Okay to have a C-Day, TR 3 Factors Influencing Emotional Health

TE pp 19-20, pp 22-31; SA 4, 5, 6; EA 4; TR 4 Characteristics of an Emotionally Healthy Person

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 3. Emotional and Social Wellness in Health (continued)

Concepts and skills students master:

1. Analyze the interrelationship of physical, mental, emotional, and social health (continued)

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|--|
| c. Evaluate effective strategies for dealing with stress | TE pp 79-85; EA 8, 9, 10; SA 17, 18, 19; TR 23 Time Management; V Stress: The good, The Bad, and The Healthy |
| d. Analyze the causes, symptoms, and effects of depression and anxiety | TE pp 87-88; SA 20 |

Concepts and skills students master:

2. Set goals, and monitor progress on attaining goals for future success

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|---|--|
| a. Analyze why setting a personal goal contributes to mental and emotional wellness | TE p 33; V Five Life Strategies for Successful Teens |
| b. Define a clear, attainable personal goal | TE pp 34-35; SA 7 |
| c. Describe steps needed to reach personal goals | TE pp 35-36; SA 7 |

Concepts and skills students master:

3. Advocate to improve or maintain positive mental and emotional health for self and others

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|---|
| a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others | TE p 57 |
| b. Demonstrate support and respect for diversity | TE pp 57-58; SA 12 |
| c. Advocate for positive and respectful school environment that supports prosocial behavior | TE pp 160-165; EA 29 |
| d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems | TE pp 79-80, pp 92-94; SA 24; TR 22 Helpful Hints: Stress Management Techniques |

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 4: Prevention and Risk Management in Health

Concepts and skills students master:

1. The impact of individuals' use or nonuse of alcohol or other drugs

Evidence Outcomes

Students can:

- a. Analyze healthy alternatives to substance use
- b. Predict the potential effects of an individual's substance abuse on others
- c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs
- d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use
- e. Describe the harmful effects of binge drinking
- f. Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis

HPW Correlation*

- TE p 126
- TE pp 114-117, pp 123-124; SA 31, 32, 33, 36; SRCD Prescription Pain and Other Medicines; CD Smoking and Chewing; SRCD Smoking and Pregnancy
- TE pp 145-146; SA 47
- TE p 130, pp 143-144; SA 44, 45; TR 31 Social Impact of Alcohol Abuse
- TE pp 131-132; EA 21, 22, 23; TRG R53-R55
- TE pp 319-321; EA 53, 54; SA 84; TR 78 AIDS in the USA; TRG pp R94-R98

Concepts and skills students master:

2. Analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, and other drugs

Evidence Outcomes

Students can:

- a. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use
- b. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs
- c. Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs

HPW Correlation*

- TE pp 107-108, pp 125-126; SA 28, 29, 37, 38; CD Smoking Alone
- TE pp 104-106; SA 27; EA 15
- TE p 107, pp 134-138

Concepts and skills students master:

3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs

Evidence Outcomes

Students can:

- a. Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs

HPW Correlation*

- TE pp 139-141; SA 41, 42, 43; TR 34 Decision Making Process

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 4: Prevention and Risk Management in Health (continued)

Concepts and skills students master:

3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs (continued)

Evidence Outcomes

Students can:

- b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs
- c. Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs

HPW Correlation*

TE pp 133-134; SA 40; TR 33 Warning Signs of Alcohol Dependence

TE p 141, p 144, p 147; EA 24, 25; SA 46

Concepts and skills students master:

4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free

Evidence Outcomes

Students can:

- a. Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs
- b. Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors
- c. Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs
- d. Predict how a drug-free lifestyle supports the achievement of short and long-term goals

HPW Correlation*

TE pp 140-141, pp 125-126; SA 42, 43

TE pp 116-118; SA 33, 34

TE p 108, pp 126-127, p 141; SA 38

TE p 107; SA 28, 29

Concepts and skills students master:

5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence

Evidence Outcomes

Students can:

- a. Demonstrate tolerance for individual differences
- b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes
- c. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence
- d. Demonstrate the ability to take the perspectives of others in a conflict situation

HPW Correlation*

TE pp 257-258; EA 46

TE p 259; V Violence in Our Schools: Over The Edge

TE pp 262-263; SA 76; V Understanding and Preventing Sexual Violence

TE pp 60-62; SA 13; C Conflict Resolution Cards; TR 14 Resolving Conflicts

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 4. Prevention and Risk Management in Health (continued)

Concepts and skills students master:

6. Analyze the underlying causes of self-harming behavior and harming others, and identify steps involved in seeking help

Evidence Outcomes

Students can:

- a. Analyze the signs and symptoms of people who are in danger of harming themselves or others
- b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem
- c. Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others

HPW Correlation*

TE pp 89-93; SA 21, 22, 23; V It's Never too Late: Stopping Teen Suicide; TR 25 Suicide: Warning Signs

TE pp 87-88; TR 24 Warning Signs of Prolonged Depression; SRCD Let's Talk About Depression

TE p 88, p 94; SA 20, 24

Concepts and skills students master:

7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them

Evidence Outcomes

Students can:

- a. Analyze how power and control differences in relationships such as peer/dating/family relationships can contribute to violence
- b. Analyze situations that could lead to pressure to have sex
- c. Summarize why individuals have the right to refuse sexual contact
- d. Analyze the effects of emotional abuse
- e. Analyze how media messages normalize violence
- f. Explain the risks associated with choosing friends who use substances and violence to solve problems

HPW Correlation*

TE p 259; V Understanding and Preventing Sexual Violence; SRCD Teen Dating Violence

TE p 268; SA 77; V Making Healthy Sexual Decisions

TE p 268; SA 77; V Making Healthy Sexual Decisions

TE p 268; SA 77

TE p 265; TR 55 Violence in America; TR 56 Truth About Violence

TE p 266; TR 57 Strategies for Preventing Violence

Concepts and skills students master:

8. Access valid information and resources that provide information about sexual assault and violence

Evidence Outcomes

Students can:

- a. Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault /violence

HPW Correlation*

TE pp 262-263; SRCD Teen Dating Violence

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Colorado Comprehensive Health Standards/HPW Correlation

GRADE LEVEL EXPECTATION: HIGH SCHOOL

Standard 4: Prevention and Risk Management in Health

Concepts and skills students master:

8. Access valid information and resources that provide information about sexual assault and violence (continued)

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|--|-----------------|
| b. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence | TE p 262; SA 76 |
|--|-----------------|

Concepts and skills students master:

9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|---|--|
| a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence | TE pp 261-262 |
| b. Demonstrate ways to refuse pressure to engage in violence | TE p 266; TR 57 Strategies for Preventing Violence |
| c. Demonstrate strategies that could be used to prevent a conflict from starting or escalating | TE pp 260-261; EA 47, 48; TR 54 ABCs of Anger |
| d. Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways | TE p 269; TR 59 Fighting Fair |
| e. Demonstrate verbal and nonverbal ways to stop or prevent hazing | |

Concepts and skills students master:

10. Advocate for changes in the home, school, or community that would increase safety

Evidence Outcomes

HPW Correlation*

Students can:

- | | |
|---|----------------------------------|
| a. Determine situations and environments that could lead to unsafe risks that cause injuries | TE p 271; EA 49 |
| b. Explain ways to reduce the risk of injuries while biking or driving motorvehicles, including cell phone use and texting | |
| c. Advocate for others to not use alcohol or other drugs when biking, driving, or riding in a car | TE pp 133-134, p 138, p 141 |
| d. Advocate for changes at home, in school, or in the community that would increase safety, such as testing smoke detectors, fire safety... | TE pp 164-165, pp 170-171; EA 31 |

* **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; PC = Parent Connection Booklet; SRCD = Student Resources CD