

Alcohol, Tobacco, and Other Drugs (ATOD)

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate ways to ask for help when personal safety is being threatened in situations involving medicines, poisonous household substances, tobacco, alcohol, or other drugs. | 5/DA/38-39/2; 4/DA/41-42/4; 3/DA/40-41/3; 2/DA/31-32/4; 1/DA/41-42/4; 1/DA/40/2 |
| b. Demonstrate effective communication skills to support their own and others' non-use. | 5/DA/36-37/1; 4/DA/35-36/4; 3/DA/40-41/4; 2/DA/3/31-32/4; 2/DA/33-34/3; 1/DA/41-42/2 |

3.3 Students demonstrate respect for themselves and others.

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| a. Describe the importance of taking responsibility for their own health. | 5/DA/38-39/1; 4/DA/39-40/4; 3/NF/28-29/2; 2/DA/37-39/4; 1/DA/41-42/1 |
| b. Demonstrate support for others and their decisions to practice health-enhancing behaviors. | 5/DA/36-37/2; 4/DA/39-40/2; 3/DA/44-45/4, 5; 2/DA/35-36/4; 1/DA/41-42/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Name the benefits to children and adolescence of not using tobacco, alcohol, and other drugs. | 5/DA/30-31/2, 3; 4/DA/37-38/1; 3/DA/42-43/2; 2/DA/29-30/1 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe the purpose of medicines. | 5/DA/32-33/2; 4/DA/33-34/2; 3/DA/39/1, 2, 3; 2/DA/31-32/3 |
| b. Describe the proper use of medicine and the risks of incorrect use. | 5/DA/32-33/2, 3; 4/DA/33-34/2; 3/DA/39/1, 2, 3; 2/DA/31-32 |
| c. Identify some household products that are poisonous. | 4/DA/33-34/1; 1/DA/33-34/3 |
| d. Identify products that contain tobacco, alcohol and other drugs and mind-altering substances. | 4/DA/35-36/1; 3/DA/42-43/1; 2/DA/33-34/1, 2 |
| e. Identify short-term and long-term effects and common health problems resulting from use of tobacco, alcohol and other drugs. | 5/DA/36-37/1,2; 4/DA/39-40/3; 4/DA/35-36/2; 3/DA/40-41/2, 3; 3/DA/42-43/2; 2/DA/31-32/2; 2/DA/33-34/2; 1/DA/35-37/1, 2 |

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Alcohol, Tobacco, and Other Drugs

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| f. Identify safe, enjoyable activities that do not include tobacco, alcohol, and other drugs. | 5/DA/40/1, 2; 4/DA/41-42/3;
3/DA/44-45/3 |
| g. Describe relationships between personal health behaviors, tobacco, alcohol, and other drug use, and individual well-being. | 5/DA/38-39/2; 4/DA/39-40/1;
2/DA/35-36/2 |
| h. Explain that family members do not cause and cannot control another family member's use of tobacco, alcohol, and other drugs. | 5/FL/14-15/1, 2, 3; 4/DA/10-11;
4/FL/10-11; 4/DA/35-36/4; 3/DA/44-45/1, 2; 3/DA/37-38/3; 2/DA/35-36/2 |
| a. Develop a personal commitment not to use tobacco, alcohol, and other drugs and a plan to avoid their use. | 5/DA/40; 4/DA/43/1, 2, 3; 3/DA/44-45/3, 4, 5; 2/DA/35-36/3; 1/DA/35-37/5 |
| a. Identify people that can provide support around tobacco, alcohol, and other drug issues. | 5/FL/14-15/1, 2, 3; 4/DA/43, 1, 2, 3;
3/DA/44-45/5; 2/DA/37-39/4; 2/DA/35-36/4 |
| b. Identify resources for valid health information about tobacco, alcohol, and other drugs. | 5/DA/34-35/1; 4/DA/41-42/1; 3/DA/42-43/4; 3/DA/37-38/2; 1/DA/38-39/2 |
| a. Identify healthy ways to express emotions, manage stress, and have fun free of tobacco, alcohol, and other drugs. | 5/SM/19-21; 4/SM/27/1, 2, 3 |
| a. Demonstrate ways to enhance health and refuse tobacco, alcohol, and other drugs. | 5/DA/38-39/1; 4/DA/35-36/3; 4/DA/41-42/1; 3/DA/40-41/3, 4; 3/DA/44-45/1; 2/DA/37-39/3 |

3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills to avoid tobacco, alcohol, and other drug use. | 5/DA/38-39/1; 4/DA/41-42/5; 3/DA/40-41/3, 4; 2/DA/37-39/2 |
| b. Describe positive and negative influences on tobacco, alcohol, and other drug use (e.g., family, peers, culture, legal, internal, media). | 5/DA/34-35/2; 4/DA/39-40/3; 3/DA/44-45/2; 2/DA/33-34/1, 3 |

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Alcohol, Tobacco, and Other Drugs

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Demonstrate mediation and negotiations skills to resolve conflicts that arise around the use of alcohol, tobacco, or other drugs.

5/SM/27-29/2; 4/DA/39-40/1, 2, 4;
3/DA/44-45/4, 5

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.

5/DA/36-38/3; 4/DA/35-36/2; 3/DA/44-45/2; 2/DA/33-34/2 (3); 1/DA/35-37/3

5.15 Students design and create media products that successfully communicate.

- a. Create counter-arguments to tobacco and alcohol advertising that demonstrate the real effects of use.

3/DA/44-45/3 (2, 3); 2/DA/33-34/2 (2)

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the effects of tobacco, including secondhand smoke, alcohol, or other drug use on the body's organs and functions.

5/DA/30-31/1, 2, 3; 4/DA/35-36/3;
7/DA/40-41/1, 2; 2/DA/33-34/1 (1)

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Community, Environmental, and Consumer Health

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

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| a. Demonstrate ways to communicate about health issues with trusted adults and health care providers. | 5/FL/14-15; 4/DA/43/3; 4/DA/41-42/5;
4/DA/39-40/4; 4/DA/33-34/3; 4/DA/35-36/4; 4/DA/37-38/3; 1/FL/10/3 |
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3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate ways to show respect for diversity within the community. | 4/DA/41-42/4; 2/CE/18-19/2; 1/PM/6/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Identify safety and environmental hazards that may exist in the home, school, and community. | 5/SA/60; 4/CE/15-16/3; 3/SA/19-20/1;
2/CE/16-17/1 |
| b. Identify strategies to prevent hazardous exposures, e.g., lead, unclean water, chemicals. | 5/SA/57-59; 4/CE/15-16/4; 3/SA/19-20/1, 2, 3; 2/CE/16-17/2, 3 |
| c. Describe how communities promote environmental health. | 4/CE/15-16/1, 2; 2/CE/18-19/1, 2 |
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| a. Describe people and community agencies that are available to promote and protect community health. | 4/CE/17-18/1, 2, 3, 4; 2/CE/16-17/2 |
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| a. Describe the safe use of health care products. | 4/NF/48-49/1; 3/SA/39/1, 2, 3;
2/DP/53-54/1 |
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3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills about health care products. | 5/NF/48-49/1; 3/DA/39/2;
2/DP/53-54/1 |
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Community, Environmental, and Consumer Health

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Demonstrate problem-solving skills within the school community.

5/SA/60; 4/DA/41-42/4

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Explain how media influences the selection of health products.

5/DA/36-37/3; 4/NF/48-49/1;
3/NF/28-29/3

5.15 Students design and create media products that successfully communicate.

- a. Develop examples of positive media strategies to promote community and environmental health.

4/CE/15-16/4; 4/CE/17-18/3

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Identify how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution).

4/CE/17-18/1; 2/CE/15/2; 2/CE/16-17/1

- b. Identify and describe environmental factors that can influence human health (e.g., exposure to microbes, pollution).

4/CE/17-18/1; 2/DP/49-50/2

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate how to ask for help in situations that threaten personal or others' safety. | 5/SA/57-59; 4/FL/10-11/1, 3;
3/SA/18/2; 2/DP/49-50/3; 2/DP/53-54/3; 1/SA/16-17/4 |
| a. Demonstrate support for others to make positive choices to reduce the risk of injury, violence, or disease. | 4/SA/26/1, 2, 3; 3/SA/18/3; 2/DP/53-54/2; 1/SA/16-17/1, 2 |
| b. Advocate following safety rules to prevent injury. | 5/SA/60; 4/SA/23-24/3; 3/SA/21-22/2;
2/SA/45-46/1, 2; 1/SA/18-19/3 |

3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate ways to show care, consideration, and respect for self and others. | 5/SM/27-29; 4/SM/32/1, 3; 3/FL/14-15/1, 2, 3; 2/PM/2-3/2 |
| b. Demonstrate ways to support others who are dealing with illness, injury, hazing, harassment, and bullying. | 4/SM/28-29/1, 3; 3/FL/14-15/1;
2/PM/2-3/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain that illness, injuries, and other disorders can affect growth and development. | 5/HG/50-51/3, 4; 4/SM/28-29/1, 2, 3;
3/DP/46-47/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Define illness and wellness. | 5/DP/61/1; 3/DP/46-47/1, 2 |
| b. Explain the importance of periodic health and dental checkups, screenings, and immunizations. | 5/DA/61/2; 4/DP/58-59/3, 4; 3/DP/46-47/3, 4; 2/DP/53-54/2, 3 |
| c. Explain how childhood illnesses and injuries can be prevented and treated. | 5/DP/61/3; 4/DP/58-59/3, 4;
4/DP/60-61/3; 3/DP/46-47/3, 4;
2/DP/53-54/1, 2, 3 |

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Differentiate between communicable and non-communicable diseases. | 5/DP/62-63/2; 4/DP/60-61/2; 3/DP/46-47/3 |
| e. Identify some symptoms of illness. | 5/DP/62-63/2, 3; 4/DP/60-61/2;
2/DP/49-50/1, 2, 3 |
| f. Explain why some health practices hasten recovery from disease. | 5/DP/62-63/1, 2, 3 |
| g. Describe the importance of practicing traffic, bicycle, fire, water, and personal safety techniques. | 5/SA/57-59/3; 4/SA/23-24; 4/SA/25;
1/SA/18-19/1, 2, 3, 4; 1/SA/20-21/1, 2, 3 |
| h. Explain the right to personal privacy and differentiate between good, confusing, and bad touch. | 1/SA/23-24/1, 2, 3, 4 |
| i. Identify rules for interactions with strangers and people they know. | 2/SA/47-48/1, 3 |
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| a. Demonstrate the ability to locate resources from home, school, and community that provide valid disease, violence, and injury prevention information. | 4/DP/58-59/4; 4/DP/60-61/4;
2/SA/18/3 |
| b. Identify resources for help regarding child abuse. | 1/SA/23-24/4 |
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| a. Demonstrate healthy practices that prevent the spread of germs and disease (e.g., washing hands, food safety, and universal precautions). | 4/DP/60-61/2, 3; 3/DP/46-47/2, 3;
2/DP/53-54/3; 1/SA/48-50/1, 2, 3, 4 |
| b. Identify safety hazards in the home, school, and community (e.g., fire, water, traffic, weapons). | 4/SA/23-24; 4/SA/25; 3/SA/18 |
| c. Demonstrate safety rules that reduce risks and promote health in the home, school, and community, including safety strategies when home alone. | 4/SA/26/3; 3/SA/19-20; 2/SA/45-46/1, 2 |
| d. Identify ways people can stay healthy and prevent disease/injury (e.g., using universal precautions, protective equipment). | 4/SA/26/2; 4/DP/58-59/4; 2/HG/44/1, 2 |
| e. Demonstrate the use of safety belts when riding in vehicles and helmets when biking, skating, boarding, or skiing. | 4/SA/23-24; 4/SA/25 |
| f. Demonstrate basic first aid procedures for common injuries. | 5/SA/55-57/2; 4/SA/21-22 |
| g. Describe effective disease management routines (e.g., diabetes, asthma, and allergies). | 5/DP/61-63; 5/DP/62-63/3 |

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

- a. Demonstrate skills for refusing to participate in situations involving weapons, intimidation, harassment, and other risky situations.

5/DP/57-59/3 (1, 2, 3); 4/SM/32/3;
4/SM/30-31/2, 3, 4; 2/SA/47-48/1, 2, 3

3.7 Students make informed decisions.

- a. Demonstrate decision-making skills to reduce risks of violence and/or injury.
- b. Identify factors that may influence decisions about risks of violence and/or injury.

5/SA/55-56/3; 4/SM/30-31/3; 2/SA/47-48/2; K/SA/35-36/1

5/SA/55-56/4; 4/SM/30-31/2, 3, 4;
2/HG/44/1, 2; K/SA/35-36/2, 3, 4

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Identify ways to deal with anger, harassment, and bullying.
- b. Identify situations that may involve risks and/or unsafe conditions and ways to make health-enhancing choices.

4/SM/30-31/4; 2/PM/4-5/1, 2, 3, 4

5/SA/55-56; 5/SA/57-59; 5/SA/60;
4/SA/26/1, 2, 3; 3/SA/18/2; 3/SA/19-20/3; 2/SA/47-48/2, 3

- a. Identify situations where conflicts may arise and practice ways to make positive action.

5/SM/27-29/2; 4/SM/32/1, 2, 3

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify ways that media influence risk taking, violent behaviors, and disease prevention.

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Identify ways the human body fights disease and infections.
- b. Identify strategies for helping the body to heal from injury.

4/DP/60-61/1

4/DP/60-61/3, 4; K/DP/47-48/1, 2, 3

Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

- a. Identify the importance of healthy eating and exercise habits for self and others.

- a. Practice effective communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.

4/NF/44-45/1; 4/NF/46-47/1; 3/NF/23-24/1, 2; 2/NF/27-28/1; K/NF/14-15/1, 2, 3

4/NF/48-49/4, 5; 3/NF/25-26/4;
2/NF/25-26/3

3.3 Students demonstrate respect for themselves and others.

- a. Recognize that people have different nutritional needs and that healthy body weight varies from person to person.
- b. Demonstrate support for others and their food selections and activity choices.

4/NF/46-47/1, 3, 4; 3/NF/23-24/1;
3/NF/25-26/3; 2/NF/23-24/2

5/NF/44-45; 4/NF/46-47/5; 3/NF/25-26/4; 3/NF/27/2; 2/NF/27-28/2

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Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain how choosing to be active and to eat healthy foods promote healthy growth and development. | 5/NF/46-47; 4/NF/46-47/1; 4/NF/44-45/1, 4; 3/NF/27/1; 2/NF/27-28/1; 2/NF/25-26/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Identify the importance of physical activity and healthy food intake as part of a healthy lifestyle. | 5/NF/48-49/1; 4/NF/44-45/1, 4; 3/NF/25-26/2; 3/NF/23-24/1, 2, 3; 2/NF/20-22/1 |
| b. Describe health reasons for eating according to the Food Guide Pyramid. | 4/NF/44-45/2, 3; 3/NF/25-26/1; 2/NF/20-22/1, 2 |
| c. Identify and classify foods according to the Food Guide Pyramid. | 4/NF/44-45/2, 3; 3/NF/25-26/1; 2/NF/20-22/1, 2 |
| d. Identify the importance of eating a variety of foods. | 5/NF/46-47/1; 4/NF/46-47/4; 3/NF/25-26/3; 2/NF/20-22/3 |
| e. Explain how to use basic information found on food labels (e.g., product name, ingredients, nutrient content, storage information). | 5/NF/42-43/3; 4/NF/46-47/2; 2/NF/23-24/4; 2/NF/27-28/1 (3) |
| f. Explain the importance of cleanliness when preparing serving, and eating foods. | K/NF/18-19/2 |
| g. Identify the importance of stretching, warm up, and cool down exercises. | 5/NF/48-49/1, 2 |
| h. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports. | 3/NF/19-20/3 |
| a. Set goals for improving eating and exercise habits, and monitor progress. | 5/NF/48-49/4; 4/NF/48-49/4; 3/NF/28-29/2; 3/NF/27/2; 2/NF/27-28/2 |
| b. Demonstrate ways to plan to be active before, during, and after the school day. | 4/NF/50/1, 2, 3; 2/NF/25-26/3 |
| a. Identify reliable sources for information about nutrition and physical activity. | 5/NF/46-47/3; 4/NF/44-45/2; 4/NF/50/3; 4/NF/46-47/2; 3/NF/28-29/1, 3; 2/NF/23-24/4 |

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Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| a. Describe how to select a healthy diet based on the Food Guide Pyramid. | 5/NF/44-45/2, 3; 4/NF/44-45/2, 3;
3/NF/25-26/1, 2, 3 |
| b. Explain safe food- handling practices. | 4/NF/48-49/2; K/NF/18-19/2 |
| c. Demonstrate the use of protective equipment for physical activity and sports. | K/NF/16/1 |
| d. Describe how to determine if an environment is safe for physical activity and sports. | 5/SA/57-59; 5/SA/60; 3/SA/19-20;
K/NF/16/2 |

3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills regarding food choices and physical activity. | 5/NF/46-47/1, 2; 4/NF/50/1, 2, 3;
3/NF/28-29/2; 2/NF/25-26/2;
2/NF27-28/1 |
| b. Identify factors that influence food choices and physical activity. | 4/NF/46-47/5; 3/NF/28-29/1, 3;
2/NF/23-24/2, 3 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Practice strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations. | 5/SM/22-24/2, 1; 4/SM/30-31/1, 2, 3, 4;
3/FL/14-15/2; 2/PM/6-7/4, 5 |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Explain how media influences eating and physical activity behaviors. | 4/NF/48-49/1; 3/NF/28-29/1, 3 |
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Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the importance of nutrition and physical activity in maintaining healthy body systems.

5/NF/48-49/46-47/44-45; 4/NF/48-49/3, 4; 4/NF/46-47/1, 4; 3/NF/27/1; 2/NF/20-22/1

Personal Health; Family, Social, Mental, Sexual

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

- a. Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- b. Demonstrate effective listening skills.
- c. Demonstrate ways to respond appropriately to feelings expressed by others.
- d. Identify ways to ask for help in improving health and dealing with common health problems.

5/PM/10-11; 4/HG/51-52/1, 2, 3; 4/SM/28-29/2; 3/FL/16-17/1, 2, 3; 2/PM/4-5/3; K/FL/10-11/1

4/SM/28-29/1, 2, 3; 3/FL/16-17/2; 2/PM/2-3/2, 3; K/FL/10-11/2

5/PM/3/4-6; 4/HG/51-52/1, 2, 3; 3/FL/16-17/1, 2, 3; 2/PM/2-3/2; K/FL/10-11/3

5/PM/9; 4/DA/33-34/3; 4/DA/35-36/4; 4/DA/37-38/3; 3/FL/9-10/2, 3; 2/NF/23-24/4; 2/NF/25-26/3

3.3 Students demonstrate respect for themselves and others.

- a. Describe how to be a responsible family member.

5/FL/12-13, 14-15, 16-18; 4/FL/8-9; 3/FL/7-8/1; 2/FL/8-9/4; K/FL/12/1

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Personal Health; Family, Social, Mental, Sexual

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.3 Students demonstrate respect for themselves and others. (continued)

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| b. demonstrate ways to build and maintain positive relationships and friendships. | 5/FL/14-15; 4/FL/12-13; 3/FL/11-13/2;
2/FL/10-12/5, 6 |
| c. Explain how personal behavior can affect the feelings of others. | 4/FL/10-11; 3/PM/4/2; 3/PM/5-6/1;
3/SA/18/1; 2/FL/10-12/2; K/FL/12/2 |
| d. Describe ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomic, and religion). | 5/SM/22-24; 5/HG/50-51; 4/SM/30-31/1, 2, 3, 4; 3/PM/2-3/1; 2/FL/10-12/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders. | 5/HG/50-51; 5/HG/52; 4/HG/51-52/1, 2, 3; 3/HG/31-32/3; K/HG/42-43/1 |
| b. Identify strategies that promote emotional and social growth (e.g., strengths and assets). | 5/HG/50-51/3; 4/HG/51-52/1, 2, 3;
3/HG/31-32/1; 2/HG/40-41/1 |
| c. Identify ways family and friends help meet physical, emotional, and social health needs. | 5/HG/50-51/4; 4/HG/53-54/3;
4/HG/57/3; 3/FL/7-8/1; 3/FL/9-10/2;
2/FL/10-12/4 |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Explain the importance of balancing sleep, relaxation, nutrition, physical activity, and recreation in one's life. | 5/HG/50-51/1; 5/HG/52/2; 3/HG/35-36/3; 2/NF/27-28/1 |
| b. Describe the diversity of family structures. | 5/FL/12-13; 5/FL/14-15; 4/FL/8-9;
3/FL/7-8/3; 2/FL/8-9/3 |
| c. Describe changes in family structures (e.g., birth, adoption, marriage, divorce, death). | 5/FL/12-13; 5/FL/14-15; 3/FL/7-8/3;
3/FL/9-10/1; 2/FL/13-14/3; K/FL/13/1 |

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Personal Health; Family, Social, Mental, Sexual

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Describe how all individuals are unique and special. | 5/HG/50-51/2, 3; 3/PM/2-3/1, 2, 3;
2/HG/40-41/2 |
| e. Identify positive role models. | 3/PM/4/1, 2; 2/HG/40-41/4 |
| f. Describe the importance of trust in relationships. | 5/FL/16-18/1, 2, 3; 4/FL/12-13; 3/PM/5-6/4; 2/FL/8-9/4, 5; K/FL/13/3 |
| g. Define stereotypes and discuss their impact on people. | 5/HG/50-51/4 |
| a. Describe how to seek adult/professional advice and help about personal health issues. | 5/FL/14-15/2; 3/PM/5-6/4; 3/FL/9-10/3; 2/NF/25-26/3; 2/NF/27-28/2 |
| a. Demonstrate personal health care behaviors (e.g., hand washing, dental health, basic hygiene, germ control). | 5/HG/52/2; 4/DP/58-59/2; 3/HG/35-36/3; 3/NF/23-24/1; 3/DP/46-47/3, 4; 2/HG/44/2; 2/DP/53-54/2, 3; K/NF/47-48/1, 2, 3 |
| b. Demonstrate healthy stress management techniques for coping with personal stressors. | 5/SM/19-21/2, 3; 5/SM/22-24/1;
4/SA/26; 4/DA/43; 4/SM/32; 2/PM/6-7 |

3.7 Students make informed decisions.

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| a. Demonstrate the steps to make decisions about self-care. | 5/DP/62-63; 5/DP/64-66; 4/DP/63;
4/HG/57; 4/NF/50; 2/PM/6-7 |
| b. Identify factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers, etc.). | 5/SM/19-21; 4/NF/44-45/4;
4/NF/48-49/1 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Identify ways to use problem-solving and negotiation skills in conflicts with peers. | 5/SM/22-24; 4/SM/30-31/1, 2, 3, 4;
3/FL/14-15 |
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Personal Health; Family, Social, Mental, Sexual

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify ways that media influence perceptions of health and wellness (e.g., body size, food choices).

5/NF/46-47/4;4/NF/48-49/1

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Alcohol, Tobacco, and Other Drugs

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem. | 7/DA/40-42/4; 6/DA/39-40/1 (1) ;
6/DA/39-40/2 (2) |
| b. Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friends and/or family member use/abuser). | 7/DA/43-44/2; 7/DA/40-42/3; 6/DA/39-40/1,3; 8/FL/11-13/2 |

3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate ways to support others and their decisions not to use tobacco, alcohol and other drugs. | 8/DA/38-39/3; 7/DA/47-49/4; 6/DA/39-40/3; 6/DA/43-44/2 |
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3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Identify the benefits to adolescents of not using tobacco, alcohol, and other drugs (personal, social, emotional, legal, financial). | 8/DA/45/2; 6/DA/36-38/2; 6/DA/39-40/2; 6/DA/41-42/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe the benefits and risks of medicinal drugs. | 7/DA/38-39/3; 6/DA/35/1,2 |
| b. Describe the proper use of medicine and the risks of incorrect use. | 7/DA/38-39/3; 6/DA/35/1,2 |
| c. Describe short-term and long-term effects of tobacco, alcohol and other drug use, including dependence; addiction; and the physical, social, and emotional effects. | 8/DA/38-39/1,2; 7/DA/40-42/2;
7/DA/43-44/2; 6/DA/36-38/2 |
| d. Describe the risks of tobacco, alcohol, and other drug use and the relationship to injuries, illness, violence, sexual behavior and other risk behaviors. | 8/DA/40-41/2,3; 7/DA/43-44/1;
6/DA/41-42/1 |
| e. Describe the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society. | 8/DA/42-43/3; 7/DA/46/2; 6/DA/41-42/2 |
| f. Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from nonuse through addiction. | 8/DA/36-37/2,3; 8/DA/34-35/1,3;
7/DA/46/1; 6/DA/39-40/1 |

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Alcohol, Tobacco, and Other Drugs

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| g. Explain the relationship between positive health behaviors and the prevention of injury, disease; alcohol, tobacco, and other drug use; and premature death. | 8/DA/36-37/1; 7/PM/3-4/1,2;
7/SA/29-31/2; 6/PM/6-7/1 |
| h. Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drug use. | 6/DA/43-44/2 |
| i. Describe the environmental and inherited risk factors for children in substance abusing families. | 8/DA/36-37/2, 3; 7/DA/36-37/2;
6/DA/39-40/1 |
| <hr/> | |
| a. Develop a personal plan for health that avoids the use of tobacco, alcohol, and other drugs. | 8/DA/44-46/3; 7/DA/43-44/3;
6/DA/39-40/3; 6/DA/41-42/3 |
| <hr/> | |
| a. Identify people that can provide support around tobacco, alcohol, and other drug issues. | 8/DA/36-37/1; 7/DA/47-49/1;
6/DA/39-40/2 |
| b. Identify resources for valid health information about tobacco, alcohol, and other drugs. | 8/DA/34-35/2; 7/DA/43-44/2;
6/DA/33-34/3 |
| <hr/> | |
| a. Demonstrate healthy ways for adolescents to express emotions, manage stress, and maintain friendships free of tobacco, alcohol, and other drugs. | 8/NF/22-23/44-46/1,2,3; 7/DA/45/3;
7/DA/50/1; 6/SM/24-25/4 |
| b. Plan and participate in safe, healthy activities that do not include tobacco, alcohol, and other drugs. | 8/NF/22-23/2; 7/DA/47-49/4;
6/PM/6-7/3 |
| c. Demonstrate emergency procedures related to alcohol, and other drug use. | 8/SA/31-33; 6/SA/30-32 |
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| a. Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs. | 8/DA/44-46/1,2,3,4; 7/DA/40-42/4 (2);
6/DA/36-38/3; 6/DA/39-40/3;
6/DA/41-42/3 |

3.7 Students make informed decisions.

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| a. Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present. | 8/DA/44-46/1; 7/DA/47-49/3;
7/SM/22-24/4; 6/DA/43-44 |
| b. Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process. | 8/DA/42-43/3; 6/DA/41-42/1 |

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Alcohol, Tobacco, and Other Drugs

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.7 Students make informed decisions. (continued)

- c. Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms). 8/DA/36-37/1, 2, 3; 7/DA/45/1;
6/DA/39-40/1; 6/DA/36-38/1

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Describe the effects alcohol, tobacco, and other drugs can have on problem-solving processes and conflict resolution. 8/DA/40-41/2; 8/DA/42-43/2, 3;
7/DA/43-44/2 (3); 6/DA/45-46; 6/DA/21
- a. Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs. 8/VP/62-65/1; 7/DA/43-44/3 (1);
6/DA/41-42/3 (1)

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Describe the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs. 8/DA/36-37; 7/DA/47-49/2

5.15 Students design and create media products that successfully communicate.

- a. Describe counter-strategies for tobacco, alcohol, or other drug advertising and other promotional materials. 8/DA/36-37/3 (3); 7/DA/40-42/4;
6/DA/45-46/3 (2); 6/DA/45-46/1 (2)

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Describe the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions. 8/DA/38-39/2/1,2,3; 7/DA/40-42/2
;7/DA/43-44/2 ;6/DA/36-38/2 (1,2)

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Community, Environmental, and Consumer Health

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate ways to communicate with health care providers about health issues. | 6/CE/16-17/2 (2) |
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3.3 Students demonstrate respect for diversity within the community.

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| a. Demonstrate ways to show respect for diversity within the community. | 8/VP/59-61/2; 7/SA/34-35/2 (3);
6/CE/14-15/1-3 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Identify safety and environmental hazards that may exist in the home, school, and community. | 7/CE/17-18/2; 6/SA/26-27 |
| b. Describe how communities promote environmental health. | 7/CE/17-18/1; 6/CE/14-15/1 |
| c. Explain how individual behavior affects the health of the environment with- in local and global communities. | 7/CE/17-18/2 (2); 6/CE/14-15/3 (1, 2, 3) |
| d. Describe the characteristics of a safe and healthy community. | 7/CE/17-18/3 (1); 6/CE/14-15/2;
6/CE/16-17/4 |
| a. Develop a plan to protect community and environmental health. | 7/CE/17-18/3 (2); 6/CE/16-17/3 (1) |
| a. Identify health services and resources (e.g., library, Internet, health depart- ment, health agencies, community health activities). | 7/PM/7-8/3 (2); 6/CE/14-15/4 (2) |
| b. Identify people and community agencies that are available to promote and protect community health. | 7/CE/17-18/3; 6/CE/14-15/2 |
| c. Describe ways to select effective health care products and services that contribute to health. | 6/CE/14-15/4 (1) |
| d. Examine career opportunities in the health care profession. | 6/CE/16-17/3 (3) |

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Community, Environmental, and Consumer Health

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.7 Students make informed decisions.

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| a. Demonstrate how to select appropriate health care products and services, including cost comparisons. | 8/NF/26-27/1, 2, 3, 4 |
| b. Describe the differences between wants and needs and other factors that influence the selection of health products and services. | 8/NF/26-27/1, 2, 3, 4 |
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3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Demonstrate problem-solving skills within the school community. | 7/CE/19-20/2,3; 6/CE/14-15/2 (3) |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze media influences on selection of health information and products. | 8/NF/26-27/1,2,3,4; 6/NF/49/2 |
| b. Identify ways that stereotyping and sales appeals are used in advertising for health products and services. | 8/NF/26-27/1, 2, 3, 4 |
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5.15 Students design and create media products that successfully communicate.

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| a. Develop examples of positive media strategies to promote community and environmental health. | 8/NF/26-27/1,2,3,4; 7/SA/29-31/3 |
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7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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| a. Describe how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution). | 7/CE/17-18/2 (1); 6/CE/14-15/1 (2) |
| b. Describe how human health is affected by genetic make-up and environmental factors (e.g., exposure to microbes, pollution). | 7/CE/17-18/2 (2); 6/CE/14-15/1 (2) |
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Disease, Violence, and Injury Prevention

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

- a. Demonstrate effective communication skills in situations that threaten personal or others' health and/or safety.

- a. Advocate for support for others to make positive choices to reduce the risk of injury, violence, or disease.

8/VP/62-65/2; 7/SA/34-35/1;
7/SM/25-26/3; 6/SM/24-25/3

8/VP/62-65/4; 8/VP/69-71/1; 7/SA/29-31/2 (1); 7/DP/67-68/3; 6/SM/24-25/2

3.3 Students demonstrate respect for themselves and others.

- a. Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence.
- b. Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury.

8/VP/62-65/3; 8/VP/67-68/4; 7/SA/29-31/2 (2,3); 7/SA/32-33/2; 6/DP/62-63/2 (3)

8/DP/69-71/1 (1,2,3); 7/SA/34-35/2 (2); 6/DP/62-63/1 (1,2)

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

- a. Describe ways illness, injuries, other disorders, abuse, and violence can affect growth and development.
- b. Explain why adolescents are inclined to take risks.

8/DP/66/1,2; 8/VP/62-65/1; 7/DP/67-68/1; 6/DP/59-60/1

7/SM/29-31/1,2; 6/DP/62-63/3 (2)

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

- a. Explain that lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues.
- b. Differentiate between communicable and non-communicable diseases..
- c. Identify symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g., HIV/AIDS, other sexually transmitted diseases, mononucleosis, colds, athlete's foot, etc.).

8/DP/66/1, 2, 3; 7/SM/25-26/1;
6/DP/61/1 (1)

8/DP/67-68/1, 2, 3

8/DP/67-68/4; 8/DP/69-71/1, 2, 3, 4, 5;
7/DP/69-70; 6/DP/61/3 (1)

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Disease, Violence, and Injury Prevention

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Explain the importance of medical screenings, checkups, and immunizations to disease prevention and health promotion. | 8/DP/66/3; 6/DP/59-60/3 |
| e. Describe the components of wellness (social, mental, and physical) and the continuum of illness and wellness. | 8/PM/1-3/3; 8/PM/4-5/2; 8/PM/6-8/2;
7/PM/3-4/1; 6/PM/1-2 |
| f. Explain that injuries are the leading cause of death and disability for adolescents and that injuries are preventable. | 8/SA/28-30/1, 2, 3, 4; 7/DP/67-68/2 |
| g. Describe the importance of practicing sun, traffic, bicycle, fire, water, and personal safety techniques. | 8/SA/28-30/3; 6/SA/26-27/1, 2 |
| h. Explain how bullying, hazing, and harassment affect others. | 8/VP/59-61/1, 2, 3; 6/SA/26-27/4 |
| i. Describe rights to personal privacy and differentiate between good, confusing, and bad touch. | 8/VP/62-65/2, 3; 7/DA/47-49/3 (1);
6/SA/28-29/1 |
| j. Describe signs of child abuse (emotional, physical, sexual). | 6/SA/28-29/2 |
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| a. Develop a personal plan for periodic health, dental checkups, screenings, and immunizations. | 8/DP/66/1, 2, 3; 8/DP/67-68/1;
8/DP/69-71/5; 6/DP/59-60/3 |
| b. Develop and implement a plan to promote civility and respect in the school community. | 8/VP/59-61/1, 2, 3; 7/CE/19-20/3;
6/SM/20-21/3 |
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| a. Describe how to locate and evaluate reliable sources of information and support around health and safety issues (e.g., HIV/AIDS, abuse, sports injuries, etc.). | 8/DP/69-71/2, 3; 6/DP/62-63/2 (1, 2, 3) |
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| a. Describe strategies that prevent injury (e.g., use of protective equipment in sport, safety restraints in cars). | 8/SA/28-30; 6/SA/26-27/1, 3 |
| b. Identify risks and develop injury/disease prevention and management strategies for personal and family health (e.g., using universal precautions, protective equipment). | 8/SA/28-30/4; 6/SA/28-29/3 |
| c. Identify ways to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs. | 8/VP/62-65/1, 2, 3, 4; 7/SA/34-35/3;
6/SA/26-27/4 |

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Disease, Violence, and Injury Prevention

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. *(continued)*

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| d. Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual), including how and where to get help. | 8/VP/62-65/3; 7/SA/34-35/1;
6/SA/28-29/2 |
| e. Describe effective disease management routines (e.g., diabetes, asthma, and allergies). | 8/DP/67-68/1, 2, 3 |
| f. Demonstrate basic first aid techniques that can help to save lives, reduce the severity of an injury, and enhance recovery. | 8/SA/31-33; 6/SA/30-32 |
| a. Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations that could lead to injury, disease (including STDs) and/or violence. | 8/DP/66/1, 2, 3; 8/DP/69-71/4;
8/VP/62-65; 6/DP/59-60/3 |

3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills to reduce risk of disease, injury, and/or violence. | 7/SM/22-24/4; 6/SM/24-25/2, 3 |
| b. Identify internal and external pressures that influence decisions about disease, injury, and violence (e.g., fear; tobacco, alcohol, or other drugs, media; family). | 8/DA/36-37/1, 2, 3; 7/SA/29-31/3;
6/SM/24-25/1 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Identify examples of bullying, hazing, and harassment, and strategies for dealing with them. | 8/VP/56-58/1 |
| b. Apply problem-solving process to reduce risk of injury or violence. | 8/VP/59-61/3; 8/SA/28-30/3, 4, 5;
7/SM/32-33/1; 6/SA/26-27/3, 4 |
| a. Identify situations where conflicts may arise and practice ways to make positive action. | 8/VP/62-65/2, 3; 7/SM/22-24/2;
6/SM/22-23/1, 2, 3 |

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Disease, Violence, and Injury Prevention

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze influences from media that contribute to risk taking, harassment, and violence. | 8/VP/56-58/3; 7/SA/29-31/3 |
| b. Identify ways that the media serves to inform, protect, and advocate prevention of disease, injury, and violence. | 6/DA/44-45/1, 2, 3 |

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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| a. Describe how the human body systems fight infections and disease | 6/DP/61/2 (1) |
| b. Describe how the health of human beings is affected by their genetic make-up and by environmental factors (e.g., exposure to microbes). | 6/DP/61/1 (1) |
| c. Describe strategies for helping the body to heal from injury. | 6/SA/30-32/1, 4 |

Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

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| a. Advocate for healthy eating and exercise habits for self and others. | 8/NF/20-21/1, 2, 3; 7/NF/53-54/3;
6/NF/47-48/1, 2, 3 |
| a. Practice effective communication skills when requesting healthy foods and/or opportunities to participate in physical activity. | 8/NF/20-21/3; 8/NF/22-23/3;
6/NF/49/1 |

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Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.3 Students demonstrate respect for themselves and others.

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| a. Recognize that people have different nutritional needs and that healthy body weight varies from person to person. | 8/NF/24-25/1, 2; 7/NF/55-56/2 (3);
6/NF/52-53/1; 6/NF/50-51/1 |
| b. Demonstrate support for others and their various healthy food selections and activity choices. | 8/NF/22-23/1, 2; 7/NF/53-54/1;
6/NF/52-53/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Identify the benefits of physical activity for adolescents. | 8/NF/22-23/1, 2; 7/NF/55-56/1;
6/NF/50-51/1 |
| b. Explain the different nutritional needs during childhood and adolescence. | 6/NF47-48/2 (1, 2) |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe how nutrition, physical activity and lifestyle affect health issues, including the cause or prevention of disease. | 8/NF/22-23; 8/NF/20-21; 7/NF/51-52/1;
6/NF/47-48/1 (1, 2) |
| b. Explain the function of each group from the Food Guide Pyramid and its relationship to health. | 8/NF/20-21; 7/NF/51-52/2, 4; 6/NF/47-48/2 (1) |
| c. Explain the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are calcium-rich. | 7/NF/53-54/1 |
| d. Analyze food labels for content and nutritional value. | 7/NF/51-52/3 |
| e. Identify ways to minimize saturated fat, sugar, and sodium intake. | 7/NF/53-54/1 |
| f. Explain the importance of maintaining a healthy weight. | 8/NF/24-25; 7/NF/57-58/3 (1) |
| g. Explain the importance of food safety procedures when preparing, serving and storing foods. | 5/NF/42-43/3 |
| h. Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance. | 8/NF/22-23/1; 7/NF/55-56/2 |

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Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| i. Explain the importance of using safe and appropriate equipment during physical activity. | 5/NF/46-47/3 |
| j. Identify the influence of technology on nutrition and physical activity. | 6/NF/47-48/2 (1, 2) |
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| a. Assess personal eating and physical activity behaviors, set goals for improvement, and monitor progress. | 8/NF/22-23/2/1, 2; 7/NF/59/1 |
| <hr/> | |
| a. Describe a process to select safe, effective, and cost-effective physical activity products and programs. | 8/NF/22-23/2/1, 2 |
| b. Describe how to locate and evaluate reliable sources of information about nutrition and physical activity. | 8/NF/22-23/3/1, 2 |
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| a. Demonstrate how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid. | 8/NF/20-21/3/1, 2; 7/NF/51-52/4 (1) |
| b. Demonstrate safe food handling procedures. | 8/NF/22-23/2/1, 2; 7/NF/55-56 |
| c. Describe recommended types and amounts of physical activity needed to promote health. | 8/NF/22-23; 7/NF/55-56/3 (2) |
| d. Describe the importance of warm-up, work out, and cool-down. | |
| e. Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity. | 8/NF/22-23; 7/NF/55-56/3 (2) |

3.7 Students make informed decisions.

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| a. Demonstrate a process for making informed decisions regarding food choices and physical activity based on understanding of balance, moderation, variety, and personal needs. | 8/NF/20-21; 7/NF/55-56/3 (2);
6/NF/52-53/1 |
| b. Demonstrate making healthy choices from fast food restaurants and cafeteria menus. | 8/NF/20-21/3 (1, 2) |

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Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.7 Students make informed decisions. *(continued)*

- c. Analyze the effects of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture). **8/NF/24-25; 6/NF/52-53/2 (1, 2)**
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3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Demonstrate strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations. **8/NF/29-30/4/1, 2, 3**
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify ways positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity. **8/NF/26-27/1, 2, 3; 6/NF/52-53/2 (1)**
- b. Evaluate media claims of performance-enhancing drugs and nutritional supplements. **8/NF/26-27; 6/DP/41-42/2 (2)**
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7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the importance of nutrition in maintaining healthy body systems. **8/NF/20-21/1, 2, 3; 6/NF/47-48/1**
- b. Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate). **8/NF/22-23/1, 2, 3; 7/NF/55-56/3; 6/NF/50-51/1, 2**
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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration). | 7/PM/5-6/2 (3); 7/FL/13-14/2;
6/FL/11-13/4 (1) |
| b. Demonstrate ways to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness). | 8/FL/9-10/3; 8/FL/11-13/2;
7/FL/11-12/3; 7/FL/13-14/3, 4;
6/FL/11-13/4 (1) |
| c. Demonstrate ways to ask for help to improve health and to deal with health problems. | 8/FL/11-13/2, 3; 7/PM/5-6/3 (2);
7/SM/22-24/3; 6/FL/11-13/5 |
| a. Demonstrate ways to influence and support others in making positive health choices. | 8/FL/9-10; 8/FL/11-13; 7/FL/11-12/3;
6/PM/3-5/1, 4 |
| b. Advocate for a fair and equitable social environment. | 8/SA/28-30/4 (1, 2, 3); 6/PM/3-5/3 |

3.3 Students demonstrate respect for themselves and others.

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| a. Describe how to be a responsible family member. | 8/FL/9-10/1, 2, 3; 8/FL/11-13/1, 2, 3;
7/FL/9-10/1 |
| b. Demonstrate ways to build and maintain positive relationships and friendships. | 7/FL/9-10/2, 3; 7/FL/11-12/2 |
| c. Explain how one's behavior may affect others' feelings. | 6/PM/1-2/3 |
| d. Identify strategies to challenge the prejudice often associate with diversity (e.g., disabilities, mental/emotional illness and disorders, culture, race/ethnicity, sexual orientation). | 8/NF/24-25/3; 6/SM/24-25/2 (2) |
| e. Describe differences between positive and destructive relationships. | 8/HG/49-51/3; 8/HG/52-55/4;
7/FL/11-12/1 |
| f. Describe ways to counteract the influence of stereotyping. | 8/HG/49-51/2 (2) |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders. | 8/HG/47-48/1; 6/HG/56/1 |
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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development. *(continued)*

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| b. Identify strategies that promote emotional and social growth (e.g., strengths and assets). | 7/PM/1-2/3 |
| c. Describe how family and friends help meet physical, emotional, and social health needs. | 8/FL/9-10; 8/FL/11-13; 7/PM/5-6 |
| d. Explain that human sexuality, sexual identity, and/or orientation are a developing part of self through life. | 8/HG/49-51/1, 2, 3; 7/HG/65-66/3 |
| e. Describe factors that may affect intellectual, physical, social, and emotional growth, including developmental disabilities. | 7/PM/3-4/1; 7/PM/5-6/1-3;
6/PM/1-2/3 |
| f. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships. | 8/HG/47-48/1, 2, 3, 4; 7/PM/3-4/2;
6/HG/56/1, 2 |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe ways to reduce risks related to adolescent health issues. | 8/SA/28-30; 8/DA/38-39; 8/DA/40-41;
8/DA/44-46; 7/PM/1-2/2 |
| b. Identify factors that contribute to a positive body image. | 8/NF/24-25; 7/NF/57-58/1 |
| c. Define the characteristics of healthy sexuality and healthy love relationships. | 8/49-51/3; 7/HG/65-66/2 |
| d. Differentiate among infatuation, love, and sexual desire. | 8/HG/52-55/1 |
| e. Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits. | 8/HG/52-55/3 |
| f. Identify the life-altering changes that can result from early pregnancy and/or STDs/HIV. | 8/HG/52-55/2 |
| g. Identify effective methods to prevent HIV, STD, and pregnancy. | 8/DP/69-71/4, 5; 6/DP/62-63/3, 4 |
| h. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death). | 8/FL/9-10; 8/FL/11-13; 6/FL/8-9/3 |

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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. *(continued)*

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| i. Identify characteristics of positive peer and adult role models. | 8/DA/36-37/1, 2, 3; 6/FL/8-9/2 |
| j. Describe the importance of trust in relationships. | 8/HG/52-55/1 (1) |
| k. Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes). | |
| l. Identify signs, behaviors, and symptoms of depression, suicide, and mental illness. | 8/SM/18-19/3 (3); 8/NF/24-25/3 (3);
7/SM/27-28/1,2; 6/SM/18-19/3 |
| a. Assess personal health status and develop a plan for making healthy choice using the goal-setting process. | 8/NF/20-21/3; 8/NF/22-23/3; 7/PM/2, 3 |
| a. Describe how to access information and support for personal, family, and mental health issues. | 8/DA/44-46; 8/VP/62-65; 8/DP/66;
7/SM/27-28/3 |
| a. Demonstrate personal care behaviors that promote positive health for adolescents (e.g., hygiene, dental health, skin care). | 5/HG/52/2 |
| b. Describe and demonstrate healthy stress management techniques for areas of personal stress. | 8/SM/18-19; 7/SM/22-24/4 |
| a. Demonstrate ways to avoid potentially harmful situations in the areas of sexual pressures, relationships, and mental/emotional health, using refusal and negotiation skills. | 8/HG/52-55 |

3.7 Students make informed decisions.

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| a. Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with personal and family values. | 8/HG/49-51 |
| b. Describe factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers). | 8/HG/49-51; 8/HG/52-55; 7/PM/7-8/2 |
| c. Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal). | 8/HG/47-55 |

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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Identify problems that can arise in relationships and develop strategies for addressing those problems. **5/SM/19-21; 5/SM/22-24; 8/HG/52-55**

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify the effects of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships). **8/HG/49-51/2 (2); 7/NF/57-58/1, 2**

7.12 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the process of human reproduction, including conception, prenatal development and birth. **8/HG/47-48/3, 4; 7/HG/57-58/1, 2**
- b. Describe body changes that occur during adolescence and puberty. **8/HG/47-48/1,2,3,4; 8/HG/49-51; 7/HG/63-64/1, 2**

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Alcohol, Tobacco, and Other Drugs (ATOD)

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem. | DA/37-39-5; DA/40-42/1 |
| b. Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friend and/or family member use/abuse). | DA/28/2; DA/29-31/3 (3); DA/37-39/2 (4) |
| a. Advocate for healthful rules, policies, and laws regulating the distribution, promotion, and use of tobacco, alcohol, and other drugs. | DA/29-31/3 (2); DA/34-36/4 (4) |

3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate the ability to influence and support others not to use tobacco, alcohol and other drugs. | DA/34-36/3 (2); DA/37-39/5 (2,3) |
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3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Describe the effects of tobacco, alcohol, and other drug use on psychological and physical development during adolescence. | DA/28/1; DA/29-31/1; DA/37-39/2;
DA/40-42/2 (2) |
| b. Describe the benefits to adolescents of not using tobacco, alcohol, and other drugs (physical, social, emotional, legal, financial, vocational). | DA/34-36/2 (3); DA/34-36/4 (5) |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Analyze the benefits and risks of medicinal drug use. | DA/32-33/1,2 |
| b. Describe the risk for interactions among alcohol, other drugs, and medicines. | DA/32-33/3 |
| c. Analyze short-term and long-term effects of tobacco, alcohol and other drug use, including dependence; addiction; and the physical, social, and emotional effects. | DA/34-36/2; DA/37-39/2 (1);
DA/40-42/1 (2); DA/40-42/2 (2) |

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Alcohol, Tobacco, and Other Drugs (ATOD)

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Analyze the relationship between tobacco, alcohol, and other drug use and injuries, illness, violence, sexual behavior, driving behavior, and other risk behaviors. | DA/37-39/1 (2,3) |
| e. Analyze the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society. | DA/34-36/3; DA/37-39/4 |
| f. Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from nonuse through addiction. | DA/34-36/2 (2); DA/37-39/3 |
| g. Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drug use. | DA/34-36/3 (1,2,3) |
| h. Describe the environmental and genetic risk factors for children in substance abusing families. | DA/37-39/4 (1) |
| i. Analyze family, religious, historical, and cultural differences in the use of alcohol, tobacco, and other drugs. | DA/37-39/3 (1) |
| a. Develop a personal plan for health to avoid the use of tobacco, alcohol, and other drugs. | DA/37-39/5 (4) |
| a. Identify people that can provide support around tobacco, alcohol, and other drug issues. | DA/34-36/4 (4) |
| b. Identify resources for valid health information about tobacco, alcohol, and other drugs. | DA/34-36/2 (3) |
| a. Demonstrate healthy ways for adolescents to express emotions, manage stress, and maintain friendships free of tobacco, alcohol, and other drugs. | DA/28/2; DA/29-31/1 (1); DA/29-31/2 (3); DA/34-36/4 (1) |
| b. Identify and practice safe, healthy activities that are free of tobacco, alcohol, and other drugs. | DA/29-31/2 (4) |
| a. Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs. | DA/29-31/3 (3); DA/34-36/4 (2); DA/37-39/5; DA/40-42/1 (4) |

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Alcohol, Tobacco, and Other Drugs (ATOD)

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.7 Students make informed decisions.

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| a. Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present. | DA/37-39/1; DA/40-42/1 (3) |
| b. Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process. | DA/37-39/2 (2) |
| c. Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms). | DA/29-31/2; DA/34-36/4 (1) |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Describe the effects alcohol, tobacco, and other drugs can have on problem-solving processes and conflict resolution. | DA/37-39/2 (4); DA/37-39/5 (2) |
| a. Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs. | DA/37-39/2 (4); DA/37-39/5 (3) |

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs. | DA/29-31/2 |
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5.15 Students design and create media products that successfully communicate.

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| a. Develop counter-strategies for tobacco, alcohol, or other drug advertisements and other promotional materials. | DA/29-31/3 (1); DA/34-36/4 (1,3) |
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*PM=Personal and Mental Health, FL=Family Life, CE=Community and Environmental Health, SM=Stress Management, DA=Drug Prevention, NF=Nutrition and Fitness, HG=Human Growth and Development, SA=Safety, VP=Violence Prevention, DP=Disease Prevention

Alcohol, Tobacco, and Other Drugs (ATOD)

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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| a. Describe the effects of tobacco, alcohol, or other drug use on brain function (e.g., inhibitions, paranoia, judgment, muscle coordination, senses, and reaction time). | DA/37-39/2 (2,3); DA/40-42/3(2) |
| b. Analyze the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions. | DA/34-36/3 (2) |
| c. Evaluate the relationship between tobacco, alcohol, or other drug use and heredity and individual development. | DA/34-36/2 |
| d. Describe the effects of tobacco, alcohol, and other drugs on fetal development. | DA/34-36/2 (4) |

Community, Environmental, and Consumer Health

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

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| a. Demonstrate ways to access and communicate with health care providers about health issues. | CE/43-45/1 (3),3; CE/46-47/1 (1); CE/48-49/1 |
| b. Demonstrate effective techniques for alerting authorities to potential threats to the community. | CE/46-47/2 (2); CE/48-49/2 (1,2) |

3.3 Students demonstrate respect for diversity within the community.

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| a. Demonstrate ways to show respect for diversity within the community. | CE/43-45/3 (1); CE/48-48/3 (2) |
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Community, Environmental, and Consumer Health

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Analyze the characteristics of a safe and healthy environment, home, school, and community. | CE/43-45/1 (1) |
| b. Explain how individual actions affect the health of the environment within local and global communities. | CE/43-45/1 (2) |
| c. Analyze the ways that economic issues affect personal, community, and environmental health (e.g., poverty, hunger, disease). | CE/48-49/3 (2); CE/50-51/1 |
| d. Describe consumers' ethical and legal rights and responsibilities regarding health care. | CE/50-51/2 (1); NF/62/1 (1) |
| e. Analyze the influence of modern medical technology on society. | FL/13-14/3 (1); CE/46-47/2 (2) |
| f. Describe disaster preparedness plans. | |

a. Develop a plan to protect community and environmental health.	CE/43-45/2 (1,2); CE/48-49/3 (1)
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| a. Demonstrate how to access health services and resources (e.g., library, Internet, health department, health agencies, community health activities). | CE/43-45/1 (4) |
| b. Demonstrate how to select appropriate health care products and services. | CE/50-51/2 (2); NF/62/2 (1) |
| c. Analyze the costs and accessibility of health care services, products, and resources within the community. | CE/43-45/1 (3) |

3.7 Students make informed decisions.

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| a. Analyze internal and external factors that affect the selection of health care products and services. | CE/50-51/2 (2); NF/62/2 (1) |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze ways that stereotyping and sales appeals are used in advertising for health products and services. | NF/59-61/2 (1) |
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Community, Environmental, and Consumer Health

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources. (continued)

- b. Analyze health claims made by media to determine their effects on community and environmental health.

CE/43-45/1 (2)

5.15 Students design and create media products that successfully communicate.

- a. Identify and demonstrate media strategies to promote positive health for the community and environment.

CE/46-47/2 (3); CE/48-49/2 (3)

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Analyze and describe how the health of human beings is affected by diseases passed through DNA, as well as environmental factors and activities that alter the equilibrium of ecosystems.

HG/63-69/2,3

Disease, Violence, and Injury Prevention

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

- a. Demonstrate effective communication skills in situations that threaten personal or others' health and/or safety.

**SA/76-79/3 (4); DP/95-97/1 (1);
DP/101-102/2**

- a. Advocate for others to make positive choices to reduce the risk of injury, violence, or disease.

SA/80-82/4 (2); DP/98-100/1 (3)

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Disease, Violence, and Injury Prevention

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.3 Students demonstrate respect for themselves and others.

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| a. Assert rights to personal privacy and demonstrate respect for the privacy of others. | DP/98-100/2 (3,5) |
| b. Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence. | SA/80-82/2 (3) |
| c. Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury. | DP/98-100/2 (1,2) |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Analyze how illness, injuries, other disorders, abuse, and violence can affect growth and development. | SA/76-79/1 ; NF/59-61/2 (2) |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues. | SA/76-79/2; DP/86/1 (1); DP/95-97/2 |
| b. Identify early symptoms of illness and disease and the importance of early diagnosis and appropriate treatment (e.g., cancer, cardiovascular disease, eating disorders, HIV/AIDS, other sexually transmitted infections). | DP/87-89/2; DP/90-91/3; DP/92-94/2 |
| c. Classify a variety of diseases according to cause, transmission, effect, etc. and describe health-promoting behaviors that reduce the risk of communicable and non-communicable disease. | DP/87-89/3; DP/90-91/4; DP/92-94/3 |
| d. Examine the emotional and financial burdens associated with disease diagnosis and treatment and the effects on people's lives. | |
| e. Describe the leading causes of death and disability for teens and develop strategies for reducing and preventing those injuries. | DP/86/1 |

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Disease, Violence, and Injury Prevention

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. *(continued)*

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| <p>f. Describe important factors that affect the safe operation of a vehicle, including recreational vehicles.</p> | |
| <p>g. Describe the cycle of abuse and the importance of intervention to break the cycle.</p> | <p>SA/80-82/2 (1)</p> |
| <p>h. Analyze the effects of hazing, bullying, and harassment on individuals and society.</p> | <p>SA/80-82/3</p> |
| <hr/> | |
| <p>a. Develop a personal plan for periodic health, dental checkups, screenings, and immunizations.</p> | |
| <p>b. Develop and implement a plan to promote civility and respect in the school community.</p> | <p>CE/46-47/3</p> |
| <hr/> | |
| <p>a. Describe how to locate and evaluate reliable sources of information and support around health and safety issues.</p> | <p>DP/98-100/2 (1)</p> |
| <p>b. Identify ways to access local, state, and national organizations that research and combat disease and affect the impact of disease on individuals and society.</p> | <p>DP/98-100/2 (2)</p> |
| <p>c. Analyze information about various traditional, complementary and alternative health care practices.</p> | |
| <hr/> | |
| <p>a. Describe how to identify and respond to situations that threaten personal safety, including sexual violence.</p> | <p>SA/80-82/2 (2)</p> |
| <p>b. Describe strategies that make use of technology, regulation, and/or education to prevent injury and violence (e.g., use of protective equipment in sport, safety restraints in cars, weapons policies).</p> | <p>SA/80-80/2 (2); SA/80-82/3 (1)</p> |
| <p>c. Assess personal risks and list injury/disease prevention and management strategies for personal and family health (e.g., universal precautions, breast self-exam, testicular self-exam, home safety measures, protective equipment).</p> | <p>DP/87-89/3 (2,3)</p> |

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Disease, Violence, and Injury Prevention

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Identify strategies to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs. | SA/80-82/2,3 |
| e. Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual). | SA/80-82/3 |
| f. Demonstrate advanced first aid procedures for major emergencies and life-threatening situations, including the Heimlich maneuver, mouth-to-mouth resuscitation, and CPR. | SA/83-85/2,3 |
| g. Describe effective disease management routines (e.g., diabetes, asthma, allergies). | |
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| a. Demonstrate refusal and negotiation skills to avoid potentially harmful situations that could lead to injury, disease (including STDs) and/or violence. | SA/80-82/4 (1) |

3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills to reduce risk of disease, injury, and/or violence. | SA/83-85/4; DP/101-102/1 (1,2) |
| b. Identify internal and external pressures that influence decisions about disease, injury, and violence (e.g., fear; ATOD, denial, others' opinions, media). | SA/76-79/2 (2) |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Demonstrate problem-solving skills to reduce bullying, harassment, violence, and risk taking. | SM/20-21/3 (2,3); DP/101-102/1 (1) |
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| a. Identify situations where conflicts may arise and practice ways to prevent and/or resolve them. | FL/15-17/5 |

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Disease, Violence, and Injury Prevention

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Analyze influences from media that contribute to risk taking, harassment, and violence.
- b. Identify ways that the media serve to inform, protect, and advocate for disease, injury, and violence prevention.

SA/80-82/1

DP/98-100/1 (2)

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Analyze how the health of human beings is affected by disease
- b. Describe the role of genetics in the family history of disease.
- c. Demonstrate strategies that enhance recovery from injuries.

DP/92-94/1; DP/98-100/1

SA/83-85/4 (3)

Nutrition and Physical Activity

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

- a. Advocate for healthy eating and exercise habits for self and others.
- a. Demonstrate how to ask for help in situations where their own or someone else's eating or physical activity habits are problematic.

NF/52-53/1; NF/59-61/3 (1)

NF/59-61/2 (3)

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Nutrition and Physical Activity

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.3 Students demonstrate respect for themselves and others.

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| a. Acknowledge that people have different nutritional needs and that healthy body weight varies from person to person. | NF/57-58/1 (2,3); NF/59-61/1 (1,2) |
| b. Demonstrate support for others and their various healthy food selections and activity choices. | NF/59-61/2 (3) |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Identify the benefits (physical, social, and mental) of physical activity throughout the lifecycle. | NF/59-61/3 (1) |
| b. Explain nutritional needs at various stages of the lifecycle and the importance of healthy body weight. | NF/59-61/2 |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe how nutrition, lifestyle, and family history affect health issues, including the cause or prevention of disease. | NF/52-53/1 |
| b. Explain the function of each group from the Food Guide Pyramid and their relationship to health. | NF/54-56/1 |
| c. Analyze the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are good sources of calcium. | NF/54-56/2 |
| d. Describe how to maintain a healthy weight. | NF/59-61/2 (3) |
| e. Explain the causes and symptoms of food-borne illnesses. | NF/57-58/2 |
| g. Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance. | NF/59-61/3 (2) |
| h. Explain the importance of using safe and appropriate equipment during physical activity. | |

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Nutrition and Physical Activity

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| a. Assess personal nutrition and physical activity needs, preferences and practices (e.g., current health, physical appearance, obesity, sense of well-ness) and formulate a plan for healthy eating and physical activity. | NF/57-58/1 |
| b. Describe strategies for overcoming barriers to healthful eating and physical activity. | NF/62/2 (1) |
| <hr/> | |
| a. Use unit pricing and labeling information to determine the most economical and nutritious food choices. | NF/62/2 (2) |
| c. Describe how to locate and evaluate reliable sources of information about nutrition and physical activity. | |
| <hr/> | |
| a. Plan and prepare healthy meals, according to the principles of the Dietary Guidelines and the Food Guide Pyramid. | NF/59-61/1 (3) |
| b. Evaluate personal eating patterns for nutritional adequacy according to the concepts of the Food Guide Pyramid. | NF/57-58/1 |
| c. Describe practices to prevent food-borne illnesses. | NF/57-58/2 |
| d. Describe recommended types and amounts of physical activity needed to promote health. | NF/59-61/3 (2) |
| e. Describe the importance of warm-up, work out, and cool-down. | |
| f. Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity. | NF/59-61/3 (3) |

3.7 Students make informed decisions.

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| a. Demonstrate a process for making informed decisions regarding food choices and physical activity based on understanding of balance, moderation, variety, and personal needs. | NF/59-61/1 |
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Nutrition and Physical Activity

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.7 Students make informed decisions. *(continued)*

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| b. Demonstrate making healthy choices from fast food restaurants and cafeteria menus. | NF/57-58/1 (1); NF/62/2 (3) |
| c. Analyze the effects of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture). | NF/52-53/2 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Apply strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations. | NF/54-56/2 (1) |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze how positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity. | NF/59-61/2 (3) |
| b. Evaluate media claims of performance-enhancing drugs and nutritional supplements. | DA/40-42/2 |

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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| a. Explain the importance of nutrition in maintaining healthy body systems. | NF/52-53/1 (1,2,3) |
| b. Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate). | NF/59-61/3 (2) |

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Personal Health; Family, Social, Mental, Sexual

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

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| a. Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration). | PM/5-7/4 (1,2); FL/11-12/3;
SA/76-79/3 |
| b. Demonstrate ways to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness) to build, promote, and support positive relationships. | PM/5-7/4 (3); FL/11-12/1,2 |
| c. Demonstrate ways to ask for help to improve health and to deal with health problems. | FL/11-12/3 |
| d. Describe ways to support others and ask for help around issues of depression and suicide. | SM/25-27/3 |
| <hr style="border: 0.5px solid black;"/> | |
| a. Advocate for self and others to practice positive health choices (e.g., managing stress, setting sexual limits). | FL/15-17/5 (4); HG/74-75/1 (1) |
| b. Advocate for a fair and equitable social environment. | FL/15-17/1 |

3.3 Students demonstrate respect for themselves and others.

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| a. Analyze changing roles in the family and ways to be a responsible family member. | FL/13-14/1 |
| b. Demonstrate ways to build and maintain positive relationships. | PM/8-9/3 (2) |
| c. Describe differences between positive and destructive relationships. | HG/72-73/2 (1,2,4) |
| d. Examine the effects of one's behavior on other individuals. | HG/72-73/1 (3,4) |
| e. Demonstrate strategies to promote acceptance and kindness for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation). | HG/70-71/2 |
| f. Discuss the effects of stereotyping and ways to counteract negative effects. | HG/70-71/1 (3,4) |

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Personal Health; Family, Social, Mental, Sexual

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Describe the interrelationships among intellectual, physical, social, and emotional health. | PM/2-4/1 |
| b. Identify physical, emotional, intellectual, and social changes at various stages of the lifecycle, particularly those that occur with aging. | PM/2-4/2; HG/70-71/1 |
| c. Describe factors that promote the growth of personal resiliency and developmental assets. | PM/2-4/3; PM/5-7/1,2,3; PM/8-9/1,2 |
| d. Explain that human sexuality, sexual identity and orientation are a developing part of self throughout life. | HG/70-71/1 |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Analyze ways to reduce risks associated with adolescent behaviors and health issues. | HG/74-75/3 (2,3) |
| b. Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes). | |
| c. Analyze characteristics of positive role models. | FL/11-12/1 (1) |
| d. Identify factors that contribute to a positive body image. | PM/8-9/1 (1) |
| e. Identify characteristics of healthy sexuality and healthy love relationships. | HG/72-73/1 (2,3,4) |
| f. Differentiate among infatuation, love, and sexual desire. | HG/72-73/1 (1) |
| g. Identify the life-altering changes that can result from early pregnancy and/or STDs/HIV. | FL/13-14/2 |
| h. Identify the benefits of abstaining from/delaying sexual intercourse and setting personal limits. | HG/74-75/3 (1) |
| i. Evaluate the importance of taking personal responsibility related to sexual behavior. | HG/74-75/1 (2) |

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Personal Health; Family, Social, Mental, Sexual

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| j. Describe the differences between consent, pressured sex, and forced sex. | SA/76-79/4 (1) |
| k. Evaluate effective methods of HIV, STD, and pregnancy prevention, including abstinence and contraception. | HG/74-75/2 (1) |
| l. Describe the diversity of family structures and how to cope with changes that occur (e.g., birth, adoption, marriage, divorce, death). | FL/13-14/1 (2) |
| m. Describe signs, behaviors, and symptoms of depression, suicide, and mental illness. | SM/25-27/1,2 |
| a. Assess personal health status and develop a plan for making healthy choices using the goal-setting process. | PM/10/1 |
| a. Demonstrate how to find information, support, and services for personal, family, sexual, and mental health issues. | SM/25-27/3 (2); HG/74-75/2 (2) |
| a. Describe personal health habits that promote positive health for adolescents. | FL/11-12/2 |
| b. Demonstrate healthy stress management techniques for areas of personal stress. | SM/22-24/2 |
| a. Demonstrate ways to avoid potentially harmful situations in the areas of sexual pressures, relationships, and mental/emotional health, using refusal and negotiation skills. | SM/22-24/3 |

3.7 Students make informed decisions.

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| a. Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with one's personal and family values. | HG/74-75/1 (4) |
| b. Demonstrate the ability to apply a decision-making process to health issues and problems, both individually and collaboratively. | SM/22-24/3 |

***PM**=Personal and Mental Health, **FL**=Family Life, **CE**=Community and Environmental Health, **SM**=Stress Management, **DA**=Drug Prevention, **NF**=Nutrition and Fitness, **HG**=Human Growth and Development, **SA**=Safety, **VP**=Violence Prevention, **DP**=Disease Prevention

Personal Health; Family, Social, Mental, Sexual

High School Content Descriptors/Outcomes

HPW Correlation *topic*/session/objective (activity)*

3.7 Students make informed decisions. *(continued)*

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| c. Analyze factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers). | SM/20-21/1,2 |
| d. Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal). | HG/72-73/2 (3); HG/74-75/1 (3) |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Analyze problems that can arise in relationships and develop strategies for addressing those problems. | FL/13-14/1 (2) |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze the effects of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships). | SA/76-70/4 (2) |
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7.12 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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|------------------------------------------------------------------------------------------------------|-------------------|
| a. Describe the process of human reproduction, including conception, prenatal development and birth. | HG/63-69/3 |
| b. Describe body changes that occur during adolescence and puberty. | HG/63-69/4 |

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