

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Why This Goal Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

A. Explain the basic principles of health promotion, illness prevention and safety.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.A.1a	Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).	Kindergarten: TE 158-169, 166-169; SA 32; PA 23 Grade 1: TE 174-177; SA 32, 33 Grade 2: TE 156-161, 163-165; SA 46, 47; PA 23 Grade 3: TE 143-145; SA 31, 32; PA 24	Kindergarten: AC: Germs; FC: Disease, Healthy, Unhealthy Grade 1: F: germ, bacteria, virus; B: Germs Make Me Sick Grade 2: F: disease; V: Communicable Diseases; B: My name is Jonathan and I Have AIDS Grade 3: B: Yikes-Licel
22.A.1b	Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness, etc.).	Kindergarten: TE 4-9 DP (for Herbie, the Duck Puppet), 20-21, 67-74; PA 1, 10 Grade 1: TE 2-9, 11-15, 94-97, 98-105, 178-180; EA 1, 2, 15; PA 1, 2, 15, 16, 27; SA 10, 11,12; BLM: Popcorn Kernel, Healthy foods Grade 2: TE 2-6, 27, 137-138, 166-170; PA 3, 24,25; SA 41, 48,49; EA 5, 7 Grade 3: TE 3-9, 14-17, 50-53, 72-75, 76-87, 92-93; EA 1, 2, 5; SA 11, 12(A-C), 13-16; PA 1, 3-6, 11, 14-16; TR 4: Nutrition & Fitness, 5: Food Pyramid, 7: Food Safety	Kindergarten: P: Staying Healthy With Herbie; B: When I Feel Sad; P: Feelings, P: Healthy Choices; C: Nutrition & Fitness cards Grade 1: F: health, value, nutrition, exercise; P: Growth Chart, Special People, Healthy Choices; B: Quick as a Cricket, Berenstain Bears and too Much Junk Food, The Important Book; G: Nutrition Cards, The germ Game Grade 2: F: health, sick, health care provider; P: Healthy Choices, Classroom Rules, School Safety Rules Grade 3: P: Classroom Rules; CD: Arthur’s Teacher Troubles; B: Kids in Action
22.A.1c	Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	Kindergarten: TE 70-73, 91-97, 108-117, 119-129; SA 14, 19-26; PA 13, 14, 16-17 Grade 1: TE 60-66, 68-71, 76-86, 88-92, 124-129; SA 6-9, 14-19; EA 6, 8, 10; PA 10, 12 -14, 20 Grade 2: TE 140-151; SA 42-45; PA 21 Grade 3: TE 54-62, 65-69, 117-123, 135, 153-156; SA 7-10, 23, 24, 35(A&B); PA 12, 13, 19, 20, 22, 26; EA 7, 11	Kindergarten: F: poison; A: Poisonous means Dangerous; F: safe, unsafe, safety, stranger; G: Safety Signs; V: Safety Rules for School; A: Buckle Up for Safety; F: emergency, address, fire, fire escape; G: Fire Safety Grade 1: F: neighborhood, police officer, crosswalk, aware, operator, school safety, bus safety, poison; C: Safety Signs; P: Water Safety, Healthy Choices, School Safety, Bus Safety, Healthy Choices; G: Bicycle Safety Poster/with bike safety games cards, Fire Safety; V: McGruff’s Guide to Personal Space Grade 2: F: risky behavior; P: Water Safety; B: Berenstain Bears Learn About Strangers; CD: McGruff’s Files: Dangerous Strangers Grade 3: V: Safety Rules & You; P: School Safety; B: Who Is a Stranger and What Should I Do? ; G: Drug Prevention

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.A.2a	Describe benefits of early detection and treatment of illness.	Grade 4: TE 174, 178, 181; EA 27; PA 22 Grade 5: TE 176-179, 182-183; EA 23; SA 39; PA 21, 22	
22.A.2b	Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).	Grade 4: TE 11-12, 15, 17-20, 98-99, 140-151, 161, 176-177, 182-184, 192-194; PA 2, 3, 13, 20, 22; SA 2, 3, 5, 22, 35-39, 43-46; EA 2, 3, 20, 21; TR 2: Goal Setting; 13 Preventing The Spread of Germs; 14: HIV/AIDS Grade 5: TE 5-8, 11, 24-28, 50-54, 107-112, 114-118, 121-124, 127, 150-151, 190-193; TR 1: Good Health, 6: Sources of Nutrients, 7: Heart Healthy Choices, 8: Food Labels, 19: HIV and the Immune System; SA 4, 11, 41; EA 2, 5-7, 15, 16; BLM: Safe Food Preparation	Grade 4: V: Exercise, Nutrition and Sleep; Preventing Communicable Diseases; B: Chang's paper Pony; G: Fountain of Fitness; C: Disease Prevention Grade 5: B: Maniac Magee; V: To the Max: Eating and Exercising for Maximum Health; P: Nutritional Vision Chart
22.A.2c	Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).	Grade 4: TE 55-58, 61-65, 67-68; PA 8, 9; SA 11-13; EA 9 Grade 5: TE 158-163, 170-173; SA 34, 35; PA 19; EA 22	Grade 4: V: Emergency Services: Hotline to Help; G: Emergency Game; P: School Safety

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.A.3a	Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	Grade 6: TE 79-83, 88-91, 154-156, 163-165, 171-172, 185-192, 195-196, 242-243; SA 18, 19, 40, 41, 45, 50, 51, 63; EA 14, 15, 16, 22, 26, 27, 28; TR: 8 Signs of Depression; 20: Strategies for Refusing Drugs; 21: Just Do It; 24: Benefits of Exercise; 25: Getting Sufficient Sleep; 26: Exercise Precautions; SRCD: Let's Talk About Depression Grade 7: TE 36-37, 56-57, 86, 98-100, 121-123, 133-134, 152-155, 160-161, 165, 168-169, 192-199, 204-210, 257-259, 264-269; SA 3, 21-22, 32, 42, 51-54, 55-56, 66, 67-70; E 15, 25, 39; TR 8 Goal Setting; 14 Warning Signs of Depression; 18 Abduction Prevention Tips; 19 Influences on Drug Use; 20 Risk Factors for Drug Use; 24 Skills for Refusing Drugs; 32 Preventing Food Borne Illness; 35 Benefits of Exercise; 36 F.I.T.; 37 Components of Fitness; 38 Exercise Precautions; 47 Actual Causes of Death Grade 8: TE 60-67, 97-99, 112-125, 146-148, 161-167, 171-177, 189-191, 247-248, 256, 261-263, 267-275; SA 22, 33, 40, 41, 42, 43, 44, 48, 49, 57, 58, 59, 60, 61, 62, 64, 65, 66, 67, 73, 101, 103, 104; EA 14, 15, 21, 22, 28, 29, 31, 32, 33; TR 13 Managing Stress: Helpful Hints; 14 Warning Signs of Depression; 23 Shock; 24 Managing Shock; 25 Bleeding Injuries; 26-27 Burns; 35 Exercise Precautions; 41 Consumer Purchasing Skills; 42 Expressing Consumer Complaints; SRCD: Let's Talk About Depression; Tips for Healthy Thrifty Meals; STDs; HF: Getting Fit	Grade 6: P: Nutrition Vision Chart; V: W.I.N. (Win, Integrity, Never Give Up); Ten Reasons to Exercise Grade 7: HF Stress Management and Conflict Resolution; SRCD: Let's Talk about Depression; Teen Dating Violence; Nutrition Value Chart; Common Illnesses and Symptoms; P Nutrition Vision Grade 8: CD: Injury Prevention & Safety; Life Begins; HIV/AIDS; Diseases: Communicable and Non-communicable; G: Decision Making Game; Trivia Game

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.A.3b	Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	Grade 6: TE 2-9, 18-24, 147-149, 177-183, 198, 206-209, 220-221, 235-236, 250-252; SA 1-4, 6, 23, 24, 49, 53, 60, 65; EA 1,2, 5, 6, 25-27, 30; TR: 1: Goal Setting; 18: Influences on Tobacco Use; 22a-c: Food Pyramids; 23: Nutrition Essentials; 28: Nutrition Food Labels; SRCD: Tips for Healthy, Thrifty Meals Grade 7: TE 16-23, 24-29, 143, 170-177, 187-191, 199-201, 204-212, 268-269; SA 36, 37, 46, 47, 50, 55, 56, 70; EA 4-12, 26, 31, 39; TR 1 Total Wellness Continuum; 2 Expressing Emotions; 3 Goal Setting Inspirations; 22 Consumer Skills; 25 Rights and Responsibilities; 29 Understanding Food Labels; 30 Food Guide Pyramid; 31 Revised Food Pyramids; 34 Marketing Strategies; 35 Benefits of Exercise; 36 F.I.T.; 37 Components of Fitness; 38 Exercise Precautions Grade 8: TE 5-8, 24-28, 150-153, 240-242, 255-261, 272-274; SA 1, 8, 9, 10, 11, 12, 50, 51, 98, 99, 104; TR 1 Wellness Continuum; 51 Reasons for Remaining Sexually Abstinent; 53 Leading Causes of Death; Risk Factors for Cancer; HF: Heart Healthy Choices	Grade 6: B: Holes; Sweet Clara and the Freedom Trail; V: Hygiene for Boys; Hygiene for Girls; G: Nutrition Trivia Game Grade 7: V: What Can I Do When I Feel Bad?; SRCD: Food Labels; PC: Nutrition and Fitness Grade 8: V: Abstinence: It's the Right Choice; SRCD: Food Values Chart, Heart Healthy Choices; Birth Control: Failure and Success Rates; P: Nutrition Vision Chart; CD: HIV/AIDS
22.A.3c	Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	Grade 6: TE 100-105, 120-133; EA 18, 19; SA 23, 24, 29-32; TR 13 Basic First Aid Principles; 14 Basic First Aid for Bleeding Grade 7: TE 124-128, 267; SA 33, 69; EA 21, 22 Grade 8: TE 99-102; SA 34-36; TR 22 Water Safety Rules	Grade 7: SRCD: Disaster Supply Kit; V: American Red Cross Emergency Test Grade 8: G: Decision Making Game
22.A.3d	Identify various careers involved in health promotion, health care and injury prevention.		

B. Describe and explain the factors that influence health among individuals, groups and communities.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.B.1	Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).	Kindergarten: TE 18-19, 38-43; SA 3, 6 Grade 1: TE 72-75, 106-118, 146-151; EA 7, 9, 12; PA 11, 15-18, 24; SA 13(A&B), 26-27 Grade 2: TE 34-35, 60-64; SA 7; PA 5 Grade 3: TE 7-9, 20-31; PA 7, 8; SA 2-4	Kindergarten: B: David gets in Trouble, The Giving Tree; P: Special People; F: sharing, kindness Grade 1: B: Kids in Action, Berenstain Bears and the Double Dare Grade 2: P: School Safety Rules Grade 3: P: Classroom Rules; B: Ramona Quimby, Age 8; Rosie and Michael

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.B.2	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising)	Grade 4: TE: 11, 24-28, 97, 108-109, 111, 113-115, 123, 141-143, 162; EA 1, 15, 16; PA 4, 15, 16; SA 6, 26, 27; TR 7 Marketing Strategies Grade 5: TE 14-15, 31-34, 72-74, 76-79, 88-93, 125, 169; TR 9: Marketing Strategies; BLM: Drug Prevention Guide for Parents; SA 4, 20, 26, 27, 37; EA 9, 11,12; PA 9	Grade 4: B: Tales of a Fourth Grade Nothing; C: Problem Solving Cards: Family Life and Human Growth; V: Exercise, Nutrition and Sleep Grade 5: B: Sarah, Plain and Tall

KEY: TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; TR: Transparencies; SRCD: Student Resource CD; PA: Parent Activity; B: Book; V: Video; P: Poster; G: Game; F: Flashcard; C: Cards; A: Audiocassette; HF: Health Flash; BLM: Black Line Master

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.B.3	Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).	Grade 6: TE 57-58, 62-65, 172-173; SA 13, 14, 15; EA 22, 23 Grade 7: TE 60-63, 126-127; SA 10-12; EA 17, 21 Grade 8: TE 195-197, 253, 257, 265-271; SA 77, 96, 102; TR 44 Social Impact of Alcohol Abuse; 45 Warning Signs of Alcohol Dependence	Grade 8: V: The Truth About Drinking; CD: HIV/AIDS

C. Explain how the environment can affect health.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.C.1	Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).	Kindergarten: TE 76-87; SA 11a-11d, 12; PA 11 Grade 2: TE 52-59; PA 8, 9	Kindergarten: F: nature, pollution; G: Community Health Game Grade 2: F: community, environment, recycle, interaction, cooperation

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.C.2	Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).	Grade 4: TE 43-49, 51-52, 176; SA 9, 10; PA 7; EA 7, 8	

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
22.C.3a	Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).	Grade 6: TE 52-54, 58; SA 11 Grade 7: TE 62-63, 68-69; SA 10, 13, 14; EA 17 Grade 8: TE 107-108; SA 37	Grade 6: B: Holes
22.C.3b	Develop potential solutions to address environmental problems that affect the local community's health.	Grade 6: TE 58-61, 66; SA 12, 16 Grade 7: TE 63-64, 70-71; SA 11, 12, 15 Grade 8: TE 108-109; SA 38, 39	

STATE GOAL 23: Understand human body systems and factors that influence growth and development.

Why This Goal Is Important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.A.1	Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes, etc.).	Kindergarten: TE 146-151; SA 27; PA 19-20 Grade 1: TE 156-159; BLM: Body Organs; SA 28 Grade 2: TE 97, 130-134; SA 39, 40 Grade 3: TE 96-99, 106-108, 110-112; PA 18; SA 18, 19(A-C), 20-22	Kindergarten: G: Body Chart/organs, Creating New Life Grade 1: P: Body Chart with organs; B: My Five Senses Grade 2: CD: My Amazing Human Body; P: Body Chart/w organs; B: The Skeleton Inside You; G: Bones of the Skeletal System Grade 3: B: Magic School Bus: Inside the Human Body; What Happens to a Hamburger?; Hear Your Heart; CD: My Amazing Human Body; P: Respiratory System

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.A.2	Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	Grade 4: TE 157-160, 164-171, 184-185; PA 21; SA 40, 42; EA 23, 24, 25, 26; HF: The Heart; TR 8 The Heart; 9 The Heart and Lungs; 10 The Circulatory System; 14-16 The Immune System Grade 5: TE 103-105, 144-156, 181; TR 13: Ovulation and Menstruation, 14: The Nervous System, 17: Structures of the Immune System, 18: How the Immune System Works; SA 23, 29-32, 38; EA 20, 21; PA 18	Grade 4: CD: The Ultimate Human Body; Stethoscope Grade 5: CD: The Human Body; G: Nutrition Trivia Game

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.A.3	Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).	Grade 6: TE 213-215, 223-229, 239-241; EA 32; SA 54, 56-58, 62; TR: 57a-b Male and Female Reproductive System; 58 Ovulation and Menstruation; 34 Types of Microorganisms; 35 Modes of Transmission; 36 Body Defenses Against Disease; SRCD: An Ounce of Prevention Grade 7: TE 76-77, 185-187, 211-212, 224-232, 240-242, 247-250; SA 48, 49, 56, 57, 58, 61; EA 30; TR 26 & 27 Function of Nutrients; 28 Nutrition Essentials; 40 Structure of Digestive System; 41 The Digestive Process; 43 Male Reproductive System; 44 Female Reproductive System; 45 Menstruation Grade 8: TE 49-53, 217-229, 256, 267-268; SA 19, 83-87, 90; EA 5, 7, 26; TR 10 Fight or Flight; 11 Stress-Related Illness; 49 The Reproductive System; 50 Getting Enough Sleep; SRCD: Stages of Pregnancy	Grade 6: CD: Fun Facts: Body System; V: Bodies in Progress for Boys and Girls; B: How Your Body Works Grade 7: V: Food, Health and Exercise; HF: The Stress Response; CD: Fun Facts: Body Systems, Life Begins; B: Human Body; BLM: The Digestive System; SRCD: Life Begins Grade 8: CD: Life Begins; HIV/AIDS

B. Explain the effects of health-related actions on the body systems.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.B.1	Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	Kindergarten: TE: 10-15, 54-64, 152-156; SA 1, 7-10, 28; PA 8-9; BLM: Growth Survey Name Labels Grade 1: TE 155, 159-161, 165-167; BLM: My Health Log; SA 29, 31; EA 13, 14; PA 25, 26 Grade 2: TE 66-85, 92-101; SA 12-19, 24, 25, 26; PA 10-13, 15, 16; EA 2 Grade 3: TE 85-87, 109, 112-113; SA 16; EA 9	Kindergarten: F: health, nutrition, sleep, exercise; B: Keeping Healthy with Herbie; A: Herbie's Health Song; B: Eating Healthy with Herbie; Kids in Action; C: Nutrition Cards; P: Healthy Choices; G: Nutrition, Drug Prevention, Healthy Choices cards Grade 1: F: hygiene; V: Healthy Teeth Grade 2: F: well-balanced diet, nutrition, nutrient, fitness; B: Kids in Action; C: Nutrition/Fitness Cards; G: Refrigerator Poster w/ food group pieces, Concentration Game; P: Healthy Choices, Stethoscope, Body Chart/organs; CD: My Amazing Human Body Grade 3: G: Digestive System Game

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.B.2	Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	Grade 4: TE 89-92, 95-97, 10-103, 124-129, 131-139; SA 19-21, 23, 28-34; PA 12, 14, 18, 19; EA 14, 19; TR 4 Nutrition Concepts; 5 Food Pyramid; 6 Food Labels Grade 5: TE 80-87, 95-96, 128-134; TR 10: Benefits of Exercise; SA 15-19; EA 13, 17-19; PA 10, 16	Grade 4: V: McGruff's Drug Alert; G: Drug Trivia Game; B: Ramona and Her father Grade 5: CD: The Human Body; V: Ace; G: Responsibility Board Game

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.B.3	Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).	Grade 6: TE 138, 140-142, 145-147, 152-154, 160-162, 197-201, 206, 245-249; SA 33-39, 43, 44, 52, 64; EA: 29; HF: 3-7; TR 17 Medicines Are Drugs, Too; 27 Safe Food Preparation; 37 AIDS; PC: Eating Disorders; SRCD: Tips for Teens about Tobacco, Alcohol, Steroids Grade 7: TE 135-136, 149-151, 157-158, 163-164, 214-218, 232-233, 244-247, 265-267; SA 34-36, 38-41, 43, 44, 59, 62, 68, 69; TR 23 Trends in Alcohol Use; 39 Media Myths; 47 Actual Causes of Death Grade 8: TE 5-9, 50-53, 154-158, 185-188, 192-195, 199-201, 230-232, 249-253; SA 1, 52-56, 71, 72, 74-76, 78-81, 88, 89, 95-97; TR 1 Wellness Continuum; 10 Fight or Flight; 11 Stress-Related Illnesses; 36 Are You Normal?; 37 Media Myths; 38 Striving to be Thin; 39 Unique & Beautiful; 40 Eating Disorders Warning Signs and Risk Factors; 43 Tobacco Myths; 52 Preventing Foodborne Illnesses; HF: Facts About Eating Disorders; SRCD: Tips for Teens: The Truth About Tobacco; Tips for Teens: The Truth About Alcohol; Tips for Teens: The Truth About Steroids; An Ounce of Prevention	Grade 6: CD: Smoking and Chewing; P: Drug Classifications Grade 7: SRCD: Tips for Teens: Tobacco Facts and Information; Tips for Teens: Marijuana Facts and Information; Tips for Teens: Alcohol Facts and Information; Frequently Asked Questions about Alcohol Abuse; Tips for Teens: The Truth about Alcohol; Tips for Teens: The Truth about Inhalants; CD: Life Begins Grade 8: V: The Dangers of Enhancing Drugs; G: Health Trivia Game

C. Describe factors that affect growth and development.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.C.1	Identify individual differences in growth and development among people.	Kindergarten: TE 138-145; SA 26; PA 19 Grade 1: TE 162-164, 168-171; SA 30 Grade 2: TE 120-129; SA 37; PA 20 Grade 3: TE 100-105; SA 18; PA 18	Kindergarten: F: growth; B: I Want to be Somebody New; A: Are You Growing?; P: Growth Chart Grade 1: B: I Am Growing; P: Growth Chart; F: life cycle; G: Creating New Life Grade 2: B: Through Grandpa's Eyes, Herbie Shares His World; C: Problem Solving Cards

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.C.2a	Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).	Grade 4: TE 6-7, 11-13, 73-75, 131-132, 155-156; EA 2; SA 1, 3, 14, 15; TR 1 Wellness Continuum Grade 5: TE 12-13, 42-46, 64-67, 138-139; SA 9, 13; PA 9; EA 4	Grade 4: B: Chocolate Fever; Fourth Grade Rats Grade 5: B: The Black Snowman; Sign of the Beaver; Blackberries in the dark; V: Honesty Counts
23.C.2b	Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).	Grade 5: TE 136-138; TR 11: The Life Cycle	

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
23.C.3	Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	Grade 6: TE 15-17, 29, 70-77, 137, 151-152, 159, 217-219, 233-234; EA 3, 4, 12, 13, 33; SA 5, 17, 42, 55, 59; TR 5 Stressful Situations & Events; 6 Factors Influencing Adolescent Stress; 7 Physical and Emotional Effects of Stress; 16 Trends in Drug Use, 19 Trends in Alcohol Use; 29 Am I Normal?; 30 Adolescence and Puberty: Common Concerns; HF: Activity 1; PC: Stress Management; SRCD: Common Illnesses and Symptoms Grade 7: TE 4-9, 10-23, 74-83, 94-97, 133-134, 253-257; SA 16, 17, 64, 65; EA 2-9, 37; TR 1 Total Wellness Continuum; 2 Expressing Emotions; 9 Common Reactions to Stress; 13 Warning Signs of Depression; 19 Influences on Drug Use; 20 Risk Factors for Drug Use; 46 Maintaining a Healthy Sexual Identity Grade 8: TE 38-46, 54-59, 68-70, 77-79, 129-139, 141-144, 179-183, 236-240; SA 16-18, 20, 21, 26-28, 45-48, 68-70, 92-94; EA 8, 9, 17-19; TR 6 Preventing Risky Behaviors; 7-9 Parenting Skills; 12 Symptoms of Stress; 13 Managing Stress: Helpful Hints; 28 Dietary Guidelines for Americans; 29-30 Revised Food Pyramids; 31 Major Nutrients; 32 Nutrition Facts Food Labels; 33 Benefits of Exercise; 34 Components of Fitness; HF: Following the Dietary Guidelines; SRCD: Dietary Guidelines for Americans, Food Labels, Food Value Chart; PC: Violence Prevention	Grade 7: HF: Stress Management and Conflict Resolution; CD: Violence Prevention; Fun Facts: Body Systems; Life Begins Grade 8: G: Decision Making Game; P: Nutrition Vision; CD: Life Begins

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Why This Goal Is Important: From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.A.1a	Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	Kindergarten: TE 22-23, 27-28, 42-51; PA 6, 7 Grade 1: TE 16-25, 46-58; SA 2, 4; 5; EA 3, 5; PA 3, 8, 9 Grade 2: TE 10-15, 37-39, 44-47; SA 1, 8-11; PA 1 Grade 3: TE 12-13, 32-39; SA 1, 5; PA 9; TR 1: Communication Skills, 2: Conflict Resolution Skills	Kindergarten: B: When Sophie gets Angry, Being Friends, How to be a Friend Grade 1: B: The Berenstain Bears and the Messy room, When I Feel Angry, The Recess Queen, Berenstain Bears Get in a Fight, The Bravest Mouse, Friends; F: sharing, cooperation; P: Feelings Grade 2: B: Knots on a Counting Rope, Berenstain Bears and the Truth, Frog and Toad All Year; F: honesty, personal, problem; C: Problem Solving Cards Grade 3: P: 3 Ps of Constructive Criticism; C: Conflict Resolution Cards; B: King of the Playground
24.A.1b	Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	Kindergarten: TE 3-5, 7-9, 15, 20, 23, 27-28, 40-42, 62, 93, 95, 97, 101-102, 133, 136; PA 12, 13; BLM: Heart Template Grade 1: TE 3, 11, 13, 18, 22-23, 28, 37, 39, 48, 50, 56-57, 141, 148; PA 22 Grade 2: TE 16-21, 40-42, 47-49; SA 2(A&B); PA 6, 7; EA 1 Grade 3: TE 40-46; SA 6(A-D); EA 3, 4; PA 10; TR 1: Communication Skills, 3: Coping Strategies	Kindergarten: B: The Giving Tree; Berenstain Bears and the In-Crowd; A: Herbie's Health and Safety Songs Grade 1: B: The Recess Queen, Friends Grade 2: B: Alexander and....Horrible day, The Ant and the Elephant, Stand Tall Molly Lou Mellon; P: Feelings; A: Mozart's Magical Fantasy Grade 3: B: Today I Feel Silly; I'm So Angry, I Could Scream

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.A.2a	Identify causes and consequences of conflict among youth.	Grade 4: TE 80-83; SA 16, 17 Grade 5: TE 56-62; TR 4: Dealing With Bullies; SA 12; PA 7	Grade 5: V: Bullying; B: Maniac Magee
24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	Grade 4: TE 3, 4, 8, 9, 13-15, 31-32, 35-39, 83-85; PA 1, 5, 6, 11; SA 4, 7, 8, 17, 18; TR 3: Communication Skills Grade 5: TE 4, 8, 18-22, 38-40, 47, 60-61, 70-71, 150-151; TR 2: Story Coaster, 3: Improving Communication Skills, 5: Resolving Conflict; SA 1, 8A, 8B, 10, 14; EA 1	Grade 4: P: Three Ps of Constructive Criticism; Effective Coping Skills; C: Roleplay Scenario Cards; B: The Secret Garden Grade 5: B: Number the Stars; P: Respect; G: Conflict Resolution Bingo Game

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.A.3a	Describe possible causes and consequences of conflict and violence among youth in schools and communities.	Grade 6: TE 92-96, 105-107; SA 21, 22, 25; TR: 9 Common Causes of Conflict; 10 Conflict Resolution Checklist Grade 7: TE 67-69, 88-90, 104-114, 119-120, 173; SA 13, 14, 23-28, 46; EA 20; TR 15 Violence Statistics; 16 How Violence is Portrayed in the Media Grade 8: TE 72-76, 78-79, 80-83, 109-110; SA 24-30; EA 11; TR: 3-8 Parenting Skills; 15 Violence Among Youth; PC: Violence Prevention	Grade 7: CD: Violence Prevention Grade 8: V: Conflicts, Communication, Relationships
24.A.3b	Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	Grade 6: TE 37-41, 96-98, 108-110; SA 9 Grade 7: TE 50-53, 70-71, 90-93, 116-118, 160-161, 173; SA 7-9, 15, 20, 29, 30, 31, 46; EA 25; TR 11 Dealing with Conflict; 12 Steps to Resolving Conflict; 24 Skills for Refusing Drugs Grade 8: TE 84-87, 90-95, 111; SA 31, 32; EA 12; TR 16 Resolving Conflict; 17 Strategies for Preventing Violence; 21 Managing Anger; 22 Preventing Handgun Violence	Grade 6: V: Solving Conflicts with Teachers, Parents, and Peers; No Name Calling; C: Conflict Resolution Strategies Grade 7: P: Methods of Communication; G: Assertiveness Training Game; Conflict Resolution Board Game; HF: Dealing with Conflict; Learning to Resolve Conflict; CD: Violence Prevention Grade 8: CD: Conflict Resolution & Stress Management
24.A.3c	Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	Grade 6: TE 26-35, 42-50, 55-57; SA 7, 8, 10; EA 8, 9, 10; TR: 3 Communication Builders and Blockers; 4 Communication Essentials Grade 7: TE 6-7, 19-22, 38-44, 46-49, 85, 116-118, 177, 235-237; SA 4-6, 19, 29, 30, 31, 60; EA 6, 7, 13, 27, 36; TR 2 Expressing Emotions; 4 Good vs. Bad Relationships; 5 Relationship Builders; 6 Communication Builders; 7 Communication Blockers; 42 Discussing Sexuality Grade 8: TE 4-5, 30-36, 88-89, 233-234; SA 13-15, 90, 91; EA 4; TR 18 Giving Constructive Criticism; 19 Receiving Constructive Criticism; 20 Good Listening Skills	Grade 6: B: Holes; P: Methods of Communication; G: Communication Challenge Grade 7: P: Methods of Communication; V: Bad Friendships: Doing More Harm Than Good

B. Apply decision-making skills related to the protection and promotion of individual health.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.B.1	Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).	Kindergarten: TE 30-32, 98-106; SA 5-6, 15-18 Grade 1: TE 120-123, 130-133, 136-139, 142-144; PA 19; SA 19-20, 22, 23, 25 Grade 2: TE 22-26, 86-90, 102-106, 108-111; PA 2, 17; SA 3, 4, 20-23, 27-31; EA 3 Grade 3: TE 89-92, 124-128, 131-134, 137-138; SA 17(A,B), 25-29; PA 21	Kindergarten: P: Healthy Choices; G: Making Healthy Choices, Body Chart with Organs, Drug Prevention Cards; B: Berenstain Bears and the In-Crowd; F: tobacco Grade 1: B: Herbie Learns About Drugs; F: drug, medicine, tobacco, alcohol, decision; V: Leader of the Pack; P: body Chart with organs Grade 2: F: goal; C: self-Esteem Cards Grade 3: B: Come Out, Come Out, Wherever You Are; C: Drug Prevention Cards; CD: McGruff's Files: Drug Free Kids

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.B.2	Describe key elements of a decision-making process.	Grade 4: TE 63, 77-79, 105-107; PA 10; SA 24, 25 Grade 5: TE 124-125; SA 24, 25	Grade 4: G: The Decision Making Game; P: The Decision Making Process; Effective Coping Skills

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.B.3	Apply a decision-making process to an individual health concern.	Grade 6: TE 23, 85-86, 113-116, 167-169, 191-192, 237; SA 19, 20, 46-48, 61; EA 5, 28; TR: 12 Abuse Grade 7: TE 27-29, 83-84, 91-93, 145-147, 174-175, 221; SA 18, 20, 37, 47; EA 12, 33; TR 10 The Decision Making Process; 12 Steps to Resolving Conflict; 22 Consumer Skills; 25 Rights and Responsibilities Grade 8: TE 18-20, 62-64, 81-82, 103, 134, 147, 152, 165, 167-168, 182, 195, 201, 207-209, 239, 241; SA 6, 7, 23, 29, 51, 60, 62, 63, 70, 76, 81; EA 2, 3, 11, 17, 23; HF: Getting Fit; SRCD: Food Values Chart; Tips for Healthy; Thrifty Meals	Grade 6: P: Decision Making Process; Effective Coping Skills; Respect; B: On My Honor Grade 7: HF: Resolving Conflict; G: Conflict Resolution Board Game Grade 8: G: The Decision Making Game

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

EARLY ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.C.1	Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).	Kindergarten: TE 130-136; PA 18 Grade 1: TE 91, 134-135, 139-141, 144-145; PA 21-23; EA 11; SA 24 Grade 2: TE 112, 115-118, 152-154; PA 18, 19, 22; SA 32-36; EA 4, 6 Grade 3: TE 128-129, 138-139; SA 30	Kindergarten: F: hurt; V: Critter Jitters Grade 1: B: Herbie Says No to Drugs Grade 3: P: 3 Ps of Constructive Criticism

LATE ELEMENTARY

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.C.2	Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	Grade 4: TE 68-69, 78, 99, 111-112; SA 13 Grade 5: TE 15, 97-98, 164-169; TR 15: Danger of Guns, 16: Weapon safety; BLM: Resources for Help; SA 21, 22, 36, 37; PA 20	

MIDDLE/JUNIOR HIGH SCHOOL

REQ #	REQUIREMENT	PRIMARY CITATIONS	SUPPORTING CITATIONS
24.C.3	Apply refusal and negotiation skills to potentially harmful situations.	Grade 6: TE 86-87, 97, 117-118, 148, 154-155; SA 20, 26, 27 Grade 7: TE 123, 154-155, 160-161, 173, 258-259; SA 32, 46, 66; EA 25; TR 24 Skills for Refusing Drugs Grade 8: TE 16-17, 182-183, 191, 210-213, 242, 274; SA 5, 82; EA 22, 24; TR 46 Effective Strategies for Resisting Drugs; 47 I Can Do It	Grade 7: SRCD: Teen Dating Violence Grade 8: CD: Fun Facts: Drug Prevention; HIV/AIDS

HPW Correlation to Illinois State Standards: High School

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Why This Goal Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

A. Explain the basic principles of health promotion, illness prevention and safety.

State Requirement	HPW Correlation (see Key*)
22.A.4a Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).	TE: pp287-324 SA: 82,83, EA: 52 V: STDs/AIDS
22.A.4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).	TE: pp79-85 EA: 8 V: Skills for Handling Stress TR 22: Handling Stress: Helpful Hints TE: pp203-211 SA: 63,64 EA: 39,41 TR44: Health Consequences of Eating Disorders TR 45: Benefits of Exercise TE: pp296-299 SA: 82,83, TR68: Warning Signs of Cancer TE: pp327-332 SA: 85
22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	TE: pp270-284 SA: 78,79,80 EA: 49, 50 TR60: CPR TR61: ABCs of CP, 62: Common Causes of Emergencies, 63: Shock
22.A.4d Research and report about a career involved in health promotion, health care and injury prevention.	SEE GRADE 8
22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).	TE: pp287-288 SA: 81, EA: 51 TE: pp310-311 SA: 82, TR75: Eliminating High Risk Behaviors for Cardiovascular Disease
22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).	TE: pp154-157 SA: 52 EA: 27
22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease; worksite safety management).	TE: p291 TR64: Cancer Trends and Statistics TE: pp296-297 TR69: Medical Tests for early Detection

*Key: **TE:** Teacher Edition **SA:** Student Activity **EA:** Evaluation & Assessment **TR:** Transparency
SRCD: Student Resources CD **V:** DVD/Video **CD:** Software **C:** Scenario Cards **G:** Game

B. Describe and explain the factors that influence health among individuals, groups and communities.

State Requirement	HPW Correlation
<p>22.B.4 Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).</p> <p>22.B.5 Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).</p>	<p>TE: pp123-124 SA: 36 TE: p138 TE: pp148-149 SA: 51 SRCD: Prescription, Pain and Other Medicines</p> <p>TE: pp110-117 SA: 30,31,32,33,34 TR26-29: Drugs as Medicines TE:p122 TE: pp172-177 SA: 54, 55, 56 TE: pp187-191 TR35: Dietary Guidelines for Americans TR36: MyPyramid, TR40: Nutrition Food Labels TE: p192 EA: 37, 33 TE: pp199-201 SA: 62 TR41: Preventing Foodborne Illness</p>

C. Explain how the environment can affect health.

State Requirement	HPW Correlation
<p>22.C.4 Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).</p> <p>22.C.5 Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).</p>	<p>TE: pp153-155 SA: 52 EA: 27 TE: pp167-171 EA: 30, 31</p> <p>TE: pp156-158 EA: 28</p>

STATE GOAL 23. Understand human body systems and factors that influence growth and development.

Why This Goal Is Important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

State Requirement	HPW Correlation
23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).	TE: pp187-192 TR35: Dietary Guidelines SRCD: Finding a Way to a Healthier You TE: p208 TR45: Benefits of Exercise TE: pp224-226 CD: Life Begins_Human Body

B. Explain the effects of health-related actions on the body systems.

State Requirement	HPW Correlation
23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).	TE: pp68-71 TR16: Physiological Symptoms of Stress, TR 17: Psychological Symptoms of Stress TR18: Stress-Related Illness TE: pp197-199 SA: 61 EA: 33, 39, 40 TE: pp293-295 TR67: Risk Factors for Cancer TE: pp304-309 TR44: Chronic Diseases
23.B.5 Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).	TE: pp120-124 SA: 35 EA: 17,18,19 CD: Smoking TE: pp129-133 EA: 20-23 TR31: Social Impact of Alcohol Abuse TE: p317 EA: 52 V: STDs

C. Describe factors that affect growth and development.

State Requirement	HPW Correlation
23.C.4 Describe changes in physical health and body functions at various stages of the life cycle.	TE: pp224-226 CD: Life Begins
23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system).	TE: pp224-226 CD: Life Begins

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Why This Goal Is Important: From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

State Requirement	HPW Correlation
24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.	TE: pp257-259 EA: 46 TR53: Violence in America V: Truth About Violence
24.A.4b Formulate strategies to prevent conflict and resolve differences.	TE: pp260-263 EA: 47, 48 TR54: ABCs of Anger
24.A.5 Compare and contrast strategies to prevent conflict and resolve differences.	TE: p269 TR59: Fighting Fair

B. Apply decision-making skills related to the protection and promotion of individual health.

State Requirement	HPW Correlation
24.B.4 Explain how decision making affects the achievement of individual health goals.	TE: pp139-140 SA: 41,42,43 TR34: The Decision Making Process
24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community.	TE: pp116-117, SA: 33,34 TE: p144 SA: 46 EA: 24 TE: p203 EA: 39,41

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

State Requirement	HPW Correlation
24.C.4 Formulate a plan to achieve individual health goals.	TE: pp32-36 SA: 71 V: Setting Goals for Healthy Living TE: pp74-75 EA: 8 TR20: Personal Stressors TR21: Common Stressors TE: p92 EA: 33,37 TE: pp198-199 EA: 39, 40
24.C.5 Evaluate progress toward the attainment of a health goal.	TE: pp81-83 SA: 17 EA: 8,9 TE: pp194-195 EA: 38 SA: 60