

# Texas/HPW Correlation

## Grades 3-5

### 115.2. Health Education, Grades 3-5

#### Grade 3: Knowledge & Skills

**(1) Health behaviors.** The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

(A) explain how personal-health habits affect self and others;

(B) describe ways to improve personal fitness;

(C) identify types of nutrients;

(D) describe food combinations in a balanced diet such as a food pyramid;

(E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and

(F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

**(2) Health behaviors.** The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:

(A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;

(B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;

(C) identify reasons for avoiding violence, gangs, weapons and drugs;

#### HPW Online Correlation:

##### *Topic/Lesson/Objective/Activity*

##### *Grade 3:*

Personal & Mental Health/Intro & Orientation/Obj2/Act1-all  
Personal & Mental Health/Wellness Project/Obj 1/Act-all

##### *Grade 3:*

Nutrition & Fitness /The Role of exercise/Obj 1,2/Act all

##### *Grade 3:*

Nutrition & Fitness/ Baseline Knowledge/Obj 2/Act – 3

##### *Grade 3:*

Nutrition & Fitness/ Guide to a Healthy Diet/Obj 1/Act 1,2

##### *Grade 3:*

Personal & Mental Health/Handling Emotions/Obj 2,3/Act- all

##### *Grade 3:*

Personal & Mental Health/Wellness Project/Obj1,2/Act all

##### *Grade 3:*

Safety & Injury Prevention/Introduction/Obj-all/Acts-all

##### *Grade 3:*

Drug Prevention/Tobacco Prevention/Obj 2/Acts-all  
Drug Prevention/Alcohol & Other Drugs/Obj 2,3/Acts-all

##### *Grade 3:*

Safety & Injury Prevention/Obj 1/Acts-all  
Safety & Injury Prevention/Obj 3/Acts-all

## Grade 3: Knowledge & Skills

(D) identify examples of abuse and describe appropriate responses; and

(E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

**(3) Health behaviors.** The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;

(B) explain the body's defense systems and how they fight disease; and

(C) explain actions to take when illness occurs such as informing parents/adults.

**(4) Health information.** The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span. The student is expected to:

(A) list and explain the stages of growth and development;

(B) name and locate major components of the body systems; and

(C) explain the interrelationships of the body systems.

**(5) Health information.** The student knows how to access health information. The student is expected to:

(A) demonstrate the ability to locate resources from parents and family members, school, and the community; and

(B) demonstrate the ability to locate school and community health helpers.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 3:*

Safety & Injury Prevention/Personal Safety/Obj 2,3/Acts-all

### *Grade 3:*

Safety & Injury Prevention/Indoor & Outdoor Safety/Obj 1-4/Acts-all

### *Grade 3:*

Disease Prevention/Communicable Diseases/Obj 2,3/Acts – all

### *Grade 3:*

Disease Prevention/Communicable Diseases/Obj 1/Acts – all

### *Grade 3:*

Disease Prevention/Understanding Illness/Obj 3/Acts –1

### *Grade 3:*

Growth & Development/Childhood Growth/Obj 1,2/Act – all

### *Grade 3:*

Growth & Development/The Human Body/Obj 2/Act – all  
Growth & Development/The Digestive System/Obj 1,2/Act – all  
Growth & Development/Heart & Lungs/Obj 1,2/Act – all

### *Grade 3:*

Growth & Development/The Human Body/Obj 1/Act – all

### *Grade 3:*

Safety & Injury Prevention/Personal Safety/Obj 4/Act 1  
Nutrition & Fitness/Making Healthy Choices/Obj 3/Acts-all  
Drug Prevention/Prevention Skills/Obj2/Avt 1

### *Grade 3:*

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all  
Nutrition & Fitness/ Baseline Knowledge/Obj 1,2,3/Act – all  
Growth & Development/The Human Body/Obj 1,2,3/Act – all  
Disease Prevention/Communicable Diseases/Obj 1,2/Acts – all

## Grade 3: Knowledge & Skills

**(6) Influencing factors.** The student understands factors that influence individual and community health. The student is expected to:

(A) relate how protecting the environment promotes individual and community health;

(B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;

(C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and

(D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

**(7) Influencing factors.** The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) describe how the media can influence knowledge and health behaviors; and

(B) identify ways in which health care has improved as a result of technology.

**(8) Personal/interpersonal skills.** The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

(A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and

(B) describe ways in which peers and families can work together to build a healthy community.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 4:*

Community & Environment/Interacting with the Com & Environ/Obj 1/Act -1

### *Grade 4:*

Community & Environment/ Interacting with the Com & Environ/Obj 3/Act -1

### *Grade 4:*

Community & Environment/ Personal Responsibility/Obj 1/Act -1

### *Grade 3:*

Personal & Mental Health/Self Awareness/Obj 3/Act- 1  
Safety & Injury Prevention/Introduction to S&I/Obj 3/Act1  
Nutrition & Fitness/ Guide to a Healthy Diet/Obj 4/Act – 1  
Drug Prevention/Baseline Knowledge/Obj 3/Act 1

### *Grade 3:*

Nutrition & Fitness/ Making Healthy Choices/Obj 1/Act – all  
Drug Prevention/Prevention Skills/Obj 2/Acts – 1

### *Grade 3:*

Growth & Development/Understanding Illness/Obj 1,2,3/Act – all  
Disease Prevention/Communicable Diseases/Obj 3/Acts – 1

### *Grade 3:*

Drug Prevention/Prevention Skills/Obj 1,2,/Act- all

### *Grade 3:*

Drug Prevention/Prevention Skills/Obj 3/Act- all

## Grade 3: Knowledge & Skills

(9) *Personal/interpersonal skills.* The student uses social skills in building and maintaining healthy and respectful relationships. The student is expected to:

(A) demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;

(B) demonstrate strategies for resolving conflicts;

(C) explain how to be a good friend;

(D) demonstrate effective listening skills;

(E) identify ways to communicate with parents/trusted adults about health concerns;

(F) demonstrate refusal skills; and

(G) describe ways to help build self-esteem for oneself, friends, and others.

(10) *Personal/interpersonal skills.* The student understands that bullying behaviors result in unhealthy conditions throughout the life span. The student is expected to:

(A) demonstrate respectful communication with family members, peers, teachers and others

(B) describe the mental-health value of respectful communication, such as reducing the potential for angry behavior;

(C) express needs, wants, and emotions in healthy ways.

(11) *Personal/interpersonal skills.* The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 3:*

Personal & Mental Health/Resolving Conflict/Obj 2/Act- all

### *Grade 3:*

Personal & Mental Health/Resolving Conflict/Obj 3,4/Act- all

### *Grade 3:*

Family Life/Friendship/objs 1,2/Acts - all

### *Grade 3:*

Personal & Mental Health/Resolving Conflict/Obj 1/Act- all

### *Grade 3:*

Family Life/Promoting healthy families/Obj 3/Act 1

### *Grade 3:*

Safety I Injury Prev/Personal Safety/Obj 3/Act 2  
Drug Prevention/Prevention Skills/Obj 3/Act 1

### *Grade 3:*

Personal & Mental Health/Self-Awareness/Obj 1, 2/Act- all

### *Grade 3:*

Personal & Mental Health/Intro & Orientation/Obj 3/Act2  
Family Life/Resolving Conflicts/Obj 2/1,2

### *Grade 3:*

Family Life/Resolving Conflict/Obj 1/1,2

### *Grade 3:*

Family Life/Handling Emotions/Objs 1,2/Acts- all

## Grade 3: Knowledge & Skills

(A) practice critical-thinking skills when making health decisions;

(A) practice critical-thinking skills when making health decisions;

(B) gather data to help make informed health choices;

(C) explain the positive and negative consequences of making a health-related choice;

(D) explain the importance of seeking assistance in making decisions about health;

(E) practice assertive communication and refusal skills;

(F) describe goal-setting skills; and

(G) explain the importance of time passage with respect to a goal.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 3:*

Safety & Injury Prevention/Intro/Obj 2/1  
Drug Prevention/Baseline Knowledge/Acts 1,2

### *Grade 3:*

Personal & Mental Health/Wellness Project/Obj 2/Act- 1

### *Grade 3:*

Drug Prevention/Prevention Skills/Obj 3/Acts 1

### *Grade 3:*

Safety & Injury Prevention/Indoor & Outdoor Safety/Obj3/Act1  
Drug Prevention/Medicines & Other Drugs/Obj 3/Act 1

### *Grade 3:*

Safety & Injury Prevention/Personal Safety/Obj 2,3/Act-all

### *Grade 3:*

Personal & Mental Health/Wellness Project/Obj 3/Act- 1

### *Grade 3:*

Personal & Mental Health/Wellness Project/Obj 1/Act- 1

Personal & Mental Health/Wellness Project/Obj 1/Act- 1

Personal & Mental Health/Wellness Project/Obj 3/Act- 1

## Grade 4: Knowledge & Skills

**(1) Health information.** The student recognizes ways to enhance and maintain health throughout the life span. The student is expected to:

(A) identify the benefits of six major nutrients contained in foods;

(B) identify information on menus and food labels;

(C) differentiate between aerobic and anaerobic exercise;

(D) explain the physical, mental, and social benefits of fitness;

(E) explain how sleep affects academic performance; and

(F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

**(2) Health information.** The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe how health behaviors affect body systems; and

(B) describe the basic function of major body systems such as the circulatory and digestive systems.

**(3) Health information.** The student knows how to access health information. The student is expected to:

(A) identify characteristics of health information; and

(B) describe the importance of accessing health information through a variety of health resources.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 4:*

Nutrition & Fitness/ Basics of Nutrition/Obj 2,3/Act – all

### *Grade 4:*

Nutrition & Fitness/ Well-Balanced Diet/Obj 2,3/Act – all

### *Grade 5:*

Nutrition & Fitness/ Fitness & Health/Obj 1/Act – 1

### *Grade 4:*

Nutrition & Fitness/Healthy Food & Fitness Choices/Obj 4/Act –2,3

### *Grade 4:*

Growth & Development/The Impact of Behavior on Health/Obj1/Act 1

### *Grade 4:*

Personal & Mental Health/Goal Setting & Personal Responsibility/Obj 1,2/Act- all

### *Grade 4:*

Nutrition & Fitness/ Basics of Nutrition/Obj 3/Act – all  
Disease Prevention/Impact of Behavior on Health/Objs all/Acts-all

### *Grade 4:*

Growth & Development/Heart Health/Obj 1/Act – all  
Disease Prevention/Communicable Diseases/Obj 1,2/Acts – all

### *Grade 4:*

Personal & Mental Health/Goal Setting & Personal Responsibility/Obj 1/Act-1

### *Grade 4:*

Personal & Mental Health/Goal Setting & Personal Responsibility/Obj 2/Act-all  
Drug Prevention/Harmful & Helpful Substances/Obj 2/Acts-all

## Grade 4: Knowledge & Skills

**(4) Health behaviors.** The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:

(A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter;

(B) explain the similarities of and the differences between medications and street drugs/substances;

(C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences;

(D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances;

(E) explain how to develop a home-safety and emergency response plan such as fire safety;

(F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home; and

(G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.

**(5) Health behavior.** The student comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) set personal-health goals for preventing illness;

(B) identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi;

(C) discuss ways in which prevention and transmission of disease are affected by individual behaviors; and

(D) distinguish between communicable and noncommunicable diseases.

## HPW Online Correlation:

### *Topic/Lesson/Objective/Activity*

#### *Grade 4:*

Drug Prevention/Harmful& Helpful Substances/Obj 2/Acts-1

#### *Grade 4:*

Drug Prevention/Harmful& Helpful Substances/Obj 2/Acts-3

#### *Grade 4:*

Drug Prevention/Tobacco Prevention/Obj 2/Acts-1

Drug Prevention/Alcohol & Other Drugs/Obj 1/Acts-1

#### *Grade 4:*

Drug Prevention/Choices & Consequences/Obj 2,3/Acts-all

#### *Grade 4:*

Safety & Prevention/Emergencies/Obj 3/Acts – 1

#### *Grade 4:*

Safety & Prevention/Outdoor Safety/Obj 2,3/Acts – all

#### *Grade 4:*

Safety & Prevention/School & Personal Safety/Obj 2/Acts – all

#### *Grade 4:*

Disease Prevention/Communicable Diseases/Obj 1,2/Acts – all

#### *Grade 4:*

Disease Prevention/Disease Prevention Concepts/Obj 2,3/Acts – all

#### *Grade 4:*

Disease Prevention/Impact of Behavior on Health/Obj 1/Acts – 1

#### *Grade 4:*

Disease Prevention/Communicable Diseases/Obj 1,2/Acts – all

## Grade 4: Knowledge & Skills

**(6) Influencing factors.** The student comprehends factors that influence individual, family, and community health. The student is expected to:

(A) identify similarities in which healthy environments can be promoted in homes, schools, and communities; and

(B) explain the importance of a community environmental health plan.

**(7) Influencing factors.** The student comprehends ways in which the media and technology can influence individual and community health. The student is expected to:

(A) explain how the media can influence health behaviors; and

(B) describe ways technology can influence health.

**(8) Personal/interpersonal skills.** The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

(A) explain the influence of peer pressure on an individual's social and emotional health; and

(B) describe the importance of being a positive role model for health.

**(9) Personal/interpersonal skills.** The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

(A) describe the qualities of a good friend;

(B) explain steps in conflict resolution;

(C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 4:*

Com& Environ Health/Interacting with Com&Environ/Obj 3/Act 1  
Com& Environ Health/Interacting with Com&Environ /Obj 4/Act 1

### *Grade 4:*

Com& Environ Health/Personal Responsibility/Obj 1/Act 1

### *Grade 4:*

Nutrition & Fitness/ Healthy Food & Fitness Choices/Obj 1/Act – all

### *Grade 4:*

Disease Prevention/Disease Prevention Concepts/Obj 4/Acts – 1

### *Grade 4:*

Personal & Mental Health/ Promoting Personal HealthObj 2/Act- 2  
Personal & Mental Health/ Promoting Personal HealthObj 3/Act- 2

### *Grade 4:*

Family Life/Building Healthy Relationships/Obj 1/Act 1

### *Grade 4:*

Family Life/Friendship/Obj 1/Act 1

### *Grade 3:*

Family Life/Resolving Conflicts/Obj 3/Act 2

### *Grade 4:*

Stress Management/Resolving Conflicts/Obj 2/Act 2

### *Grade 4:*

Safety & Injury Prev/School & Personal Safety/Obj 2/Act 2  
Drug Prevention/Prevention Skills/Obj 2/Act 2

## Grade 4: Knowledge & Skills

(D) demonstrate healthy ways of gaining attention;

(E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;

(F) analyze strengths and weaknesses in personal communication skills;

(G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and

(H) demonstrate refusal skills.

**(10) Personal/interpersonal skills.** The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;

(B) describe healthy ways of responding to disrespectful behavior; and

(C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.

**(11) Personal/interpersonal skills.** The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;

(B) explain the advantages of setting short and long-term goals;

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 4:*

Personal & Mental Health/Health Concepts/Obj 4/Act-1  
Family Life/Friendship/Obj 4/Act 1

### *Grade 4:*

Family Life/Communication Skills/Obj 3/Act-1  
Safety & Injury Prev/School & Personal Safety/Obj 2/Act 1

### *Grade 4:*

Personal & Mental Health/Promoting Personal Health/Obj3/Act- 2,3  
Family Life Communication Skills/Obj 1/Act 1

### *Grade 4:*

Drug Prevention/Prevention Skills/Obj 2/Act 1  
Safety & Injury Prev/School & Personal Safety/Obj 2/Act 2

### *Grade 4:*

Growth & Development/Physical & Emotional Growth/Obj 3/Act 4

### *Grade 4:*

Personal & Mental Health/Health Concepts/Obj 4/Act-1

### *Grade 4:*

Stress Management/Stress & Health/Obj 3/Act 2

### *Grade 4:*

Safety & Injur Prev/School & Personal Safety/Obj 2/Act-1

### *Grade 4:*

Personal & Mental Health/Goal Setting & Per. Respon/Obj 1,2/Act- all

## Grade 4: Knowledge & Skills

(C) describe the importance of parental guidance and other trusted adults in goal setting;

(D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and

(E) describe steps in decision making and problem solving.

**12. Bullying Prevntion.** The student uses social skills for building and maintaining respectful relationships relationships throughout the Lifespan.

(A) describe the characteristics of a bully;

(B) demonstrate appropriate ways to deal with disrespectful behavior;

(C) explain the difference between assertive behavior and aggressive behavior;

(D) describe the negative impact bullying has on both the victim and the bully; and

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 4:*

Personal & Mental Health/Goal Setting & Per. Respon/Obj 3/Act-1

### *Grade 4:*

Drug Prevention/Tobacco Prevention/Obj 3/Act 2

### *Grade 4:*

Drug Prevention/Choices & Consequences/Obj 2/Act 1,2

### *Grade 3:*

Family Life/Resolving Conflicts/Obj3/Act- all

### *Grade 4:*

Stress Management/Resolving Conflict/Obj 2/Act 2

### *Grade 5:*

Stress Management/Dealing With Conflict/Obj 3/Acts-all

### *Grade 4:*

Stress Management/Dealing With Conflict/Obj 3/Acts-all

## Grade 5: Knowledge & Skills

**(1) Health information.** The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to:

(A) examine and analyze food labels and menus for nutritional content;

(B) apply information from the food guide pyramid to making healthy food choices;

(C) identify foods that are sources of one or more of the six major nutrients;

(D) calculate the relationship between caloric intake and energy expenditure;

(E) differentiate between health-related and skill-related physical activities; and

(F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.

**(2) Health information.** The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe the structure, functions, and interdependence of major body systems; and

(B) identify and describe changes in male and female anatomy that occur during puberty.

**(3) Health information.** The student knows how to utilize health information. The student is expected to:

(A) describe methods of accessing health information; and

(B) demonstrate ways to communicate health information such as posters, videos, and brochures.

## HPW Online Correlation:

### *Topic/Lesson/Objective/Activity*

#### *Grade 5:*

Nutrition & Fitness/ Nutrition & Fitness Concepts/Obj 3/Act – 1

#### *Grade 5:*

Nutrition & Fitness/ Nutrition & Fitness Concepts /Obj 2/Act – 1,2

#### *Grade 5:*

Nutrition & Fitness/ Well-Balanced Diet/Obj 2/Act –1

#### *Grade 5:*

Nutrition & Fitness/ Fitness & Health/Obj 3/Act – 1,2

#### *Grade 5:*

Nutrition & Fitness/ Fitness & Health /Obj 1,2/Act – all

#### *Grade 5:*

Nutrition & Fitness/ Fitness & Health /Obj 4/Act –1

#### *Grade 5:*

Nutrition & Fitness/ Baseline Knowledge/Obj 2/Act – all  
Growth & Development/Adolescent Changes/Obj 2/Act – all  
Growth & Development/The Nervous System/Obj 1,2/Act – all  
Disease Prevention/Communicable Diseases/Obj 1/Acts – all

#### *Grade 5:*

Growth & Development/Adolescent Changes/Obj 2/Act – all

#### *Grade 5:*

Personal & Mental Health/Setting Goals/Obj 2/Act- all  
Drug Prevention/Health Effects of Drugs/Obj 1/Acts – 1

#### *Grade 5:*

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all  
Stress Management/Conflict Resolution Skills/Obj 3/Act 3  
Drug Prevention/Social Impact of Drug Use/Obj 3/Acts –all

## Grade 5: Knowledge & Skills

**(4) Health behaviors.** The student recognizes behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs;

(B) relate the importance of immunizations in disease prevention;

(C) distinguish between myth and fact related to disease and disease prevention;

(D) list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and

(E) explain how to manage common minor illnesses such as colds and skin infections.

**(5) Health behaviors.** The student comprehends behaviors that reduce health risks throughout the life span. The student is expected to:

(A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter;

(B) compare and contrast the effects of medications and street drugs;

(C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences;

(D) identify and describe alternatives to drug and substance use;

(E) demonstrate strategies for preventing and responding to deliberate and accidental injuries;

(F) explain strategies for avoiding violence, gangs, weapons and drugs;

(G) describe response procedures for emergency situations;

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 5:*

Drug Prevention/Prevention Skills/Obj 1/Acts –1,2  
Drug Prevention/Health Effects of Drugs/Obj 2/Acts –1,2

### *Grade 5:*

Disease Prevention/Baseline Knowledge/Obj 2/Acts – 1  
Disease Prevention/Parent Component/Obj 3/Acts – 1

### *Grade 5:*

Disease Prevention/HIV/AIDS: Baseline Knowledge/Obj 2/Acts – all

### *Grade 5:*

Disease Prevention/Communicable Diseases/Obj 2/Acts – all  
Disease Prevention/HIV/AIDS: Getting the Facts/Obj 2/Acts – all

### *Grade 5:*

Disease Prevention/Baseline Knowledge/Obj 2/Acts – 1

### *Grade 5:*

Drug Prevention/Baseline Knowledge/Obj 2/Acts –all

### *Grade 5:*

Drug Prevention/Medicines & Other Drugs/Obj 2/Acts –all

### *Grade 5:*

Drug Prevention/Health Effects of Drugs/Obj 1,2,3/Acts –all

### *Grade 5:*

Drug Prevention/Prevention Skills/Obj 1,2/Acts –all

### *Grade 5:*

Safety & Injury Prevention/Basic First Aid/Objs 1,2,3,4/Acts -all

### *Grade 5:*

Safety & Injury Prevention/Personal Safety/Objs 1,2,3/Acts -all

### *Grade 5:*

Safety & Injury Prevention/Basic First Aid/Obj 3/Acts -1

## Grade 5: Knowledge & Skills

(H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and

(I) explain the impact of neglect and abuse.

**(6) Influencing factors.** The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to:

(A) distinguish between healthy and harmful influences of friends and others;

(B) describe the characteristics of healthy and unhealthy friendships;

(C) identify ways to enhance personal communication skills;

(D) analyze respectful ways to communicate with family, adults, and peers;

(E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;

(F) apply and practice strategies for self-control; and

(G) describe strategies for stress management.

**(7) Influencing factors.** The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) research the effect of media on health-promoting behaviors; and

(B) identify the use of health-related technology in the school such as audiometry and the Internet.

**(8) Influencing factors.** The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 5:*

Safety & Injury Prevention/Basic First Aid/Obj 3/Acts -1

### *Grade 5:*

Safety & Injury Prevention/Personal Safety/Objs 1/Acts -1  
Safety & Injury Prevention/Personal Safety/Objs 2/Acts -1,2

### *Grade 5:*

Drug Prevention/Prevention Skills/Objs 1/Acts -all

### *Grade 5:*

Family Life/Friendship/Objs 2/Acts –all

### *Grade 5:*

Family Life/Family Relationships/Obj 2/Act -1

### *Grade 5:*

Family Life/Friendship/Objs 3/Acts -all

### *Grade 4:*

Stress Management/Resolving Conflict/Obj 1/Act 3

### *Grade 5:*

Family Life/Friendship/Objs 1,2/Acts -all

### *Grade 5:*

Stress Management/Conflict Resolution Skills/Objs 1,2/Acts -all

### *Grade 5:*

Nutrition & Fitness/Making Healthy Choices/Obj 2/Acts-all  
Drug Prevention/Social Impact of Drug Use/Obj 3/Act 1

## Grade 5: Knowledge & Skills

(A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;

(B) describe daily and weekly activities that promote the health of a family;

(C) describe how a safe school environment relates to a healthy community; and

(D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

**(9) Personal/interpersonal skills.** The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions. The student is expected to:

(A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;

(B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;

(C) utilize critical thinking in decision making and problem solving;

(D) describe benefits in setting and implementing short and long-term goals;

(E) explain the necessity of perseverance to achieve goals; and

(F) explain the importance of parent/trusted adult guidance in goal setting.

**(10) Bullying prevention.** The student understands positive bystander prevention strategies in helping to maintain positive relationships and respect. The student is expected to:

(A) analyze respectful ways to communicate with friends, family, teachers, and others;

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 5:*

Family Life/Family Relationships/Obj 2/Acts-1,2

### *Grade 5:*

Family Life/Family Pride/Obj 2,3/Acts-all

### *Grade 5:*

Safety & Injury Prev/Objs 1,2/Acts -all

### *Grade 4:*

Community & Environmental Health/Interacting with The Community and Environment/Obj 2/Acts – 1,2

### *Grade 5:*

Stress Management/Traumatic Stress/Obj 3/Act 1

Drug Prevention/Baseline Knowledge/Obj 3/Act 1

### *Grade 5:*

Stress Management/Conflict Resolution Skills/Obj 1/Act 1

Stress Management/Conflict Resolution Skills/Obj 2/Act 4

Drug Prevention/Prevention Skills/Obj 1/Act 1

### *Grade 5:*

Stress Management/Conflict Resolution Skills/Obj 2/Acts 1,2,3

Drug Prevention/Medicines & Other Drugs/Obj 2/Act2

Drug Prevention/Social Impact of Drug Use/Obj 2/Act 2

### *Grade 5:*

Personal & Mental Health/Setting Goals/Obj 2/Acts 1,2

### *Grade 5:*

Personal & Mental Health/Setting Goals/Obj 1/Acts 1,2

### *Grade 5:*

Personal & Mental Health/Setting Goals/Obj 2/Act 2

### *Grade 5:*

Personal & Mental/Respecting Others/Obj 1,2/Acts-all

## Grade 5: Knowledge & Skills

(B) describe appropriate ways to address bullying on behalf of a friend or peer;

(C) explain the differences among teasing, joking, playing around, and bullying;

(D) identify methods available through which to report bullying; and

(E) describe the difference between reporting and tattling.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 5:*

Stress Management/Dealing with Conflict/Obj 3/Act 1,2,3

### *Grade 5:*

Stress Management/Dealing with Conflict/Obj 3/Act 1,2,3

### *Grade 5:*

Stress Management/Dealing With Conflict/Obj 3/Act 1,2,3

### *Grade 5:*

Stress Management/Dealing With Conflict/Obj 3/Act 1,2,3