

Grade-Level Emphases Map Kindergarten

EXPECTATION 1: STUDENTS WILL DEMONSTRATE WAYS IN WHICH THEY CAN ENHANCE AND MAINTAIN THEIR HEALTH AND WELL-BEING.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities Topic/Lesson/Objective/Activities
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Human Body

▲ Practice good personal hygiene.	<i>TE160-161 TE161-162</i>	<i>TE 14-15</i>	
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Food Choices

Make healthy food choices.	<i>TE 69-70</i>	<i>TE 58, PA8</i>	Nut_Fit/Making Healthy Choices/Obj2/Acts-all
Group foods in many different ways.	<i>TE 56-57</i>		Nut_Fit/Taking Care of Our Wonderful Bodies/Obj 2&3/Activities-all
▲ Prepare and try a variety of healthy foods.	<i>TE 73-74, TE 72-73</i>	<i>TE 58, PA8</i>	Nut_Fit/Making Healthy Choices/Obj3?Acts-all

Physical Activity

▲ Participate regularly in active play and enjoyable physical activities.	<i>TE 62-63, TE64</i>	<i>TE 61-62</i>	Nut_Fit/ Physical Activity/Obj2/Acts 2-3 Obj3/Act1
▲ Observe safety rules during physical activities.	<i>TE 63</i>	<i>TE 64</i>	
Explore out-of-school play activities that promote fitness and health.	<i>TE 64-65, P9</i>		

Mental and Emotional Health

▲ Identify and share feelings in appropriate ways.	<i>TE 20, TE21</i>	<i>TE 22</i>	Person_Mental Health/Emotional and Mental Well-Being/Obj 2/Act3(roleplaying scenarios)
▲ Avoid self-destructive behaviors and practice self-control.	<i>TE22, TE23</i>	<i>TE 50-51</i>	Person_Mental Health/Emotional and Mental Well-Being/ Obj 3/Act 1 (Puppeteering) Obj4/Act1
Develop and use effective coping strategies.	<i>TE22, TE23</i>	<i>TE 50-51</i>	
Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	<i>TE17, TE18</i>	<i>TE 3-4, TE 6</i>	Person_Mental Health/Emotional and Mental Well-Being/ Obj 1/Acts1-4 1
Develop protective factors that help foster resiliency.	<i>TE 8, TE 17-18</i>		Person_Mental Health/Introduction to HPW/ Obj 3/Act 1-4
Develop and use effective communication skills.	<i>TE 7-8</i>		

Note: ▲ denotes emphasized topic

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EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Disease Prevention

Practice positive health behaviors to reduce the risk of disease.	<i>TE 6, TE11, TE13-13</i>	<i>TE 31-32, TE 72</i>	Person_Mental Health/Introduction to HPW/ Obj 2/Act 1-3 Disease_Prev/PersonalHygiene/Obj 2/Act2 Obj3/Acts1,4
Prepare food as a way of learning about sanitary food preparation and storage.	<i>TE 71-72,</i>	<i>TE 73-74</i>	Nut_Fit/Making Healthy Choices/Obj3/Act2,3
Cooperate in regular health screenings.	<i>TE169-170</i>	<i>TE163, TE162</i>	

Treatment of Disease

▲ Take medicines properly under the direction of parents or health-care providers.	<i>TE 93</i>	<i>TE 91-92</i>	Drug_Prev/Medicines and Other Drugs/Obj2/Act1,2 Obj3
▲ Recognize symptoms of common illnesses.	<i>TE 159</i>	<i>TE160</i>	

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	IMAP/CRP Notes
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Potentially Dangerous Situations

▲ Practice safe behavior in or near motorized vehicles.	<i>TE 113</i>	<i>TE 114-115</i>	Safety/Safe Behavior/Obj3/Act 1,3,4
▲ Practice safe behavior in or near water.	<i>TE 116</i>	<i>TE 117</i>	Safety/Safe Behavior/Obj4/Act 2
▲ Interact safely with strangers.	<i>TE132-133</i>	<i>TE 135</i>	Safety/Good and Bad Touch/Obj2/Act 1,2
Develop and use skills to avoid, resolve, and cope with conflicts.	<i>TE50-51</i>	<i>TE22, TE23</i>	<i>Family_Life/Resolving Conflict/Obj2/Acts1,2</i>

Note: ▲ denotes emphasized topic

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Report or obtain assistance when faced with unsafe situations.	TE 105-106, TE 134-135	TE 104	Safety/Good and Bad Touch/Obj3/Act 1,2
▲ Practice behaviors that help prevent poisonings.	TE 96-97	TE 95	Drug_Prev/Harmful and Helpful Substances/Obj1/Acts2,3

EXPECTATION 3: CONTINUED...

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Alcohol, Tobacco, and Other Drugs

Distinguish between helpful and harmful substances.	TE 91, TE 92-93	TE 105	Drug_Prev/Medicines and Other Drugs/ Obj2/Acts2
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Child Abuse, Including Sexual Exploitation

▲ Develop and use communication skills to tell others when touching is unwanted.	TE132-133, TE131-132	TE 135	Safety/Good and Bad Touch/Obj2/Acts1,2 Obj3/Act2
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Emergencies

▲ Recognize emergencies and respond appropriately.	TE119-120	TE121, TE 125	Safety/Emergency Situations/Obj2/Act1 Obj3/Act1,2
▲ Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.	TE122-123	TE128, TE129	Safety/Emergency Situations/Obj3/Act3 Safety/FireSafety/Obj3/Acts1,2,3/Obj4

EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Roles of Family Members

▲ Develop and use effective communication skills.	TE23, TE21-22	TE42, TE50, TE7-8	Personal_Mental/Emotional and mental Well-Being/Obj3/Acts1,2 Obj4
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Change Within the Family

Note: ▲ denotes emphasized topic

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Kindergarten**

Identify feelings related to changes within the family.	TE23, PA3, TE20-21	TE36, TE35	Personal_Mental/Emotional and Mental Well-Being/Obj4/Acts1
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EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH PEERS.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Friendship and Peer Relationships

▲ Know and use appropriate ways to make new friends.	TE25, TE26	TE27-28	Personal_Mental/Friendship/Obj 2/Acts2,3
▲ Demonstrate acceptable actions toward others.	TE7-8	TE18, TE23	Personal_Mental/Introduction/Obj 3/Acts2,3
▲ Demonstrate positive ways to show or express feelings.	TE21-22	TE23	Personal_Mental/Emotional and Mental Well-Being/Obj 2/Acts2,3
▲ Resolve conflicts in a positive, constructive way.	TE50-51	TE22,TE23	Family_Life/Resolving Conflict/Obj2/Acts1,2
▲ Demonstrate acceptable methods of gaining attention.	TE7-8	TE23	Personal_Mental/Introduction/Obj 3/Act 3

School and Community-Based Efforts to Promote and Protect Health

▲ Understand and follow school rules related to health.	TE112-113	TE111	Safety/Safe Behavior/Obj2/Acts2,3
Participate in school efforts to promote health.	TE81		
Assume responsibility for helping to take care of the school.	TE81		

EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	IMAP/CRP Notes
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Life Cycle

Describe the cycle of growth and development in humans and other animal species.	TE150-151, PA19	TE149-150	Human Growth/New Life/Obj1/Act1 Obj2/Act1,2
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EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Note: ▲ denotes emphasized topic

Grade-Level Emphases Map Kindergarten

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Growth and Development

Demonstrate an understanding of individual differences.	TE45-46	TE47	
▲ Adapt group activities to include a variety of individuals.	TE8	TE46-47	Family Life/Accepting and respecting Others/Obj2/Act2

Mental and Emotional Development

Identify, express, and manage feelings appropriately.	TE20, TE21	TE22	
Develop and use effective communication skills.	TE7-8		

EXPECTATION 8: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

Grade K	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Products and Services

▲ Identify health care workers.	TE169-170	TE171	
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KEY: *TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; PA: Parent Activity; CD: Compact Disk; V: DVD; B: Book; P: Poster; G: Game*

Note: ▲ denotes emphasized topic

Grade-Level Emphases Map

Grade One

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Human Body

▲ Practice good personal hygiene.	<i>TE/165-167 PA26 SA/31 EA/14 V/Healthy Teeth G/Flashcard hygiene</i>	<i>TE/5-6 TE/178-180 PA27, SA15</i>	Disease Prevention/Germs/Obj 3/Acts 1,3
▲ Use protective equipment or practice protective behaviors.	<i>TE/70 TE/74 P/Bike Safety G/Bike Safety</i>	<i>TE/71-73 TE/75 PA11 SA7</i>	Safety/Outdoor Safety/Obj1/Acts2 Obj3/Acts1,2

Food Choices

Make healthy food choices.	<i>TE/105 PA/16 TE103 P/Healthy Choices</i>	<i>TE 103 P/Healthy Choices</i>	Nut_fit/Healthy Foods/Obj3/Acts1,2 Obj4
▲ Group foods in many different ways.	<i>TE/99 SA/11 TE/107 SA/13A&B TE/108-109 PA/15 TE/103 P/Healthy Choices</i>		
▲ Prepare and try a variety of healthy foods.	<i>TE/101 TE/111 TE 114 PA 17 A9</i>		Nut_Fit/Making Healthy Choices/Obj2/Act4

Physical Activity

▲ Participate regularly in active play and enjoyable physical activities.	<i>TE/117-118 PA18 B/Kids In Action</i>		Nut_Fit/Physical Fitness/Obj2/Act1
▲ Observe safety rules during physical activities.	<i>TE/69-70 TE/72 P/Bike Safety TE 71-72 P/Water Safety</i>		
Explore out-of-school play activities that promote fitness and health.	<i>TE/117-118 PA/18 B/Kids in Action</i>		Nut_Fit/Physical Fitness/Obj3/Act

Note: ▲ denotes emphasized topic

Grade-Level Emphases Map
Grade One

Mental and Emotional Health

Online Correlation to skills-based activities

Topic/Lesson/Objective/Activities

▲ Identify and share feelings in appropriate ways.	<i>TE/21 SA/1 P/Feelings TE/22 TE/23 TE/25 PA3 A3</i>		Personal_Mental/Expressing Feelings/Obj2/Act1,2
▲ Avoid self-destructive behaviors and practice self-control.	<i>TE/23-24 SA/2 TE/24 B/When I Feel Angry</i>		Personal_Mental/Expressing Feelings/Obj3/Act1,2,3
Develop and use effective coping strategies.	<i>TE/28-29 PA4 TE24 B/When I Feel Angry</i>		Personal_Mental/Dealing with Loss/Obj2/Act1,2,3 Obj3/Act1
▲ Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	<i>TE/15 PA/2 EA/2 TE13-14 P/Special People</i>		Personal_Mental/Promoting Self-Esteem//Obj1/Act1,3 Obj2/Act1,2,3 Obj3
Develop protective factors that help foster resiliency.	<i>TE/28 TR/27 B/Tenth Good Thing About Barney TE/29 PA4</i>		Personal_Mental/Dealing with Loss/Obj2/Act1,2,3
Develop and use effective communication skills.	<i>TE/13 TE24-25 PA 3 A3 TE 48-49</i>		Personal_Mental/Promoting Self-Esteem//Obj2/Act1, Personal_Mental/Cooperation and Sharing//Obj2/Act2 Family_Life/Resolving Conflicts/Obj2/Act2,

EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Disease Prevention

Practice positive health behaviors to reduce the risk of disease.	<i>TE/178-180 PA27 SA15 TE97 SA10 G/Germ Game</i>		Disease Prevention/Germs/Obj3/Act1 Obj4/Act1
Prepare food as a way of learning about sanitary food preparation and storage.	<i>TE/111</i>		Nut_Fit/Making Healthy Choices/Obj2/Act4
Cooperate in regular health screenings.	<i>TE/160 TE/161 SA28 PA/25</i>		Growth_Development/The Amazing Human Body/Obj5/Act1,2

Note: ▲ denotes emphasized topic

Grade-Level Emphases Map

Grade One

Treatment of Disease

Take medicines properly under the direction of parents or health-care providers.	<i>TE/121 B/Herbie Learns About Drugs</i>	<i>TE/123/ PA19</i>	Drug_Prevention/What Are Drugs?/Obj1/Act1
▲ Recognize symptoms of common illnesses.	<i>TE/176 B/Germs Make Me Sick G/flashcard germs, bacteria, virus</i>		

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Potentially Dangerous Situations

Practice safe behavior in or near motorized vehicles.	<i>TE/62 SA/6 G/Hpw Flashcards G/Safety Signs</i>	<i>TE/72-75 PA11 A7</i>	Safety/Personal Safety/Obj1/Act1,2
▲ Practice safe behavior in or near water.	<i>TE/71-72 P/Water Safety</i>	<i>TE72-75 PA11 A7</i>	Safety/Outdoor Safety/Obj2/Act1
▲ Interact safely with strangers.	<i>TE/-91 SA9 V/McGruff's Guide to Personal Space</i>		Safety/Good and Bad Touch/Obj2/Act2,3
Develop and use skills to avoid, resolve, and cope with conflicts.	<i>TE/48-49 B/Recess Queen TE 24 b/When I Feel Angry</i>		Family_Life/Resolving Conflict/Obj2/Act2,3
▲ Report or obtain assistance when faced with unsafe situations.	<i>TE/92 PA/14</i>		
▲ Practice behaviors that help prevent poisonings.	<i>TE/126-129 SA/1 SA/19 PA/20 EA/10</i>		Drug_Prevention/Harmful and Helpful Substances/Obj2/Act2 Obj4/Act1,2
Practice safe behavior in recreational activities.	<i>Te 71-72 P/Water Safety Te/72-75 Pa11,A7</i>	<i>TE/69 P/Bike Safety G/HPW Flashcards</i>	Safety/Outdoor safety/Obj3/Act1

Note: ▲ denotes emphasized topic

Grade-Level Emphases Map

Grade One

Alcohol, Tobacco, and Other Drugs

▲ Distinguish between helpful and harmful substances.	<i>TE/125 SA/14-18 P/Healthy Choices</i>		
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Child Abuse, Including Sexual Exploitation

▲ Develop and use communication skills to tell others when touching is unwanted.	<i>TE/90-91 SA/9 P/Healthy Choices</i>		Safety/Good and Bad Touch/Obj2/Act2,3
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Emergencies

▲ Recognize emergencies and respond appropriately.	<i>TE/84-86 PA13 G/Fire Safety Game</i>		
Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.	<i>TE/84-86 PA/13 EA/8</i>		<i>Safety/Fire Safety/Obj2/Act1,2,3</i>

EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Roles of Family Members

▲ Develop and use effective communication skills.	<i>TE/24-25 PA3, SA3 TE/48-49</i>	<i>TE/34 B/HPW Storybook G/flashcard, family TE/37 PA/5</i>	Personal_Mental/Expressing Feelings/Obj4/Act1
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Change Within the Family

Identify feelings related to changes within the family.	<i>TE/27-29 B/Tenth Good Thing About Barney PA4</i>		
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Grade One

EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH PEERS.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Friendship and Peer Relationships

▲ Know and use appropriate ways to make new friends.	<i>TE/56-57 B/Friends</i>		Family Life/Respect for Others/Obj3/Act2
▲ Demonstrate acceptable actions toward others.	<i>TE/57 TE/50</i>	<i>TE/54-55 SA5</i>	Family Life/Respect for Others/Obj3/Act3
▲ Demonstrate positive ways to show or express feelings.	<i>TE/51 TE21-23 SA1 P/Feelings TE/25 PA3 A3</i>		Personal_Mental/Expressing Feelings/Obj3/Act3
▲ Resolve conflicts in a positive, constructive way.	<i>TE/47-48 B/The Berenstain Bears Get In a Fight TE/48 B/Recess Queen</i>		Family Life/Resolving Conflicts/Obj2/Act3
▲ Demonstrate acceptable methods of gaining attention.	<i>TE/19 P/Classroom Rules</i>		Personal_Mental/Promoting Self-Esteem/Obj2/Act2,3

School and Community-Based Efforts to Promote and Protect Health

▲ Understand and follow school rules related to health.	<i>TE/77-79 SA8 G/flashcards, school safety, bus safety P/school safety, bus safety</i>		
Participate in school efforts to promote health.	<i>TE/80</i>		
Assume responsibility for helping to take care of the school.	<i>TE/80 PA/12 TE/78 P/school safety, bus safety</i>		

EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Life Cycle

▲ Describe the cycle of growth and development in humans and other animal species.	<i>TE/169-172 G/flashcard, life cycle G/creating new life</i>		
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Note: ▲ denotes emphasized topic

Grade-Level Emphases Map

Grade One

EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Growth and Development

Demonstrate an understanding of individual differences.	<i>TE/11-12 B/Quick As a Cricket TE 53-55 SA5 E5 TE8 P/Growth Chart</i>			Family Life/Respect for Others/Obj2/Acts1,2
▲ Adapt group activities to include a variety of individuals.	<i>TE/13 TE/54 P/Classroom Rules</i>			Family Life/Respect for Others/Obj2/Acts1,2

Mental and Emotional Development

Identify, express, and manage feelings appropriately.	<i>TE/21-24 E3 SA/2 PA/3 P/Feelings B/When I Feel Angry</i>			Personal_Mental/Expressing Feelings/Obj2/Act1,2
Develop and use effective communication skills.	<i>TE/24-25 TE/13 PA/3 EA/3 TE/48-49</i>			Personal_Mental/Expressing Feelings/Obj4/Act1

EXPECTATION 8: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

Grade 1	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Products and Services

▲ Identify health care workers.	<i>TE/159-161 TE/167 SA/28 PA/25</i>			
Identify a variety of consumer influences and analyze how those influences affect decisions.	<i>TE/133 TE/101-102</i>			

KEY: *TE:* Teacher Edition; *SA:* Student Activity; *A:* Evaluation and Assessment; *PA:* Parent Activity; *CD:* Compact Disk; *V:* DVD *B:* Book; *P:* Poster; *G:* Game *F:* Flashcards

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Two**

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Human Body

▲ Use protective equipment or practice protective behaviors.	<i>TE/141 TE/149 SA/42 PA/21</i>	<i>TE 149 PA 121</i>	Safety/Safe Behavior/Obj2/Act2,3,4
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Food Choices

▲ Make healthy food choices.	<i>TE/68-69 SA/12 SA/13 G/Refrigerator Poster w/Food Group Pieces</i>	<i>TE/84 SA/19 P/Healthy Choices</i>	Nutrition_Fitness/Nut/Fitness Concepts/Obj2/Act3 Nutrition_Fitness/Healthy Heart Choices/Obj3/Act3
Group foods in many different ways.	<i>TE/68 TE/75 SA/12 PA/12</i>		Nutrition_Fitness/Nut/Fitness Concepts/Obj2/Act2
▲ Prepare and try a variety of healthy foods.	<i>TE/76</i>	<i>TE 70 PA 10 P/Refrigerator</i>	Nutrition_Fitness/Nut/Sources and Variety of Foods/Obj2/Act2
Analyze influences on food choices.	<i>TE/77/ TE/78 SA/15</i>		

Physical Activity

▲ Participate regularly in active play and enjoyable physical activities.	<i>TE/73 PA/11 EA/2 B/Kids in Action</i>	<i>TE/71</i>	Nutrition_Fitness/Nut/Fitness Concepts/Obj4/Act2,3
▲ Observe safety rules during physical activities.	<i>TE/146-147 TE/71 B/Cannonball Chris P/water safety</i>	<i>TE 71</i>	Safety/Safe Behavior/Obj3/Act2
Explore out-of-school play activities that promote fitness and health.	<i>TE/85 PA/13</i>		Nutrition_Fit/Healthy Hear Choices/Obj3/Act1

Mental and Emotional Health

▲ Identify and share feelings in appropriate ways.	<i>TE/17-19 TE/19</i>	<i>P/Feelings SA 2A&B CD/Mozart Te 20-21 B/ I Was so Mad</i>	Personal_Mental/Identifying and Expressing Emotions/Obj2/Act2,3
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Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Two**

Avoid self-destructive behaviors and practice self-control.		TE/21 Puppet	Personal_Mental/Identifying and Expressing Emotions/Obj4/Act2
▲ Develop and use effective coping strategies.	TE/21 TE/20 B/I Was So Mad	TE/46 SA/10 TE/47 SA/11	Family Life/Coping Skills/Obj2/Act1,2 Obj3/Act2
Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	TE/15 PA/1	TE/13 SA/1	Personal_Mental/Positive Personal qualities/Obj2/Act2,4 Drug Prevention/Tobacco Prevention/Obj2/Act4
Develop protective factors that help foster resiliency.	TE/14-19 B/Berenstain Bears The Truth		Personal_Mental/Identifying and Expressing Emotions/Obj3/Act2
▲ Develop and use effective communication skills.	TE/17 TE/17 P/Feelings SA 2a&2b B/Alexander...	TE/13	Family Life//Friendship/Obj4/Act2 Drug Prevention/Alcohol Information and Prevention/Obj4/Act1 Drug Prevention/Prevention Skills/Obj1/Act1

EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Disease Prevention

Practice positive health behaviors to reduce the risk of disease.	TE/164 SA/49	TE/165 EA/7	Disease Prevention/HIV/AIDS/Obj2/Act2
Prepare food as a way of learning about sanitary food preparation and storage.	TE/76		Nutrition_Fitness/Sources and Variety of Foods/Obj2/Act2
Cooperate in regular health screenings.	TE/165 EA/7		

Treatment of Disease

Take medicines properly under the direction of parents or health-care providers.	TE/100 TE/93 SA/26		Drug Prevention/Effects of drugs on the Body/Obj3/Act1,2 Obj4/Act1
▲ Recognize symptoms of common illnesses.	TE/159 SA/47 TE/161 PA/23		

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Two**

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Potentially Dangerous Situations

▲	Practice safe behavior in or near motorized vehicles.	TE/143 SA/43 TE/145	TE/144	Safety/Safe Behavior/Obj2/Obj2/Act2,3
	Practice safe behavior in or near water.	TE/146/ B/Cannonball Chris P/Water		Safety/Safe Behavior/Obj3/Act2
▲	Interact safely with strangers.	TE/151 B/Berenstein Bears Learn		Safety/Personal Safety/Obj2/Act1
	Develop and use skills to avoid, resolve, and cope with conflicts.	TE/112 PA/18		Family Life/Coping Skills/Obj3/Act2 Drug Prevention/Prevention Skills/Obj1/Act1,2,3 Obj2/Act1
	Report or obtain assistance when faced with unsafe situations.	TE/151 CD/McGruff		Safety/Personal safety/Obj2/Act1
	Practice behaviors that help prevent poisonings.	SA/42 TE/141-142		
	Practice safe behavior in recreational activities.	TE/146-147 TE/149 SA 44 PA/21		Safety/Safe Behavior/Obj3/Act2

EXPECTATION 3: CONTINUED...

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Alcohol, Tobacco, and Other Drugs

	Distinguish between helpful and harmful substances.	TE/100 SA/26	TE/100	
▲	Develop and use interpersonal and communication skills.	TE/112 PA18 TE/115 SA/32 PA/16	TE19 TE21	<i>Safety/Personal safety/Obj2/Act1</i>

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Two**

Child Abuse, Including Sexual Exploitation

▲ Develop and use communication skills to tell others when touching is unwanted.	TE/152-154 PA/22 EA/6		Safety/Personal Safety/Obj2/Act1
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Emergencies

Recognize emergencies and respond appropriately.	TE/148-149 SA/45 PA21		
Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.	TE/148 TE/149 PA/21 TR/130		Safety/Safe Behavior/Obj4/Act2

EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Roles of Family Members

▲ Develop and use effective communication skills.	TE/41 TE/42	TE/19 TE21 TE115 SA18 SA32	Family Life/Friendship/Obj2/Act2
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Change Within the Family

▲ Identify feelings related to changes within the family.	TE/40 TE/41 B/Ant and the Elephant	TE110-11 SA30	Family Life/Family Pride/Obj1/Act1 Obj2/Act3,4,5
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**Grade-Level Emphases Map
Grade Two**

EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH PEERS.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Friendship and Peer Relationships

▲ Know and use appropriate ways to make new friends.	TE/40-42 B/Ant and the Elephant PA6		Family Life/Friendship/Obj4/Act1,2
▲ Demonstrate acceptable actions toward others.	TE7 TE/47T E/47 B/Stand Tall P/Classroom Rules	TE 19 TE21	Personal_Mental/Identifying ad Expressing Emotions/Obj3/Act2 Obj4/Act2
▲ Demonstrate positive ways to show or express feelings.	TE/18-20	TE216	
▲ Resolve conflicts in a positive, constructive way.	TE/46-47	TE/48 PA7	Family Life/Coping Skills/Obj2/Act3
▲ Demonstrate acceptable methods of gaining attention.	TE/38-39 SA/8 SA/9	TE/38-39 TE7 P/Classroom Rules	Family Life/Friendship/Obj2/Act2

School and Community-Based Efforts to Promote and Protect Health

▲ Understand and follow school rules related to health.	TE/8 P/School Safety	TE/7 P/Classroom Rules	Communit_Environment/School and Community Projects/Obj2/Act1
Participate in school efforts to promote health.	TE/61-64 P/School Rules		Community_Environment/School and Community Projects/Obj2/Acts2,3 Obj3/Act1
Assume responsibility for helping to take care of the school.	TE/61-64 P/School Rules		Community_Envir./School and Community Projects/Obj2/Act2,3

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Two**

EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Life Cycle

▲ Describe the cycle of growth and development in humans and other animal species.	<i>TE/121 SA/37 CD/Amazing Animals</i>		
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EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	IMAP/CRP Notes
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Growth and Development

Demonstrate an understanding of individual differences.	<i>TE/122-123 SA/38</i>	<i>TE/122 SA/38 B/Herbie Shares his World</i>	Growth and Development/Similarities and Differences/Obj2/Act1,2
▲ Adapt group activities to include a variety of students.	<i>TE/127-128 TE/123B/Through Grandpa's Eyes G/Problem Solving Cards B/Herbie Shares His World</i>	<i>TE 123-126 B/Herbie Shares his World</i>	Growth and Development/Similarities and Differences/Obj3/Act2,3

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Two**

Mental and Emotional Development

Identify, express, and manage feelings appropriately.	<i>TE/17 P/Feelings TE 18 TE 20-21 B/I Was so Mad</i>	<i>TE/18 T/Mozart P/Feelings</i>	Personal_Mental/Identifying and Expressing Emotions/Obj2/Act2,3
Develop and use effective communication skills.	<i>TE/15 PA/1 TE 17-19 SA 2A&B P/Feelings</i>	<i>TE/17 B/Alexander and the No, Good Terrible Day</i>	Personal_Mental/Identifying and Expressing Emotions/Obj3/Act1,2

EXPECTATION 8: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

Grade 2	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Products and Services

▲ Identify a variety of consumer influences and analyze how those influences affect decisions.	<i>TE/104 TE/105 SA/28</i>		Drug Prevention/Tobacco Prevention/Obj2/Act2,3
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KEY: *TE:* Teacher Edition; *SA:* Student Activity; *EA:* Evaluation and Assessment; *PA:* Parent Activity; *CD:* Compact Disk; *V:* Video **B:** Book; **P:** Poster; **G:** Game

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Three**

EXPECTATION 1: STUDENTS WILL DEMONSTRATE WAYS IN WHICH THEY CAN ENHANCE AND MAINTAIN THEIR HEALTH AND WELL-BEING.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Human Body

Practice good personal hygiene.	<i>TE/148</i>		Disease Prevention/Communicable Diseases/Obj2/Act1
Use protective equipment or practice protective Behaviors.	<i>TE/57-58 P/Bike Safety</i>	<i>SA/7</i>	Safety/Indoor and Outdoor safety/Obj1/Act1 Obj2/Act1,2,3

Food Choices

▲ Make healthy food choices.	<i>TE/91 SA/17 TRG/92-105</i>	<i>TE/73 SA/11 T/4 TE/82 PA18</i>	Nutrition-Fitness/Making Healthy Nutrition_Fitness Choices/Obj 2/Act1,2
▲ Group foods in many different ways.	<i>TE/77-78 T/5 TRG/96, 100-101 TE/78</i>	<i>TE/79-80 SA/14</i>	Nutrition-Fitness/Guide to a Healthy Diet/Obj 1/Act3 Obj2/Act2,3
▲ Prepare and try a variety of healthy foods.	<i>TE/80 SA/15 TRG/113 TE/92 T/7</i>	<i>TE/79-80</i>	Nutrition-Fitness/Guide to a Healthy Diet/Obj 1/Act3 Obj3/Act2,3
▲ Analyze influences on food choices.	<i>TE/89-90 B/Come Out, Come Out Wherever You Are TE/94 PA17</i>	<i>TE/80-81 SA/15</i>	Nutrition-Fitness/Making Healthy Nutrition_Fitness Choices/Obj 1/Act2,3
▲ Establish and maintain healthy eating practices.	<i>TE/91 SA/17A&B G/Refrigerator with Food Group Pieces T/6</i>	<i>TRG/5, 91, 121</i>	Nutrition-Fitness/Making Healthy Nutrition_Fitness Choices/Obj 2/Act1,2

Physical Activity

▲ Participate regularly in active play and enjoyable Physical activities.	<i>TE/86 SA/16 TRG/117</i>	<i>TE/85 T/4</i>	Nutrition-Fitness/Role of Exercise/Obj 1/Act2
▲ Observe safety rules during physical activities.	<i>TE/86 TE/53 PA/11</i>	<i>TE/50</i>	Nutrition-Fitness/Role of Exercise/Obj 1/Act2
Explore out-of-school play activities that promote fitness And health.	<i>TE/87 PA/16 B/Kids IN Action</i>	<i>TRG/121</i>	Nutrition-Fitness/Role of Exercise/Obj 2/Act1

Mental and Emotional Health

▲ Identify and share feelings in appropriate ways.	<i>TE/41 B/Today I Feel Silly TE/42</i>	<i>TE/42 T/1 PA10</i>	Family Life/Handling Emotions/Obj1/Act2,3
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**Grade-Level Emphases Map
Grade Three**

Avoid self-destructive behaviors and practice self-control.	TE/45 EA/3 TRG/23, 28		Family Life/Handling Emotions/Obj2/Act4 Obj3/Act1
▲ Develop and use effective coping strategies.	TE/43 TE/44 SA/6 T/3	TRG/27	Family Life/Handling Emotions/Obj2/Act2,3
Demonstrate personal characteristics that contribute to Self-confidence and self-esteem.	TE/12	TE/13 PA/2	Personal_Mental/Self-Awareness/Obj2/Act1,2
Develop protective factors that help foster resiliency.	TE/9 PA/1	TRG/27	Personal_Mental/Self-Awareness/Obj2/Act 3 Obj3/Act1
Develop and use effective communication skills.	TE/42 T/1		Family Life/Handling Emotions/Obj1/Act 3

EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Disease Prevention

▲ Practice positive health behaviors to reduce the risk of Disease.	TE/148 TE/149 EA/11		Disease Prevention/Communicable Diseases/Obj2/Act1,3
▲ Prepare food as a way of learning about sanitary food Preparation and storage.	TE/92 T/7	TE/79-80 TE 150	Nutrition-Fitness/Making Healthy Nutrition_Fitness Choices/Obj 2/Act4
Cooperate in regular health screenings.	TE/150 PA/25	TE/143 TRG/135	Disease_Prevention/Communicable Diseases/Obj3/Act1

Treatment of Disease

Take medicines properly under the direction of parents or Health-care providers.	TE/123 PA/20	TE/121 TRG/128,	Drug_Prevention/Medicines and Other Drugs/Obj3/Act1
▲ Recognize symptoms of common illnesses.	TE/143-144 B/Yikes Lice	TE/143 TE/145	
Cooperate with parents and health-care providers in the Treatment or management of disease.	TE/144 SA/31 TE/150	PA/25 TRG/135	

**Grade-Level Emphases Map
Grade Three**

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Potentially Dangerous Situations

Practice safe behavior in or near motorized vehicles.	<i>TE/55 V/Safety Rules TE/49/website</i>			
Practice safe behavior in or near water.	<i>TE/55 V/Safety Rules TE/49/website/www.dbw.ca.gov</i>			
▲ Interact safely with strangers.	<i>TE/66 B/Who Is A Stranger TE/67 SA/9</i>			Safety/Personal Safety/Obj2/Act1
▲ Develop and use skills to avoid, resolve, and cope with conflicts.	<i>TE/68 SA/10 TRG/46 TE/69 TE/36 B/Ant Bully T/2 G/Conflict Resolution Cards</i>			Safety/Personal Safety/Obj3/Act1
Report or obtain assistance when faced with unsafe Situations.	<i>TE/69 PA/13</i>			Safety/Personal Safety/Obj4/Act1
Practice behaviors that help prevent poisonings.	<i>TE/48/Intro/www.calpoison.org CD/McGruff</i>			
Practice safe behavior in recreational activities.	<i>TE/50</i>	<i>TE/57 G/Bike Safety</i>		Safety/Indoor and Outdoor Safety/Obj2/Act 2
▲ Develop and use skills to identify, avoid, and cope With potentially dangerous situations.	<i>TE/68 SA/10A&B TE/68</i>	<i>TRG/43</i>		Safety/Personal Safety/Obj3/Act1,2

Alcohol, Tobacco, and Other Drugs

▲ Distinguish between helpful and harmful substances.	<i>TE/118 SA/23 TE/121 SA/24 TE/131 G/Drug Prevention Cards TE/132</i>	<i>TE/118 SA/23</i>		Drug Prevention/Alcohol and Other Drugs/Obj1/Act1,2
Identify ways to cope with or seek assistance when Confronted with situations involving alcohol, tobacco and Other drugs.	<i>TE/128-129</i>			Drug Prevention/Tobacco Prevention/Obj4/Act1,2
▲ Develop and use interpersonal and communication skills.	<i>TE/119 PA/19 TE/128 PA/21</i>	<i>TE/33 T/1 TRG/8</i>		Family Life/Resolving Conflicys/Obj1/Act2 Obj2/Act1,2
▲ Exercise self-control.	<i>TE/125 SA/25 TE/127 TE/134 SA/28</i>	<i>TRG/23 TE/43 B/I'm</i>		Drug Prevention/Tobacco Prevention/Obj4/Act1

**Grade-Level Emphases Map
Grade Three**

Child Abuse, Including Sexual Exploitation

Identify ways to seek assistance if worried, abused, Or threatened.	TE/68 G/Role Playing Scenarios TRG/43		Safety/Personal Safety/Obj3/Act1,2
Develop and use communication skills to tell others when touching is unwanted.	TE/67 SA/9 TE66	TE69	Safety/Personal Safety/Obj2/Act2

Emergencies

Recognize emergencies and respond appropriately.	TE/56 SA/7	TRG/130	
Practice appropriate behaviors during fire drills, Earthquake drills, and other disaster drills.	TE 62 PA12	TRG/130	Safety/Indoor and Outdoor Safety/Obj4/Act1

EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Roles of Family Members

▲ Develop and use effective communication skills.	TE/25-26 TE/27/9 PA/8	TE/33 T/1	Family Life/Promoting Healthy Families/Obj1/Act1,2 Family Life/Resolving Conflicts/Obj1/Act1,2
Demonstrate ways to help support positive family Interactions, such as listening to and following directions And showing cares and concern toward other family members.	TE/22 B/Romona Quimby, Age 8	TE/26 B/Romona Quimby	Family Life/Promoting Healthy Families/Obj2/Act1,2
Support and value all family members.	TE/21 B/Fathers, Mothers, Sisters, Brothers	TE/21-23	<i>Family Life/Family Pride/Obj2/Act1,2</i>

Change Within the Family

▲ Identify feelings related to changes within the family.	TE/25-27 B/Romona Quimby Age 8 SA2	TE/25 SA/2	Family Life/Promoting Healthy Families/Obj1/Act2
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**Grade-Level Emphases Map
Grade Three**

EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH PEERS.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Friendship and Peer Relationships

▲ Know and use appropriate ways to make new friends.	<i>TE/29-31 SA4</i>		Family Life/Friendship/Obj2/Act1,2,3,4
▲ Demonstrate acceptable actions toward others.	<i>TE/34-35 P/3 P's of Criticism</i>	<i>TE 37 SA 5</i>	Family Life/Resolving Conflicts/Obj2/Act1,2 Obj3/Act2,3
▲ Demonstrate positive ways to show or express feelings.	<i>TE/41 B/Today I Feel Silly T1</i>		Family Life/Handling Emotions/Obj1/Act2,3
▲ Resolve conflicts in a positive, constructive way.	<i>TE/36-37 G/Conflict Resolution</i>		Family Life/Handling Emotions/Obj2/Act2,3,4
▲ Demonstrate acceptable methods of gaining attention.	<i>TE/31</i>	<i>TE/29 SA/4</i>	Family Life/Friendship/Obj2/Act4

School and Community-Based Efforts to Promote and Protect Health

▲ Understand and follow school rules related to health.	<i>TE/60/ P/School</i>	<i>TRG/4, 5, 7</i>	Safety/Indoor and Outdoor Safety/Obj3/Act1
Participate in school efforts to promote health.	<i>TE/60/ EA/6</i>	<i>TE/61 TRG/4, 5, 7</i>	Safety/Indoor and Outdoor Safety/Obj3/Act2
Assume responsibility for helping to take care of the School.	<i>TE/61</i>	<i>TE/60/ TE/62 PA/12</i>	Safety/Indoor and Outdoor Safety/Obj3/Act3

EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Life Cycle

Demonstrate an understanding of the aging process	<i>TE/101 SA/18</i>	<i>TE/104</i>	Growth and Development/Childhood Growth/Obj1/Act1
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**Grade-Level Emphases Map
Grade Three**

EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Growth and Development

▲ Demonstrate an understanding of individual differences.	<i>TE/102 PA/18</i>	<i>TE/101 SA/18</i>	Growth and Development/Childhood Growth/Obj2/Act1,2
▲ Adapt group activities to include a variety of students.	<i>TE/103 T/8</i>	<i>TE/104</i>	Growth and Development/Childhood Growth/Obj3/Act1,2,3

Mental and Emotional Development

Identify, express, and manage feelings appropriately.	<i>TE/40</i>	<i>TE/43 SA/6 T/3</i>	Family Life/Handling Emotions/Obj1/Act1
Develop and use effective communication skills.	<i>TE133 T/1</i>	<i>TE/133</i>	Family Life/Resolving Conflicts/Obj1/Act1,2 Obj2/Act1,2

EXPECTATION 8: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

Grade 3	Skills and Behavior	Primary Citations	Supporting Citations or References	IMAP/CRP Notes
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Products and Services

▲ Identify a variety of consumer influences and analyze how Those influences affect decisions.	<i>TE/89 B/Come Out, Come</i>	<i>TE/90</i>	Nutrition_Fit/Making Healthy Nutrition and Fitness Choices/Obj1/Act2,3
Identify places for obtaining health and social services and Learn what types of services are provided.	<i>TE/145 SA/32</i>		Disease Prevention/Understanding Illness/Obj3/Act1

Products and Services/Food Choices

Read and interpret information available on food labels.	<i>TE/92 T/6 TRG/102,106</i>	<i>TE/80 SA/15</i>	Nutrition_Fit/Making Healthy Nutrition and Fitness Choices/Obj2/Act3
Use labels to compare the contents of food products.	<i>TE/92 T/6</i>	<i>TE/77 T/5</i>	Nutrition_Fit/Making Healthy Nutrition and Fitness Choices/Obj2/Act3
Identify ads and recognize strategies used to influence Decisions.	<i>TE/138 SA/29</i>	<i>TE/139</i>	Nutrition_Fit/Making Healthy Nutrition and Fitness Choices/Obj2/Act3
Practice various positive responses to those influences.	<i>TE/90</i>	<i>TE/90</i>	

KEY: *TE:* Teacher Edition; *SA:* Student Activity; *EA:* Evaluation and Assessment; *PA:* Parent Activity; *CD:* Compact Disk; *V:* Video *B:* Book; *P:* Poster; *G:* Game

**Grade-Level Emphases Map
Grade Four**

EXPECTATION 1: STUDENTS WILL DEMONSTRATE WAYS IN WHICH THEY CAN ENHANCE AND MAINTAIN THEIR HEALTH AND WELL-BEING.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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The Human Body

Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.	<i>TE/161</i>	Growth_Development/Physical and Emotional Health/Obj3/Act3
Use protective equipment or practice protective behaviors.	<i>TE/65 PA/9</i>	Safety/Outdoor Safety/Obj4/Act4

Food Choices

▲ Establish and maintain healthy eating practices.	<i>TE/138 SA/34 TE/146 SA/38 TE/151 TE/151-152</i>	Nut_Fit/ Well-Balanced Diet/ObjObj4/Act4
Make healthy food choices.	<i>TE/138</i>	Nut_Fit/Healthy Food and Fitness Choices/Obj3/Act2 Obj4/Act3
Practice kitchen safety.	<i>TE/146</i>	Nut_Fit/Healthy Food and Fitness Choices/Obj3/Act2

Physical Activity

▲ Participate regularly in a variety of enjoyable physical activities.	<i>TE/149 SA/39 TE/150 G/Fountain of Fitness</i>	Nut_Fit/Healthy Food and Fitness Choices/Obj4/Act1,2,3
Set personal fitness goals.	<i>TE/149-150 EA/20 TE/152 EA/22</i>	Nut_Fit/Healthy Food and Fitness Choices/Obj4/Act2
Explore out-of-school play activities that promote fitness and health.	<i>TE/151 PA/20</i>	Nut_Fit/Healthy Food and Fitness Choices/Obj5/Act1
Obtain a sufficient amount of sleep.	<i>TE/141-142 V/Exercise, Nutrition & Sleep</i>	

Mental and Emotional Health

▲ Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	<i>TE/12-13 SA/3 EA/2 TE/37</i>	Personal_Mental/Promoting Personal Health/Obj2/Act2
Develop and use effective communication skills.	<i>TE/31 T/3</i>	Family Life/Communications Skills/Obj1/Act1 Obj2/Act1,2; Obj3/Act1
▲ Identify and share feelings in appropriate ways.	<i>TE/37 TE/37</i>	Family Life/Friendship/Obj1/Act1 Obj3/Act1,2,3

**Grade-Level Emphases Map
Grade Four**

EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Disease Prevention

Practice positive health behaviors to reduce the risk of disease.	<i>TE/183 V/Preventing Communicable diseases T/13</i>	Disease Prev/Disease Prevention Concepts/Obj2/Act3
Practice good personal hygiene.	<i>TE/12 SA/2</i>	Personal_Mental/Promoting Personal Health/Obj1/Act1 Obj2/Act1

Treatment of Disease

▲ Recognize symptoms of common illnesses.	<i>TE/181 TE/182 T/11 T/12</i>	
Cooperate with parents and health care providers in the treatment or management of disease.	<i>TE/15 PA/2</i>	Personal_Mental/Promoting Personal Health/Obj4/Act1

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Potentially Dangerous Situations

▲ Develop and use skills to avoid, resolve, and cope with conflicts.	<i>TE/81-82 SA/16 TE/82 TE/84 P/Coping Skills</i>	Stress Management/Resolving Conflicts/Obj1/Act2
Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	<i>TE/61-63 SA/11 G/Decision Making Cards:</i>	Safety/Outdoor safety/Obj2/Act1,2,3

Alcohol, Tobacco, and Other Drugs

▲ Distinguish between helpful and harmful substances.	<i>TE/89-90 TE/90-92 SA/19 SA/20 V/ McGruff's Drug</i>	Drug_Prevention/Harmful and Helpful Substances/Obj1Act1; Obj2/Act3
Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.	<i>TE/98-99 SA/22</i>	
▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	<i>TE/99 PA/13 TE/111 EA/16</i>	Drug_Prevention/Prevention Skills/Obj4/Act1

EXPECTATION 3: CONTINUED...

**Grade-Level Emphases Map
Grade Four**

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Child Abuse, Including Sexual Exploitation

Identify ways to seek assistance if worried, abused, or threatened.	<i>TE/68-69 SA/13</i>	Safety/School and Personal Safety/Obj2/Act1
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Emergencies

Recognize emergencies and respond appropriately, including knowing where to find emergency supplies.	<i>TE/55-56 TE/56-57 V/Emergency Services Hotline</i>	Safety/Emergencies/Obj2/Act1,2,3
▲ Understand the family emergency plan.	<i>TE/58-59</i>	Safety/Emergencies/Obj3/Act1

EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Roles of Family Members

Demonstrate ways to help support positive family interactions.	<i>TE/25-26 B/Tales of a Fourth Grade Nothing</i>	Family Life/Building Healthy Relationships/Obj2/Act1
Practice health-promoting behaviors with the family.	<i>TE 39 PA/6</i>	Family Life/Building Healthy Relationships/Obj2/Act2

EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH THEIR PEERS.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Friendship and Peer Relationships

Know and use appropriate ways to make new friends.	<i>TE/36-37 SA/8</i>	Family Life/Friendship/Obj2/Act11,2 Obj3/Act1,2,3
▲ Resolve conflicts in a positive, constructive way.	<i>TE/85 PA/11 TE/83 SA/18 G/Conflict Resolution Cards</i>	Stress Management/Resolving Conflicts/Obj2/Act1,2
Demonstrate positive actions toward others.	<i>TE/83 SA/17</i>	Stress Management/Resolving Conflicts/Obj2/Act3

School and Community-Based Efforts to Promote and Protect Health

Participate in school efforts to promote health.	<i>TE/67-68</i>	Safety/School and Personal Safety/Obj1/Act1,2
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Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Four**

Participate in community efforts to address local health and environmental issues.	<i>TE/46-47 TE/51-52 B/Where Does</i>	Community_ Environ Health/Interacting with Community_ Environment/Obj3/Act2
Understand and follow school rules related to health.	<i>TE/67 P/School Safety</i>	Safety_ Injury/School and Personal Safety/Obj1/Act2

EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Life Cycle

Recognize the changes that occur during preadolescence.	<i>TE/155-156 TE/159 EA/23 B/Fourth Grade Rats</i>	Growth_Development/Physical and Emotional Growth/Obj3/Act1,2
Practice good personal hygiene.	<i>TE/161</i>	Growth_Development/Physical and Emotional Growth/Obj3/Act3
Manage feelings appropriately.	<i>TE/77 P/Effective Coping Strategies</i>	Stress Management/Stress and Health/Obj3/Act3

EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Growth and Development

▲ Demonstrate an understanding of individual differences.	<i>TE/157 PA/21 TE/158 SA/40</i>	Growth_Development/Physical and Emotional Growth/Obj2/Act1,2
Adapt group activities to include a variety of students.	<i>TE/162 SA/41 G/Human Growth Problem Solving</i>	Growth_Development/Physical and Emotional Growth/Obj3/Act4

Mental and Emotional Development

Identify, express, and manage feelings appropriately.	<i>TE/37-39</i>	Stress management/Resolving Conflicts/Obj3/Act1,2,3
Develop and use effective communication skills	<i>TE/39 PA/6</i>	
Develop and use strategies, including critical thinking, decision-making, goal setting, and problem solving.	<i>TE/52 EA/7 EA/8</i>	<i>Personal_Mental/Goal Setting and Personal Responsibility/Obj2/Act12 Obj3/Act1</i>

EXPECTATION 8: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

Grade 4	Skills and Behavior	Primary Citations	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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**Grade-Level Emphases Map
Grade Four**

Products and Services

Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	<i>TE/97 SA/21 TE/142-143 T/7 SA/35</i>	<i>Drug Prebention/Tobacco Prevention /Obj3/Act1</i>
Recognize helpful products and services.	<i>TE/111 EA/16</i>	
Identify health-care workers.	<i>TE/166-167 T/8 T/9 T/10 G/Stethoscope</i>	
Seek care from the school nurse or others	<i>TE/186 PA/23</i>	

Food Choices

▲ Develop basic food-preparation skills.	<i>TE/146-148</i>	<i>Nutrition_Fitness/Healthy Food and Fitness Choices/Obj3/Act2</i>
Read and interpret information available on food labels.	<i>TE/132-133 T/6 SA/31</i>	
Use valid nutrition information to make healthy food choices.	<i>TE/134-135</i>	<i>Nutrition_Fitness/Well-balanced Diet/Obj4/Act2,3,4</i>

KEY: *TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; PA: Parent Activity; CD: Compact Disk; V: Video
B: Book; P: Poster; G: Game*

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Five**

EXPECTATION 1: STUDENTS WILL DEMONSTRATE WAYS IN WHICH THEY CAN ENHANCE AND MAINTAIN THEIR HEALTH AND WELL-BEING.

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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The Human Body

▲	Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.	TE/144,145,150		Growth and Development/Adolescent Changes/Obj3/Act1,2
	Use protective equipment or practice protective behaviors.	TE/169		Safety/Basic First Aid/Obj3/act1,2,3 Obj4/Act1

Food Choices

▲	Establish and maintain healthy eating practices.	TE/111,112,117,118	Healthflash, Nutrition Cards	Nutrition and Fitness/Well-Balanced Diets/Obj2/Act1 Obj3/Act1
	Make healthy food choices.	V/Eating and Exercising for Maximum Health		Nutrition and Fitness/Making Healthy Choices/Obj1/Act1,2
	Prepare a variety of healthy foods.	TE/122,123,124		Nutrition and Fitness/Making Healthy Choices/Obj1/Act3
	Practice kitchen safety.	TE/122,123,124 BLM/Practice Kitchen Safety		Nutrition and Fitness/Making Healthy Choices/Obj1/Act3

Physical Activity

▲	Participate regularly in a variety of enjoyable physical activities.	TE/130,131	Healthflash V/Eating	Nutrition and Fitness/Fitness and Health/Obj2/Act1,2
▲	Set personal fitness goals.	TE/132,133 EA/17,18		Nutrition and Fitness/Fitness and Health/Obj3/Act1,2
▲	Explore out-of-school play activities that promote fitness and health.	TE/133,134 PA/16 Healthflash		Nutrition and Fitness/Fitness and Health/Obj4/Act1

Mental and Emotional Health

	Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	TE/12 T/2 B/The Black Snowman	SA/2 EA/4	Personal and Mental Health/Promoting Total Wellness/Obj2/Act2,3 Obj3/Act1,2
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**Grade-Level Emphases Map
Grade Five**

▲ Develop and use effective communication skills.	<i>TE/16,33,34 SA/5 PA/2</i>		Personal and Mental Health/Health Concepts/Obj4/Act1 Personal and Mental Health/Respecting Others/Obj1/Act3; Obj2/Act1,2 Family Life/Family Relationships/Obj2/Act2,3
▲ Develop and use effective coping strategies.	<i>TE/40,41 T/2 PA/5</i>	<i>B/Journey</i>	Stress Management/Dealing With Conflict/Obj3/Act2
Identify and share feelings in appropriate ways.	<i>TE/20 T/2 B/Number the Stars</i>		Personal and Mental Health/Respecting Others/Obj1/Act3 Obj2/Act3

EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Disease Prevention

Practice positive health behaviors to reduce the risk of disease.	<i>TE/183 PA/22</i>		Disease Prevention/Communicable Diseases/Obj2/Act3 Obj3/Act1
Practice good personal hygiene.	<i>TE/150,151</i>		Growth and Development/Adolescent Changes/Obj3.Act1,2

Treatment of Disease

Recognize symptoms of common illnesses.	<i>TE/182 SA/39</i>	<i>Healthflash</i>	Disease Prevention/Communicable Diseases/Obj2/Act1,2
Cooperate with parents and health care providers in the treatment or management of disease.	<i>TE/183, 184 PA/22 EA/24</i>		Disease Prevention/Communicable Diseases/Obj3/Act1

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Potentially Dangerous Situations

**Grade-Level Emphases Map
Grade Five**

▲ Develop and use skills to avoid, resolve, and cope with conflicts.	<i>TE/60,61,69 SA/12 T/4</i>	<i>B/Maniac Macgee</i>	Stress Management/Dealing with Conflict/Obj3/Act2,3 Stress Management/ Conflict Resolution Skills/Obj2/Act1,2,3
▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	<i>TE/59,60 T/4 V/Bullying</i>		Safety/Basic First Aid/Obj3/Act1,2,3 Safety/Personal Safety/Obj2/Act2,3
▲ Understand and follow rules prohibiting possession of weapons at school.	<i>TE/171,172,173</i>		

Alcohol, Tobacco, and Other Drugs

▲ Avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.	<i>TE/85 SA/17</i>		Drug Prevention/Prevention Skills/Obj1/Act1,2
▲ Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.	<i>TE/83,87 PA/10</i>		Drug Prevention/Prevention Skills/Obj2/Act1,2,3
Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	<i>BLM/Drug Information Sheet</i>		Drug Prevention/Prevention Skills/Obj2/Act4

Child Abuse, Including Sexual Exploitation

Identify ways to seek assistance if worried, abused, or threatened.	<i>TE/165 SA/36</i>		Safety/Personal Safety/Obj2/Act2,3,4
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Emergencies

Recognize emergencies and respond appropriately, including knowing where to find emergency supplies.	<i>TE/160 SA/34</i>	<i>SA/35 EA1</i>	Safety/Basic First Aid/Obj3/Act1,2,3 Obj4/Act1
Understand the family emergency plan.	<i>PA/19</i>		

EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Five**

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Roles of Family Members

Demonstrate ways to help support positive family interactions.	<i>TE/38,39 T/3</i>		Family Life/Family Relationships/Obj2/Act2
Practice health-promoting behaviors with the family.	<i>SA/8A</i>		Family Life/Family Relationships/Obj2/Act3 Obj3/Act2

EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH THEIR PEERS.

Grade	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Friendship and Peer Relationships

▲ Resolve conflicts in a positive, constructive way.	<i>TE/70,71 T/5 SA/14</i>	<i>G/Conflict Resolution</i>	Stress Management/Conflict Resolution Skills/Obj2/Act1,2,3
▲ Demonstrate positive actions toward others.	<i>TE/21,22, P/Respect</i>		Family Life/Friendship/Obj3/Act1,2
▲ Demonstrate acceptable methods of gaining attention.	<i>TE/8,9</i>		Personal and Mental Health/Health Concepts/Obj4/Act1 Personal and Mental Health/Respecting Others/Obj1/Act3
▲ Demonstrate how to resist negative peer pressure.	<i>TE/72,95 SA/21 EA/9</i>	<i>V/ACE</i>	Stress Management/Conflict Resolution Skills/Obj2/Act1,2,3,4

School and Community-Based Efforts to Promote and Protect Health

Participate in school efforts to promote health.	<i>TE/172,173,174</i>		
Participate in community efforts to address local health and environmental issues.	<i>TE/72,73</i>		
Understand and follow school rules related to health.	<i>TE/171</i>		

EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

**Grade-Level Emphases Map
Grade Five**

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Life Cycle

▲	Recognize the changes that occur during preadolescence.	<i>TE/148,149,150 T/13</i>		
▲	Use correct terminology for body parts.	<i>TE/146,147,148 SA/30 SA/31</i>		
	Recognize changing emotions.	<i>TE/139,140</i>		
▲	Practice good personal hygiene.	<i>TE/151,154</i>		
	Manage feelings appropriately.	<i>TE/140</i>		

EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Growth and Development

	Develop a realistic body image.	<i>TE/139</i>		Growth and Development/Similarities and Differences/Obj2/Act1
	Adapt group activities to include a variety of students.	<i>TE/141</i>		Growth and Development/Similarities and Differences/Obj3/Act2,3

Mental and Emotional Development

	Identify, express, and manage feelings appropriately.	<i>TE/20 SA/3</i>	<i>B/Number the Stars</i>	Personal and Mental Health/Respecting Others/Obj1/Act3 Obj2/Act3

EXPECTATION 8: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

Grade 5	Skills and Behavior	Primary Citations	Supporting Citations or References	Online Correlation to skills-based activities <i>Topic/Lesson/Objective/Activities</i>
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Products and Services

▲	Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	<i>TE/124,125 SA/24</i>		Nutrition and Fitness/making Healthy Choices/Obj2/Act12,4
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Note: ▲ denotes emphasized topic

**Grade-Level Emphases Map
Grade Five**

Identify a variety of consumer influences and analyze how those influences affect decisions.	SA/24 SA/25 T/9		
Seek care from the school nurse or others (e.g., when needed for proper management of asthma).	TE/151 School Nurse		

Food Choices

▲ Develop basic food-preparation skills.	TE/122,123,124		Nutrition and Fitness/Making Healthy Choices/Obj1/Act3
Read and interpret information available on food labels.	TE/108 PA/13		
Use valid nutrition information to make healthy food choices.	SA/24		Nutrition and Fitness/Well-Balanced Diet/Obj2/Act1
Use unit pricing to determine the most economical purchases.	SA/27		Nutrition and Fitness/Making Healthy Choices/Obj2/Act4

KEY: **TE:** Teacher Edition; **SA:** Student Activity; **EA:** Evaluation and Assessment; **PA:** Parent Activity; **CD:** Compact Disk; **V:** DVD
B: Book; **P:** Poster; **G:** Game

Note: ▲ denotes emphasized topic