

# Kansas Health Standards/HPW Correlation\*

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 4:**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition (b) prevention and control of disease (c) injury prevention and safety (d) personal health (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction (g) environmental health (h) family life and sexuality (i) consumer health
- (j) community health

**Benchmark 1:** The student will demonstrate comprehension of basic concepts related to health promotion and disease prevention by identifying and describing relationships between well-being and the health-related behaviors in the ten content areas.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> describe the relationship between well-being and health-related behaviors in all ten content areas.</p> <p><b>Proficient Indicator</b> describe the relationship between well-being and health-related behaviors in at least eight content areas.</p> <p><b>Partially Proficient Indicator</b> describe the relationship between well-being and health-related behaviors in at least six content areas.</p>	<p>The teacher will</p> <p>a) introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid.  <b>Grade K:</b> TE pp 54-59; 66-69 SA 7,8 PA 8 F variety, balance  <b>Grade 1:</b> TE pp 94-97 SA 10 PA 15 F nutrition B Too Much Junk Food  <b>Grade 2:</b> TE pp 67-71 SA 12, 13 PA 10 F well-balanced diet G Refrigerator Game  <b>Grade 3:</b> TE pp 73-83 SA 11,12,15 PA 14,15 TR5 Nutrition &amp; Fitness TR5 MyPyramid  <b>Grade 4:</b> TE pp 130-139 SA 31-34 PA 19 B Chocolate Fever</p> <p>(b) explain germs, how disease is spread, and strategies to prevent the spread of illness; have students test the effectiveness of hand washing using Glow Germ and a black light box.  <b>Grade K:</b> TE pp 166-173 SA 32 PA 823 F germs A Herbie's Health &amp; Safety Songs  <b>Grade 1:</b> TE pp 174-180 SA 34 PA 27 EA 15 F: germs, bacteria, virus B Germs  <b>Grade 2:</b> TE pp 157-161 SA 46,47 PA 23 F disease V Growing Up Healthy  <b>Grade 3:</b> TE pp 147-150 SA 33,34 PA 25 B The Magic School Bus: Inside Ralphie  <b>Grade 4:</b> TE pp 182-186 Tr11 Germs Tr12 How Germs are Spread Tr13 Preventing the Spread of Germs</p> <p>(c) describe safe behaviors and accident prevention at home, school and in the community; have students create safety posters on topics such as bicycle helmet use, using smoke detectors in the home, or stranger danger.  <b>Grade K:</b> TE pp 108-117 SA 19,20 F safe, unsafe V Safety Rules for School A Herbie's Health &amp; Safety Songs  <b>Grade 1:</b> TE pp 61-66; 69-70 SA 6,7 PA 10 F: police officer, operator C Safety Signs, Bicycle Safety  <b>Grade 2:</b> TE pp 141-153 SA 42,43,44,45 PA 121  <b>Grade 3:</b> TE pp 48-70 SA 7,8,9,10 PA 11,12,13 EA 5,6,7 V Safety Rules and You P School Safety G Bicycle Safety B Who Is a Stranger?  <b>Grade 4:</b> TE pp 55-70 SA 11,12,13 EA 9,10 PA 8 B Chocolate</p> <p>(d) lead students in discussion about how they can demonstrate age-appropriate self-care responsibility: personal hygiene, how to know when to ask for help, basic first aid skills, home alone safety, and how their choices can affect how they feel.  <b>Grade K:</b> TE pp 158-164 SA 29 PA 22 B Wash Your hands A Herbie's Health &amp; Safety Songs  <b>Grade 1:</b> TE pp 2-9 EA 1 PA 1 F: health, value  <b>Grade 3:</b> TE pp 4-7, pp50-53, pp 66-69, p125, pp128-129, pp137-139 V McGruff's Drug Free Kids  <b>Grade 4:</b> TE pp 10-13, pp55-58, p161 SA 2,3,4 EA 1 PA 2,8 P School Safety</p>

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(e) assist students in creating skits which demonstrate developmentally appropriate decision-making, use of coping and conflict resolution skills, or using “I” messages.

**Grade K:** TE pp 21-23, 46-51 P Feelings

**Grade 1:** TE pp 72-74, 85, 91, 128-129, 134-135

**Grade 2:** TE p 46

**Grade 3:** TE pp 36-37, pp42-45 pp128-129 p134 SA 5,6,28 PA 9 EA 3 TR3  
Handling Emotions: Coping Strategies C Conflict Resolution Cards, Role-play Scenarios

**Grade 4:** TE pp 13-15 p32 pp77-78, pp83-84, p90, p162 C Decision Making Cards, Problem Solving Cards P Effective Coping Strategies

(f) have students demonstrate peer pressure resistance skills, such as: ignore and walk away, broken record “no”, and tell an adult.

**Grade 1:** TE pp 144-145

**Grade 2:** TE pp 111-112, 115-117, 152-153 SA 32,33,34 PA 18

**Grade 3:** TE pp 36-37, p67, pp138-139 SA 9 C Conflict Resolution Cards

**Grade 4:** TE p69, pp598-99, pp111-112 EA 16

(g) describe how the environment affects personal health and how personal choices affect the environment. Students will research and write about subjects such as local air quality, effects of second-hand smoke on nonsmokers, noise pollution, or water pollution.

**Grade K:** TE pp 78-81 SA 11,12 PA 11 P Healthy Choices

**Grade 2:** TE pp 53-59, 61-62 PA 8,9

**Grade 4:** TE pp 42-52 SA 9,10 PA 7 B Every Living Thing, Where Does the Garbage Go?

(h) lead a student discussion on how family influences affect an individual’s health choices and self-identity. Read a story to the class describing how a young person was affected by parental divorce, a death in the family, or other familial challenge.

**Grade 1:** TE pp 27-29, 33-36 F: family B Tenth Good Thing About Barney; Herbie’s Special Family

**Grade 3:** TE pp 21-27 SA 2,3 PA 8 B Ramona Quinby, Age 8

**Grade 4:** TE pp 24-28 PA 4 B Tales of a Fourth Grade Nothing C Problem Solving Cards: Family Life

(i) help students develop skills to assess the validity of health information. Have students compare and contrast the validity of messages from media and advertisements, with information from journals, government websites, or food labels.

**Grade 2:** TE p 105

**Grade 3:** TE p49, pp76-79, pp89-94 SA 17 TR6 Food Labels

**Grade 4:** TE p97, pp141-143 SA 35 TR7 Marketing Strategies

(j) identify helpful Internet websites for students to use to research community health groups and the roles they play in keeping the community safe and healthy. Have students report to the class on an agency or group of their choice.

**Grade K:** TE pp 120-121

**Grade 2:** TE pp 57-64 PA 9

**Grade 4:** TE p101

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 1:** The student will locate information on products and services and recognize the validity of the information.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> with limited guidance, access health information and health-promoting products and services from five or more different sources and determine their validity.</p> <p><b>Proficient Indicator</b> with some guidance, access health information and health-promoting products and services from three or more sources, and determine their validity.</p> <p><b>Partially Proficient Indicator</b> with much guidance, access health information and health-promoting products and services from two or more sources, and determine their validity.</p>	<p>The teacher will</p> <p>(a) assist students in identifying a variety of sources for health information (e.g., food labels, Internet sites, libraries, television, other media, and community agencies).  <b>Grade 2:</b> TE pp 87-89 SA 22,23  <b>Grade 3:</b> TE pp 76-79  <b>Grade 4:</b> TE pp 47-49, pp91-92, pp124-129 SA 9,10, 20 PA 7,12</p> <p>(b) instruct students to identify characteristics of valid health information and health-promoting products and services by finding food labels on a variety of foods.  <b>Grade 2:</b> TE p 89 SA 23  <b>Grade 3:</b> TE p92 TR6 Food Labels  <b>Grade 4:</b> TE pp 125-126, pp132-134 SA 231,32 TR5 MyPyramid</p> <p>(c) assist students in locating school and community health resources, and brainstorm activities by having guest speakers from the community (firefighters and county health department, etc.)  <b>Grade K:</b> TE: pp 110-113; 120-121 SA 19 V Safety Rules for School  <b>Grade 2:</b> TE pp 63-64  <b>Grade 3:</b> TE pp 60-61, p134 EA 6 P School Safety  <b>Grade 4:</b> TE pp 51-56, pp114-115 SA 27 EA 1</p> <p>(d) describe what happens during a visit to the dentist and recognize the importance of regular dental checkups.  <b>Grade K:</b> TE: pp 161-164 SA 30,31 PA 22 F tooth, crown, root, cavity, gum  A Herbie's Health &amp; Safety Song  <b>Grade 1:</b> TE pp 165-167 SA 31 F hygiene V Healthy Teeth  <b>Grade 4:</b> TE pp 176-177</p>

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**Content Standard: Self-Management****By the end of Grade 4****Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**Benchmark 1:** The student will identify and demonstrate healthy behaviors to reduce health risks.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicators</b></p> <ul style="list-style-type: none"> <li>o demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.</li> <li>o identify five health risks and describe at least one risk reduction strategy for each health risk.</li> </ul> <p><b>Proficient Indicators</b></p> <ul style="list-style-type: none"> <li>o describe three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.</li> <li>o will identify three health risks and describe at least one risk reduction strategy for each health risk.</li> </ul> <p><b>Partially Proficient Indicators</b></p> <ul style="list-style-type: none"> <li>o identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.</li> <li>o identify one health risk and describe at least one risk reduction strategy for each health risk.</li> </ul>	<p>The teacher will</p> <p>(a) have students develop a balanced menu based on MyPyramid.  <b>Grade K:</b> TE pp 69-70  <b>Grade 1:</b> TE pp 107-110 SA 13 PA 15,16 TR MyPyramid  <b>Grade 2:</b> TE pp 68-71 SA 12,13 PA 10 TR MyPyramid  <b>Grade 3:</b> TE pp 91-92 SA 17 G Refrigerator Poster with food group pieces  <b>Grade 4:</b> TE pp 136-138 SA 34 EA 19</p> <p>(b) assist students in developing injury prevention and management strategies by inviting a speaker from the police or fire department.  <b>Grade K:</b> TE: pp 120-123 PA 15 F address P Emergency  <b>Grade 2:</b> TE p 145  <b>Grade 3:</b> TE p65  <b>Grade 4:</b> TE p56</p> <p>(c) identify personal health needs by having students develop a personal fitness and wellness plan.  <b>Grade 2</b> TE p 73 PA 11  <b>Grade 3:</b> TE pp 14-17 EA 1PA 3-6  <b>Grade 4:</b> TE p20, pp149-150 EA 20 PA 3</p> <p>(d) demonstrate ways to avoid and reduce threatening situations by having students design posters for safety topics, such as fire prevention, weather safety, and home-alone strategies.  <b>Grade 1:</b> TE pp 63-66  <b>Grade 2:</b> TE pp 4-6  <b>Grade 3:</b> TE p61  <b>Grade 4:</b> TE pp 57-58, pp67-68</p> <p>(e) compare behaviors that are safe to those that are risky by having students role-play healthy choices versus unhealthy choices (e.g., bicycle safety).  <b>Grade K:</b> TE pp 112-113, 117, 134-135  <b>Grade 1:</b> TE pp 72-74, 85  <b>Grade 2:</b> TE p 145, 153  <b>Grade 3:</b> TE pp 57-58, pp66-69 SA 9,10 PA 13 B Who is a Stranger and What Should I do? G Bicycle Safety  <b>Grade 4:</b> TE pp 64-65, p69, p99, pp176-177 C Problem Solving Cards: Safety</p> <p>(f) demonstrate strategies to improve or maintain personal health by using a personal fitness plan over a period of time and graphing the progress.  <b>Grade 3:</b> TE pp 86-87 SA 16 PA 16</p> <p>(g) teach helpful expressions of emotions (e.g., age-appropriate coping strategies, role-playing, problem solving, and decision making activities).  <b>Grade K:</b> TE: pp 20-21 B When I Feel Sad P Feelings  <b>Grade 1:</b> TE pp 20-25 SA 1,2 PA 3 EA 3 P Feelings B When I feel Angry  <b>Grade 2:</b> TE pp 16-21 SA 2 P Feelings A Mozart's Magical Fantasy  <b>Grade 3:</b> TE pp 41-43 B Today I Feel Silly</p>

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**Content Standard: Influence of Culture, Media and Technology****By the end of Grade 4****Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.**Benchmark 1:** The student will describe how culture, media, technology, and other factors influence health behavior as related to the ten content areas contained in Standard One.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> illustrate how culture, media, technology, and other factors influence health.</p> <p><b>Proficient Indicator</b> discuss how culture, media, technology, and other factors influence health.</p> <p><b>Partially Proficient Indicator</b> identify how culture, media, technology, and other factors influence health.</p>	<p>The teacher will</p> <p>(a) correlate cultural health beliefs of countries studied in social studies or history with current health practices in our society.  <b>Grade K:</b> TE pp 45-47 PA 7 B Why Am I Different  <b>Grade 1:</b> TE pp 55-56 SA 1,2 PA 3 EA 3 P Feelings B When  <b>Grade 3:</b> TE pp 82-83 SA 15</p> <p>(b) explain how media influences thoughts, feelings, and health behaviors (e.g., TV, DVD, Internet, video games, and printed materials).  <b>Grade 3:</b> TE pp 90-94 PA 17  <b>Grade 4:</b> TE p97, pp141-143 SA 35 EA 1</p> <p>(c) describe ways technology can positively and negatively influence personal health  <b>Grade K:</b> TE: p69 G Healthy Choices</p>

**Content Standard: Interpersonal Communication****By the end of Grade 4****Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.**Benchmark 1:** The student will demonstrate verbal and nonverbal communication skills to enhance health.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate developmentally appropriate communication by using verbal and nonverbal communication skills.</p> <p><b>Proficient Indicator</b> describe developmentally appropriate communication by using verbal and nonverbal communication skills.</p> <p><b>Partially Proficient Indicator</b> identify developmentally appropriate communication skills.</p>	<p>The teacher will</p> <p>(a) demonstrate the difference between verbal and nonverbal communication through role-playing.  <b>Grade 3:</b> TE pp 33-35  <b>Grade 4:</b> TE pp 31-33 SA 7 PA 5 TR3 Communication Skills C Decision Making Cards: Personal Health</p> <p>(b) describe characteristics needed to be a responsible friend and family member by discussing acceptance of responsibility for actions and brainstorming what it means to be a responsible friend and family member.  <b>Grade K:</b> TE: pp 24-26 SA 4 F friends B Being Friends  <b>Grade 1:</b> TE pp 55-56 B Friends  <b>Grade 3:</b> TE pp 28-31 SA 4 B Rosie &amp; Michael  <b>Grade 4:</b> TE pp 34-40 SA 8 EA 5,6 PA 6 B Secret Garden</p> <p>(c) demonstrate ways to communicate care, consideration, and respect of self and others in daily interaction by social skills instruction.  <b>Grade K:</b> TE: pp 27-28 B How to Be A Friend  <b>Grade 1:</b> TE pp 16-19 F cooperation, sharing P Classroom Rules  <b>Grade 3:</b> TE pp 11-13 P Classroom Rules B Friends of a Feather  <b>Grade 4:</b> TE p8, pp13-15, pp37-39</p> <p>(d) demonstrate healthy ways to express needs, wants and feelings by doing class projects and working on "I" messages.  <b>Grade K:</b> TE: pp 20-23 PA 3 B When Sophie gets Angry  <b>Grade 1:</b> TE pp 22-24  <b>Grade 4:</b> TE pp 13-14, pp82-84 SA 17,18</p>

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**Content Standard:** Interpersonal Communication

**By the end of Grade 4**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 2:** The student will demonstrate refusal and conflict resolution skills to enhance health.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate developmentally appropriate use of refusal and conflict resolution skills.</p> <p><b>Proficient Indicator</b> will describe developmentally appropriate use of refusal and conflict resolution skills.</p> <p><b>Partially Proficient Indicator</b> identify developmentally appropriate refusal and conflict resolution skills.</p>	<p>The teacher will</p> <p>(a) demonstrate ways to communicate care, consideration, and respect of self and others in daily interaction. <b>Grade 3:</b> TE pp 7-9 pp26-31 SA 3,4 PA 8 B Rosie &amp; Michael <b>Grade 4:</b> TE p8, pp13-15, pp37-39</p> <p>(b) differentiate between negative and positive behaviors used in conflict situations by discussing communication skills and by role-playing. <b>Grade K:</b> TE pp 3-4 P Classroom Rules <b>Grade 2:</b> TE pp 7-8 SA 1 PA 1 B Knots on a Counting Rope <b>Grade 3:</b> TE pp 33-35 TR1 Communication Skills P 3 Ps of Constructive Criticism <b>Grade 4:</b> TE pp 31-33, pp82-84 SA 7,17,18 TR3 Communication Skills</p> <p>(c) demonstrate healthy ways to express needs, wants and feelings by doing class projects and working on "I" messages. <b>Grade K:</b> TE p8 <b>Grade 3:</b> TE pp 35-37, pp43-45 SA 6(A&amp;D) <b>Grade 4:</b> TE pp 13-14, pp82-84</p> <p>(d) have students demonstrate refusal skills to enhance health by discussing anti-bullying techniques and substance use resistance skills. <b>Grade 1:</b> TE pp 139-141 SA 24 PA 22 B Herbie Says NO to Drugs <b>Grade 2:</b> TE pp 47-48 B Stand Tall Molly Lou Melon <b>Grade 3:</b> TE pp 36-37 B King of the Playground <b>Grade 4:</b> TE pp 98-99, pp111-112 EA 16</p> <p>(e) demonstrate nonviolent strategies to resolve conflicts by incorporating problem solving models into the classroom. <b>Grade K:</b> TE pp 50-51 <b>Grade 1:</b> TE pp 48-49 B The Recess Queen <b>Grade 3:</b> TE pp 36-38 SA 5 PA 9 TR2 Conflict Resolution Skills <b>Grade 4:</b> TE p8, pp13-15 P Classroom Rules</p> <p>(f) demonstrate refusal and conflict resolution skills through role-playing. <b>Grade 1:</b> TE p49 <b>Grade 3:</b> TE pp 36-37, pp128-129, TR2 Conflict Resolution Skills, C Conflict Resolution Cards <b>Grade 4:</b> TE p69, pp98-99, pp111-112 EA 16</p>

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**Content Standard:** Interpersonal Communication

**By the end of Grade 4**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 3:** The student will demonstrate healthy ways to express needs, wants, and feelings.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate developmentally appropriate ways to express needs, wants, and feelings in a healthy manner.</p> <p><b>Proficient Indicator</b> discuss developmentally appropriate healthy ways to express needs, wants, and feelings.</p> <p><b>Partially Proficient Indicator</b> identify developmentally appropriate healthy ways to express needs, wants, and feelings.</p>	<p>The teacher will</p> <p>(a) ask students to demonstrate healthy ways to express needs, wants, and feelings by using “I” messages. (e.g., “I feel angry when you call me names!”) <b>Grade 2:</b> TE p21 <b>Grade 3:</b> TE pp 33-35, pp43-45 <b>SA</b> 6(A-D) <b>TR1</b> Communication Skills <b>P</b> 3 Ps of Constructive Criticism <b>Grade 4:</b> TE pp 13-14, pp82-84</p> <p>(b) demonstrate nonviolent strategies to resolve conflicts by incorporating problem-solving models into the classroom. <b>Grade 2:</b> TE pp 44-48 <b>SA</b> 10,11 <b>PA</b> 7 <b>G</b> Problem Solving Cards <b>Grade 3:</b> TE pp 36-37 <b>B</b> King of the Playground <b>Grade 4:</b> TE p8, pp13-15</p> <p>(c) describe characteristics needed to be a responsible friend and family member by discussing acceptance of responsibility for actions and brainstorming what it means to be a responsible friend and family member. <b>Grade K:</b> TE p25 <b>B</b> Being Friends, How to be a Friend <b>Grade 2:</b> TE pp 34-39 <b>SA</b> 7,8,9 <b>PA</b> 5 <b>B</b> Frog and Toad All Year, The Ant and the Elephant <b>Grade 3:</b> TE pp 29-31 <b>SA</b> 4 <b>B</b> Rosie &amp; Michael <b>Grade 4:</b> TE pp 34-40 <b>SA</b> 8 <b>EA</b> 5,6 <b>PA</b> 6</p> <p>(d) differentiate between negative and positive behaviors used in conflict situations by discussing communication skills and by role-playing. <b>Grade 2:</b> TE p45 <b>Grade 3:</b> TE pp 33-35 <b>TR1</b> Communication Skills <b>P</b> 3 Ps of Constructive Criticism <b>Grade 4:</b> TE pp 31-33, pp82-84 <b>SA</b> 7,17,18 <b>PA</b> 5 <b>TR3</b> Communication Skills</p>

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**Content Standard:** Goal-Setting and Decision-Making Skills

**By the end of Grade 4**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 1:** The student will identify, describe, and demonstrate goal-setting and decision-making skills to enhance health as related to the ten content areas contained in Standard One.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate goal-setting and decision making skills to enhance health.</p> <p><b>Proficient Indicator</b> discuss goal-setting and decision making skills to enhance health.</p> <p><b>Partially Proficient Indicator</b> identify goal-setting and decision making skills to enhance health.</p>	<p>The teacher will</p> <p>(a) discuss the decision-making process and its application to health issues and problems by using role-playing, scenarios, and classroom meetings.  <b>Grade 3:</b> TE pp 128-129 PA 21 C Role-Play Scenario Cards  <b>Grade 4:</b> TE pp 98-99, pp106-107, p109, p201 SA 22,24 PA 15 EA 29 C Decision Making Cards</p> <p>(b) explain when to ask for assistance in making health-related decisions and setting health goals. Students will set personal goals by recording the number of minutes of cardiovascular activities per week and discussing self-sufficiency, knowing when to ask for help, or ask to go to the nurse.  <b>Grade 3:</b> TE pp 36118-119, p131, pp144-145 SA 23, 31,32 PA 24 B Yikes, Lice! C Drug Prevention Cards  <b>Grade 4:</b> TE p18, pp27-28, p31, pp68-69 SA 13 V McGruff's Drug Alert</p> <p>(c) enable students to predict outcomes of positive health decisions by using the healthy food rat and junk food rat activity and predicting what will happen to each of the rats.</p> <p>(d) set a personal health goal and track progress toward its achievement by tracking healthy choices and setting goals for nutrition, physical activity, and/or steps walked.  <b>Grade 3:</b> TE pp 14-17 EA 1 PA 3-6  <b>Grade 4:</b> TE pp 19-20 SA 5 PA 5</p>

**Content Standard: Advocating For Health**

**By the end of Grade 4**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark: 1** The student will identify developmentally appropriate methods to advocate for personal, family, and community health.

K-4th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> identify one advocacy strategy from each area of personal, family, and community health.</p> <p><b>Proficient Indicator</b> identify one advocacy strategies from two of the areas of personal, family, and/or community health.</p> <p><b>Partially Proficient Indicator</b> identify one advocacy strategy from one of the areas of personal, family, or community health.</p>	<p>The teacher will</p> <p>(a) introduce "written" advocacy strategies, such as writing to a legislator about a community health issue, comparing websites for accuracy of information, etc.  <b>Grade 4:</b> TE p 83 SA 17</p> <p>(b) introduce "verbal" advocacy strategies, such as making healthy personal choices (e.g., resisting peer pressure to engage in risky behavior), expressing ones needs to responsible adults.  <b>Grade 3:</b> TE pp 137-139 SA 30  <b>Grade 4:</b> TE p69, p112</p> <p>(c) introduce "action" advocacy strategies, such as identifying community agencies that advocate for healthy individuals, families and communities, making field trips to area health agencies or health departments.  <b>Grade 4:</b> TE pp47-48, pp67-68, p51 SA 9,10</p> <p>(d) demonstrate the ability to influence and support others in making positive health choices by discussing conflict resolution, bullying, and/or recycling.  <b>Grade 3:</b> TE p34, p37, p42, pp103-105 PA 18 TR8 Understanding Differences  <b>Grade 4:</b> TE p84, pp113-115 SA 27</p>

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**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition (b) prevention and control of disease (c) injury prevention and safety (d) personal health (e) mental and emotional health (f) substance use, misuse, abuse, and addiction (g) environmental health (h) family life and sexuality (i) consumer health (j) community health

**Benchmark 1:** The student will explain the relationship between positive health behaviors and wellness.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> analyze the influence of health behavior or absence of behavior on wellness outcomes.</p> <p><b>Proficient Indicator</b> make distinctions about the influences of health behavior or absence of behavior on wellness outcomes.</p> <p><b>Partially Proficient Indicator</b> draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes.</p>	<p>The teacher will</p> <p>(a) have students create a comparison chart on the relationship between positive health behaviors and wellness, such as calorie intake versus calorie burn for weight management, immunizations for disease prevention, and seatbelt use prevention of auto injury.</p> <p><b>Grade 5:</b> TE p11, p77, pp82-83, pp115-116, pp161-162 EA 2, 13 HF Act 5,6 TR7 Heart Healthy Choices</p> <p><b>Grade 6:</b> TE pp4-5, pp10-17, pp194-197, p237 SA 2,3,4,50,51,61 B Holes SRCD: Nutrition Value Chart</p> <p><b>Grade 7:</b> TE pp10-15, pp217-218 EA 3 TR1 Total Wellness</p> <p><b>Grade 8:</b> TE pp 5-8, pp26-28, pp83-86, pp91-92, pp165-168, pp244-245 SA 1,11,12,29,31,61,62,93 EA 1,12,22,30 SRCD Ounce of Prevention</p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 8:**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition (b) prevention and control of disease (c) injury prevention and safety (d) personal health (e) mental and emotional health (f) substance use, misuse, abuse, and addiction (g) environmental health (h) family life and sexuality (i) consumer health (j) community health

**Benchmark 2:** The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate a thorough understanding of all four categories of effects and their influences during puberty.</p> <p><b>Proficient Indicator</b> demonstrate an adequate understanding of three of the four categories of effects and their influences during puberty.</p> <p><b>Partially Proficient Indicator</b> demonstrate limited understanding of one or two of the four categories of effects and their influences during puberty.</p>	<p>The teacher will</p> <p>a) have students design a poster or write a report about the mental, emotional, social and physical effects of puberty.</p> <p><b>Grade 5:</b> Human Growth Supplement</p> <p><b>Grade 6:</b> TE pp 217-219 SA 55 EA 33 TR29: Am I Normal TR30 Adolescence and Puberty-Common Concerns</p> <p><b>Grade 7:</b> TE pp 16-23, pp253-255 SA 64 EA 4,5,6,7,8,9,37 TR2 Expressing Emotions CD: Life Begins</p> <p><b>Grade 8:</b> TE pp221-222 SA 85</p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Health Promotion and Disease Prevention

**By the end of Grade 8:**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:  
 (a) nutrition (b) prevention and control of disease (c) injury prevention and safety (d) personal health (e) mental and emotional health  
 (f) substance use, misuse, abuse, and addiction (g) environmental health (h) family life and sexuality (i) consumer health (j) community health

**Benchmark 3:** The student will describe the influence of family, community, and peer on adolescent health decisions.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> analyze the impact of social group influences on determining health decisions.</p> <p><b>Proficient Indicator</b> discuss the impact of social group influences on determining health decisions.</p> <p><b>Partially Proficient Indicator</b> identify family and social group attitudes about health decisions.</p>	<p>The teacher will</p> <p>(a) have students complete a parent and child worksheet comparing the health decisions made by a teen with those advised by their parents.  <b>Grade 6: TE pp4-5 SA 1</b>  <b>Grade 7: TE pp 236-237 EA 36</b>  <b>Grade 8: TE pp 24-28 SA 9,10,11,12</b></p> <p>(b) have students identify the benefits of abstinence in substance abuse and sexual behaviors.  <b>Grade 5: TE pp95-96 V ACE (Attitude, Commitment, Excellence) G Responsibility Board Game</b>  <b>Grade 7: TE pp 257-259 SA 66</b>  <b>Grade 8: TE pp 185-188, pp193-194 SA 72,73,78 TR38: Social Impact of Alcohol Abuse V The Truth About Drugs</b></p> <p>(c) have students design and administer a health attitudes survey tool to a population representative of family members, nonparental adults, and peer-group members.  <b>Grade 6: TE pp 55-57</b>  <b>Grade 8: TE pp 167-169 EA 22</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Health Promotion and Disease Prevention

**By the end of Grade 8:**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

(a) nutrition (b) prevention and control of disease (c) injury prevention and safety (d) personal health (e) mental and emotional health (f) substance use, misuse, abuse, and addiction (g) environmental health (h) family life and sexuality (i) consumer health (j) community health

**Benchmark 4:** Students describe ways to reduce risks related to adolescent growth and development.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections.</p> <p><b>Proficient Indicator</b> with some assistance, demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections.</p> <p><b>Partially Proficient Indicator</b> with some assistance, demonstrate limited knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections.</p>	<p>The teacher will</p> <p>(a) have students fill in the blanks of a chart identifying the appropriate reproductive organ.  <b>Grade 5: TE pp 147-148 SA 30,31</b>  <b>Grade 6: TE pp 224-226 SA 57 TR31 Male Reproductive System TR32 Female Reproductive System</b>  <b>Grade 7: TE pp 242-243 SA 61 TR43 Male Reproductive System TR44 Female Reproductive System CD: Life Begins</b>  <b>Grade 8: TE pp 212-214 SA 81 EA 26 TR42 Male Reproductive System TR44 Female Reproductive System CD: Life Begins</b></p> <p>(b) assign the same chart to take home to work collaboratively with parents.  <b>Grade 5: TE p151 PA 18</b>  <b>Grade 8: TE pp 213-214 SA 81,82</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard:** Health Promotion and Disease Prevention

**By the end of Grade 8:**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

(a) nutrition (b) prevention and control of disease (c) injury prevention and safety (d) personal health (e) mental and emotional health (f) substance use, misuse, abuse, and addiction (g) environmental health (h) family life and sexuality (i) consumer health (j) community health

**Benchmark 5:** The student will recognize personal and bodily risks of: (1) intentional injury such as harassment, date rape, assault, and suicide (2) unintentional injury such as vehicle and industrial accidents.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> demonstrate a thorough understanding of the risks, prevention, and possible outcomes of intentional and unintentional injuries.</p> <p><b>Proficient Indicator</b> demonstrate some understanding of the risks, prevention, and possible outcomes of intentional and unintentional injuries.</p>	<p>The teacher will</p> <p>(a) have students role-play a risky behavior situation, such as harassment, and let them finish the role-play situation on paper.  <b>Grade 5: TE pp 97-98 SA 21</b>  <b>Grade 6: TE p 18</b>  <b>Grade 7: TE pp 122-123 SA 32 SRCD Teen Dating Violence</b>  <b>Grade 8: TE p 84 SA 29 SRCD Dating Violence</b></p>

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<p><b>Partially Proficient Indicator</b> demonstrate a limited understanding of the risks, prevention, and possible outcomes of intentional and unintentional injuries.</p>	<p>(b) have students take a card with one of the top 10 causes of death for teens and ask each student what they could have done differently to change the lifestyle that determined that cause of death. <b>Grade 7: TE pp 264-267 SA 67 TR47 Actual Causes of Death</b> <b>Grade 8: TE pp 90-91 SA 30</b></p> <p>(c) have students select one or more topic areas (harassment, date rape, assault, suicide, unintentional injury) and have students design a poster to illuminate incidence, prevention tips, and interventions; have Students present their posters to the class. <b>Grade 5: TE pp 172-173</b> <b>Grade 7: TE pp 264-265</b> <b>Grade 8: TE p96</b></p> <p>†(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 8**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 1:** The student will demonstrate the ability to locate health products, services and information, explore their validity, and compare their costs.

5-8th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> illustrate a complex assessment of available resources, compare their costs, and discuss their validity.</p> <p><b>Proficient Indicator</b> demonstrate a thorough understanding of available resources, and be able to compare costs and discuss validity.</p> <p><b>Partially Proficient Indicator</b> demonstrate a limited understanding of available resources, and be able to compare costs and discuss validity.</p>	<p>The teacher will</p> <p>(a) have students gather phone books, pamphlets, and catalogs to compare prices of health products, services, and information. <b>Grade 6: TE pp 206-208 EA 30</b> <b>Grade 7: TE pp 145-147 EA 37</b></p> <p>(b) give a specific health condition (e.g., pregnancy or bone fracture), and have students research health products, care for the condition, recent treatment developments, and costs of each. <b>Grade 7: TE p 247 SA 37</b> <b>Grade 8: TE pp158-159 SA 58,59</b></p> <p>(c) have students form groups, look at pamphlets that provide valid health information, and create their own pamphlet. <b>Grade 6: TE pp195-197 SA 50,51</b> <b>Grade 8: TE p158</b></p> <p>(d) have students compile resource information on local health-care providers and make a resource directory. <b>Grade 6: TE pp 60-61</b> <b>Grade 8: TE pp98-103, pp128-129 SA 34,35,36,43</b></p> <p>(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not</p>

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be used exclusively for instruction.)

**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 8**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 2:** The student will describe how media influences the selection of health information and products.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> critically examine health information validity.</p> <p><b>Proficient Indicator</b> summarize evaluation of health information validity.</p> <p><b>Partially Proficient Indicator</b> identify sources of health information validity.</p>	<p>The teacher will</p> <p>(a) have students research a commercial or television show that includes health information and present their evaluation of the media message to class. <b>Grade 5: TE pp 125-126 SA 26 TR9: Marketing Strategies</b> <b>Grade 7: TE pp 153-154</b> <b>Grade 8: TE pp69-71 SA 23,24,25 PC: Vol. 3</b></p> <p>(b) have students compile a given number of health information resources, or medical product promotions, and evaluate each on biases, methods of influence, and potential effects on consumers. <b>Grade 5: TE pp 124-125 SA 24,25</b> <b>Grade 8: TE pp154-159 SA 55,56,57 TR35 Consumer Purchasing Skills</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 8**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 3:** The student will describe situations requiring professional health services.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> independently articulate help-seeking steps with appropriate questions for several common health problems.</p> <p><b>Professional Indicator</b> with some assistance, articulate help-seeking steps with appropriate questions for several common health problems.</p> <p><b>Partially Proficient Indicator</b> with limited ability, report help-seeking steps with appropriate questions for common health problems.</p>	<p>The teacher will</p> <p>(a) provide a common set of signs and symptoms to students and require students to generate possible steps to take in problem resolution (e.g., parents, school personnel, etc.). <b>Grade 5: TE pp 182-183 SA 39</b> <b>Grade 6: TE p p234 SA 59 SRCD Common Illnesses &amp; Symptoms</b> <b>Grade 8: TE pp 241-245 SA 92,93,94 TR46 Preventing Foodborne Illness</b></p> <p>(b) assign students to invite guest speakers representing a variety of health care professionals, product companies, or health service organizations to address the class. <b>Grade 6: TE p 64</b> <b>Grade 8: TE p 59,pp 128-129, p151, p219, p255</b></p> <p>(c) assign students to generate a list of appropriate questions for the speaker to address. <b>Grade 6: TE p 64</b> <b>Grade 8: TE p 59, p 151, p219</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard: Self-Management****By the end of Grade 8****Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**Benchmark 1:** The student will identify and demonstrate healthy behaviors to reduce health risks.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> independently design an assessment and intervention plan for their individual health.</p> <p><b>Proficient Indicators</b> with some assistance, design an assessment and intervention plan for their individual health.</p> <p><b>Partially Proficient Indicators</b> with limited ability, design an assessment and intervention plan for their individual health.</p>	<p>The teacher will</p> <p>(a) have each student develop a three-week fitness plan and present it to small groups within the class.  <b>Grade 6: TE pp191-192 EA 28</b>  <b>Grade 7: TE pp27-28, p210 EA 12, 32</b>  <b>Grade 8: TE pp139-140 HF Act. 3</b></p> <p>(b) have small groups generate health assessment tools based on “Standard 1, a-g” concepts (include mental, emotional health, risk-taking behaviors, sexuality, physical activity, nutrition, tobacco use, alcohol use, and general health assessments).  <b>Grade 6: TE pp 8-9 EA 2</b>  <b>Grade 8: TE pp101-103</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard: Self-Management****By the end of Grade 8****Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**Benchmark 2:** Students recognize strategies to maximize health strengths within their personal health assessment.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> independently design strategies to improve health-enhancing behaviors and reduce health risks.</p> <p><b>Proficient Indicators</b> Identify and explain strategies to improve health-enhancing behaviors and reduce health risks.</p> <p><b>Partially proficient indicators</b> With limited ability, Identify and explain strategies to improve health-enhancing behaviors and reduce health risks.</p>	<p>The teacher will</p> <p>(a) have students look at their developed fitness plan and redesign it to make it more difficult and to include multiple factors that are listed with the 10 content areas which are: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance use, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health, and community health.  <b>Grade 6: TE pp23-24 EA 5</b>  <b>Grade 7: TE p29 EA 121</b>  <b>Grade 8: TE p 139 SA 45</b></p> <p>(b) have students complete an online health assessment tool and document strategies to move toward greater health enhancement.  <b>Grade 5: TE p 85, p110</b>  <b>Grade 6: TE pp179-180, p190</b>  <b>Grade 7: TE p 189, p 207</b>  <b>Grade 8: TE p139</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Self-Management

**By the end of Grade 8:**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 3:** The student will recognize risky and harmful health behaviors.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> independently assess health behaviors and determine their degree of risk.</p> <p><b>Proficient Indicators</b> with assistance, assess health behaviors and determine their degree of risk.</p> <p><b>Partially proficient Indicators</b> with limited ability, identify risky health behaviors.</p>	<p>The teacher will</p> <p>(a) assign students, in groups, to research one sexually-transmitted infection, develop a poster relating information, and present poster to class as a whole. <b>Grade 8: TE pp 253-255 SA 98 CD Life Begins SRCD STDs</b></p> <p>(b) have students demonstrate resistance skills against bullying, peer pressure, shop lifting, and substance abuse. <b>Grade 5: TE pp 59-62 SA 12 TR4 Dealing with Bullies V Bullies</b> <b>Grade 6: TE pp 96-98, pp148-149, pp154-156 SA 40 TR10 Conflict Resolution Checklist TR20 Strategies for Refusing Drugs V Solving Conflicts with Teachers, Parents, and Peers C Conflict resolution Cards</b> <b>Grade 7: TE pp90-93 SA 20 HF Act. 5,6 TR11 Dealing with Conflict TR12 Steps to Resolving Conflict CD Violence Prevention G Conflict Resolution Board Game</b> <b>Grade 8: TE pp 57-58, p76, p81, pp173-175, p183, pp202-204, p234 SA 67 TR9 Resolving Conflicts</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard:** Self-Management

**By the end of Grade 8:**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 4:** Students demonstrate strategies to manage stress.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> develop and implement a stress management plan.</p> <p><b>Proficient Indicators</b> with guidance, implement a stress management plan..</p> <p><b>Partially proficient Indicators</b> develop a list of stress management techniques.</p>	<p>The teacher will</p> <p>(a) have students define at least eight stress management strategies, research cost availability, and access barriers to each. <b>Grade 6: TE pp 88-89 EA 15,16</b> <b>Grade 7: TE pp 83-86 SA 18,19</b> <b>Grade 8: TE pp 53-59 SA 19,20 G Decision Making TR6 Managing Stress</b></p> <p>(b) have students develop a lesson that describes different types of stress management; use class time to identify the different stress management techniques. <b>Grade 7: TE pp 83-86 HF Activity 4</b> <b>Grade 8: TE p49 SA 17</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Influence of Culture, Media and Technology

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 1:** The student will describe the influence of cultural beliefs on health behaviors and the use of health services..

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> analyze the influence of cultural beliefs in respect to health behaviors and the use of health services.</p> <p><b>Proficient Indicator</b> recognize some influences of cultural beliefs in respect to health behaviors and the use of health services.</p> <p><b>Partially Proficient Indicator</b> describe a few of the influences of cultural beliefs on health behaviors.</p>	<p>The teacher will</p> <p>(a) assign students to conduct research on cultural health behaviors, or methods. <b>Grade 6: TE pp199-200</b> <b>Grade 8: TE pp 230-231 SA 90 CD Life Begins</b></p> <p>(b) assign students to select a country and research availability of health care services, laws related to health care availability, and cultural influences. <b>Grade 6: TE p 66 SA 16</b></p> <p>(c) assign students to conduct research on the prevalence of one communicable disease in a foreign country which is not commonly seen in the United States, such as malaria, typhoid fever, or measles. <b>Grade 5: TE 182-183 SA 39</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard:** Influence of Culture, Media and Technology

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 2:** The student will analyze how messages from media and other sources influence health behaviors.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> analyze how media and other sources influence health behaviors.</p> <p><b>Proficient Indicator</b> with assistance, recognize how media and other sources influence health behaviors.</p> <p><b>Partially Proficient Indicator</b> identify one media and other source that influence health behavior.</p>	<p>The teacher will</p> <p>(a) have students bring to class examples on positive health-media messages and negative health-media messages from resources such as television, print media, and advertising. <b>Grade 6: TE pp 198-199 SA 52</b> <b>Grade 8: TE pp 48-49, pp69-71, pp146-149, 153-154, pp171-173, p181, pp222-223 SA 17, 23, 24, 25, 49, 50, 51, 65 HF Act 5 TR 0</b></p> <p>(b) have students work in pairs to write and present a hard-sell commercial for a health product or service. <b>Grade 8: TE p58</b></p> <p>(c) have students write a radio commercial for a healthy snack. <b>Grade 8: TE p 175, p226, p 233</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Influence of Culture, Media and Technology

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 3:** The student will analyze the influence of technology on health.

5-8th Grade Indicators	Instructional Examples
<p>The student will</p> <p><b>Advanced Indicator</b> explain advances in technology and the influences on health outcomes.</p> <p><b>Proficient Indicator</b> interpret some advances in technology and the influences on health outcomes.</p> <p><b>Partially Proficient Indicator</b> identify some advances in technology on health.</p>	<p>The teacher will</p> <p>(a) have students research the history of treatments for common health problems, comparing past with present.  <b>Grade 6: TE</b> pp 234-235 <b>SA</b> 59  <b>Grade 8: TE</b> pp 241-242, pp248-250 <b>SA</b> 92,93,94,95 <b>EA</b> 31</p> <p>(b) assign students to research and report on historic incidences, in the United States, of diseases against which children are currently immunized.  <b>Grade 6: TE:</b> p 241  <b>Grade 8: TE</b> pp 244-245 <b>EA</b> 30</p>

**Content Standard:** Influence of Culture, Media and Technology

**By the end of Grade 8:**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 4:** Students analyze how information from peers influences health.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> collect and evaluate the information within surveys to analyze peer influences on health.</p> <p><b>Proficient Indicator</b> with assistance, collect and evaluate survey-information to analyze peer influences on health.</p> <p><b>Partially Proficient Indicator</b> will demonstrate a limited understanding of peer influences on health.</p>	<p>The teacher will</p> <p>(a) have students develop a survey to determine peer influences on health.  <b>Grade 7: TE</b> p 19, pp 40-41 <b>EA</b> 13 <b>V</b> Bad Friendships: Doing More Harm than Good  <b>Grade 8: TE</b> p102</p> <p>(b) have students individually survey peers to examine peer influences on health.  <b>Grade 8: TE</b> pp102-103</p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Interpersonal Communication

**By the end of Grade 8:**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 1:** The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> consistently use effective communication skills to enhance interactions and strengthen relationships.</p> <p><b>Proficient Indicator</b> occasionally use effective communication skills to enhance interactions and strengthen relationships.</p> <p><b>Partially Proficient Indicator</b> use limited communication skills to enhance interactions and strengthen relationships.</p>	<p>The teacher will</p> <p>(a) have students design an interactive game that illustrates communication skills, both verbal and nonverbal.  <b>Grade 6: TE p43</b>  <b>Grade 7: TE pp 47-48</b>  <b>Grade 8: TE pp 33-36, pp60-62 SA 14,15</b></p> <p>(b) have students play a common board or card game using only verbal or only nonverbal communication techniques.  <b>Grade 6: TE p 47 G Communication Challenge</b>  <b>Grade 8: TE pp 81-82 SA 28 TR13 Good Listening Skills</b></p> <p>(c) have students write a song or rap about expressing their needs, wants, and feelings.  <b>Grade 6: TE pp 44-45 P Methods of Communication</b>  <b>Grade 7: TE pp 48-49 TR6 Communication Builders TR7 Communication Blockers</b>  <b>Grade 8: TE pp 80-82 SA 28 TR11 Giving Constructive Criticism TR12 Receiving Constructive Criticism</b></p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard:** Interpersonal Communication

**By the end of Grade 8:**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 2:** Students demonstrate communication skills to build and maintain a variety of healthy relationships..

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> actively demonstrate at least three styles of both verbal and nonverbal communication in a role-play situation.</p> <p><b>Proficient Indicator</b> actively demonstrate at least two styles of both verbal and nonverbal communication in a role-play situation.</p> <p><b>Partially Proficient Indicator</b> recognize both verbal and nonverbal styles of communication.</p>	<p>The teacher will</p> <p>(a) have students create a poster, or list tips to promote communication within a variety of relationships, such as: communication with parents, friends, someone of the opposite sex, or with a teacher.  <b>Grade 6: TE p 50 SA 10</b>  <b>Grade 7: TE pp 49-51 SA 7,8</b>  <b>Grade 8: TE p225 SA 87</b></p> <p>(b) have students write a letter to a friend in which they would address their concern over the friend's smoking.  <b>Grade 6: TE p 149</b>  <b>Grade 7: TE pp 52-53 SA 9 G Assertiveness Training</b>  <b>Grade 8: SA 20</b></p> <p>(c) have students develop a role-playing skit to demonstrate communication skills.  <b>Grade 5: TE pp 38-40 SA 8A&amp;B TR3 Improving Communication Skills</b>  <b>Grade 6: TE pp 48-49</b>  <b>Grade 8: TE pp 33-34, p36, p54, pp57-58, pp61-62 SA 22 EA 4</b></p>

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**Content Standard:** Interpersonal Communication **By the end of Grade 8:**  
**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.  
**Benchmark 3:** Students analyze and identify possible causes of conflict among youth and strategies to manage that conflict.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> analyze potential causes of conflict among youth and develop strategies to manage those conflicts.</p> <p><b>Proficient Indicator</b> identify possible causes of conflict among youth and develop one strategy for managing that conflict.</p> <p><b>Partially Proficient Indicator</b> show a limited comprehension of causes of conflict among youth.</p>	<p>The teacher will</p> <p>(a) have students create tables contrasting conflict situations and how those can differ between age groups.  <b>Grade 5:</b> TE pp 52-53 EA 8 B Maniac Magee  <b>Grade 6:</b> TE p 93, p95 SA 22 TR9 Common Causes of Conflict  <b>Grade 7:</b> TE pp 89-90 CD Violence Prevention  <b>Grade 8:</b> TE p 75 V Conflicts, Communication, Relationships</p> <p>(b) provide several fictional conflict scenarios; assign students to write a letter of conflict resolution to one participant in one conflict.  <b>Grade 5:</b> TE p 53, p 57 SA 11 B Maniac Magee  <b>Grade 7:</b> TE pp 90-93 SA 20 HF Activities 5,6 TR11 Dealing with Conflict  TR12 Steps to Resolving Conflicts G Conflict resolution Board Game  <b>Grade 8:</b> TE p 76 TR9 Resolving Conflicts</p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard:** Interpersonal Communication **By the end of Grade 8:**  
**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.  
**Benchmark 4:** The student will demonstrate refusal and negotiation skills to enhance health.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> consistently demonstrate effective refusal skills.</p> <p><b>Proficient Indicator</b> occasionally use effective refusal skills.</p> <p><b>Partially Proficient Indicator</b> use ineffective refusal skills.</p>	<p>The teacher will</p> <p>(a) have students create a role-play demonstrating effective refusal skills in fictional situations.  <b>Grade 5:</b> TE pp 61-62, pp 95-98 SA 21,22  <b>Grade 6:</b> TE pp 97-98  <b>Grade 7:</b> TE pp 122-123 SA 32  <b>Grade 8:</b> TE pp 174-175, p 183, pp202-204, p234</p> <p>(b) have students write and produce a play that demonstrates effective refusal skills.  <b>Grade 6:</b> TE p 168 SA 47  <b>Grade 7:</b> TE pp 153-154, pp 160-161, pp 258-259 EA 25  TR24 Skills for Refusing Drugs  <b>Grade 8:</b> TE p175</p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Goal-Setting and Decision-Making Skills

**By the end of Grade 8:**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 1:** The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> independently use a decision-making model to draw conclusions and demonstrate effective goal-setting.</p> <p><b>Proficient Indicator</b> with assistance, draw conclusions and demonstrate effective goal-setting.</p> <p><b>Partially Proficient Indicator</b> demonstrate a limited ability to use a decision-making model to draw conclusions and demonstrate effective goal-setting.</p>	<p>The teacher will</p> <p>(a) have students develop a plan that addresses personal strengths, needs, and health risks, and present plan orally to class. <b>Grade 5: TE pp 26-27, EA 6 PA 3</b> <b>Grade 8: TE pp 17-20, p205 SA 6,7 EA 2,3, 24</b></p> <p>(b) have students demonstrate a stepwise decision-making process by evaluating one personally selected health need; students will determine need, assess strengths, and formulate a plan-of-action. <b>Grade 6: TE p 169 SA 48 P Decision Making</b> <b>Grade 8: TE pp 55-56, p 95, pp199-201 SA 20 G Decision Making</b></p> <p>(c) have students help their parents or guardians develop a fitness plan that they can do together. <b>Grade 5: TE pp 133-134 PA 16</b></p> <p>+ (The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

**Content Standard: Advocating For Health**

**By the end of Grade 8**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark: 1** The student will identify various research methods to compare and contrast reliable health resources.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> independently identify at least four research methods and rank the reliability of those health resources.</p> <p><b>Proficient Indicator</b> independently identify at least two research methods and rank the reliability of those health resources.</p> <p><b>Partially Proficient Indicator</b> with assistance, identify at least one research method.</p>	<p>The teacher will</p> <p>(a) have students research possible resources (e.g., phone books, pamphlets, Internet). <b>Grade 5: TE p 79 PA 9 BLM Drug Prevention Guide for Parents</b> <b>Grade 8: TE pp89-90, pp100-101 SA 34</b></p> <p>(b) have students develop a method of ranking. <b>Grade 8: TE pp89-91 SA 30</b></p> <p>(c) have students apply those resources. <b>Grade 8: TE p101, p103 SA 36</b></p> <p>(d) have students discuss the reliability of health resources. <b>Grade 8: TE p91</b></p> <p>+ (The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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**Content Standard:** Advocating For Health

**By the end of Grade 8:**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 2:** Students share information and express opinions about current issues in health.

5-8th Grade Indicators	Instructional Examples+
<p>The student will</p> <p><b>Advanced Indicator</b> gather and articulate information and share opinions about current issues in health.</p> <p><b>Proficient Indicator</b> gather information about current issues in health.</p> <p><b>Partially Proficient Indicator</b> with assistance, gather information about current issues in health.</p>	<p>The teacher will</p> <p>(a) have students create a family health newsletter. <b>Grade 5:</b> TE pp 33-34 SA 5 PA 4 <b>Grade 8:</b> TE pp 73-75 SA 27 EA 11</p> <p>(b) have students investigate a current issue on health and report their opinion about their issue. <b>Grade 7:</b> TE pp 140-142 SA 35 <b>Grade 8:</b> TE pp 7-8, p68 SA 1, 22 TR8 Violence in America</p> <p>(c) make a three-minute oral report regarding this issue. <b>Grade 7:</b> TE p 145 SA 35 <b>Grade 8:</b> TE p 68</p> <p>+(The instructional examples provided are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

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