

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Grade 4, students will:

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| 1.1 Describe relationships between personal health behaviors and individual well-being | <p>HPW Sources*</p> <p>GRADE 1: TE: pp3-6, p95, pp102-110, pp121-127, pp130-132; SA: 13, 14-18, 19-20; PA: 15, 16, 19, 21; B: The Important Book; B: Berenstain Bears Too Much Junk Food; B: Herbie Learns About Drugs; P: Healthy Choices; F: health, value, drugs, medicine, poison; C: Nutrition Cards</p> <p>GRADE 2: TE: pp2-6, pp66-79, pp86-89, pp98-99, p134, pp141-142; SA: 11,13, 14-17, 20-23, 25, 40; EA: 2, 3; PA: 10, 11, 12, 14; P: Healthy Choices; P: Refrigerator Poster w/food group pieces; P: Body Chart w/organs; F: healthy, sick, risky behavior, well-balanced diet, nutrition, nutrient; C: Healthy/Unhealthy Choices, Nutrition Cards</p> <p>GRADE 3: TE: pp4-6, pp72-81, p85, pp118-119; pp124-128; pp132-133; SA: 11,12A-C, 13, 14, 23, 25, 26, 27; EA: 1, 2; PA: 14, 19; TR4: Nutrition & Fitness; TR5: MyPyramid; G: Health Trivia Concentration Game</p> <p>GRADE 4: TE: pp4-7, p11, p32, pp89-91, p97, pp101-103, pp122-129; SA: 1, 7, 19, 20, 21, 22, 28-34; EA: 1,19; PA: 1, 12, 14, 18, 19; TR1: Components of Health; TR4: Key Concepts of Nutrition; TR5: MyPyramid; TR6: Food Labels; B: Gregory the Terrible Eater; B: Chocolate Fever; G: Drug Prevention Trivia Game; V: McGruff's Drug Alert</p> |
| 1.2 Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body | <p>GRADE 1: TE: pp7-9, pp96-97, pp116-118, pp162-167; SA: 10, 31; EA: 1; PA: 1, 15, 18, 26; B: I Am Growing; B: Kids in Action; P: Growth Chart; F: health, hygiene; V: Healthy Teeth</p> <p>GRADE 2: TE: pp11-15, pp36-42, pp93-95, p121; SA: 1, 8, 9, 37; PA: 1, 6; B: Knots on a Counting Rope; B: Frog and Toad All Year; B: Ant and the Elephant; F: honesty</p> <p>GRADE 3: TE: pp10-13, p99; SA: 1; PA: 2, 18; B: Friends of a Feather</p> <p>GRADE 4: TE: pp6-7, pp12-15, pp35-36, pp95-96, p105; SA: 2, 3, 4; EA: 2; PA: 2; TR1: Components of Health; B: Secret Garden; B: Ramona and her Father; P: 3 Ps of Constructive Criticism</p> |
| 1.3 Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems | <p>GRADE 1: TE: p132, p138, pp154-158, pp168-172; SA: 28; EA: 2; PA: 2; B: My Five Senses; P: Body Chart w/Organs; F: lifecycle</p> <p>GRADE 2: TE: pp80-82, pp96-98, pp130-133; SA: 18, 19, 39; PA: 13; B: The Skeleton Inside You; P: Healthy Choices; CD: My Amazing Human Body; Stethoscope</p> <p>GRADE 3: TE: pp96-103, pp106-108, pp110-113; SA: 18, 19A-C, 20, 21, 22; PA: 18; B: Magic School Bus; B: What Happens to a Hamburger?; B: Hear Your Heart; P: Respiratory System; G: Digestive System Game; CD: My Amazing Human Body</p> <p>GRADE 4: TE: 164-171, 184-185; SA: 42, 45; EA: 25; TR8: The Heart & Lungs; TR9: The Circulatory System; TR14-16: The Immune System; B: Hear Your Heart; CD: The Ultimate Human Body; Stethoscope</p> |
| 1.4 Explore how families can influence personal health | <p>GRADE 1: TE: pp33-37, pp44-47; SA: 3; PA: 5; B: HPW Storybook: Herbie's Special Family; B: Berenstain Bears Get in a Fight; P: Special People</p> <p>GRADE 2: TE: pp32-33, pp110-111; SA: 6, 30; PA: 4</p> <p>GRADE 3: TE: p21, pp24-27, p128; SA: 2, 3; PA: 8, 21; B: Fathers, Mothers, Sisters, Brothers; B: Ramona Quimby, Age 8</p> <p>GRADE 4: TE: p15, pp25-27, p139; PA: 2, 19; B: Tales of a Fourth Grade Nothing</p> |
| 1.5 Examine how physical, social and emotional environments influence personal health | <p>GRADE 1: TE: pp60-63, pp77-79, p83; SA: 6, 8; P: School Safety; P: Bus Safety; C: Safety Signs; F: cross-walk, police officer, operator</p> <p>GRADE 2: TE: pp52-55; PA: 8; F: community, interaction, environment</p> <p>GRADE 3: TE: pp50-53, pp55-59; SA: 7, 8; G: Bicycle Safety Game; V: How To Stay Safe</p> <p>GRADE 4: TE: pp6-7, pp43-46; SA: 1; TR1: Components of Health; B: Every Living Thing; B: Where Does the Garbage Go?</p> |
| 1.6 Identify health problems and illnesses that can be prevented or treated early | <p>GRADE 1: TE: pp126-129, pp137-138; SA: 19; EA: 10; PA: 20</p> <p>GRADE 2: TE: pp83-85; SA: 19; PA: 13; P: Healthy Choices</p> <p>GRADE 3: TE: pp92-93, p150; PA: 50, TR7: Food Safety</p> <p>GRADE 4: TE: p15, p56, p167, p175, pp183-184; EA: 27; PA: 2; HF: Activity 2; G: Emergency; V: Brush Up on Hygiene</p> |

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- 1.7 Explain how childhood injuries can be prevented or treated
GRADE 1 TE: pp64-66, p72; **SA:** 7; **EA:** 6; **PA:** 10; **P:** Emergency; **P:** Water Safety
GRADE 2 TE: pp143-148; **SA:** 44A&B
GRADE 3 TE: pp65-67; **SA:** 9; **B:** Who Is a Stranger and What Should I Do?
GRADE 4 TE: pp61-65; **SA:** 11, 12; **EA:** 9; **PA:** 9; **C:** Decision Making: Safety
- 1.8 Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
GRADE 2 TE: pp158-159; **F:** disease
GRADE 3 TE: pp142-145; **SA:** 31, 32; **PA:** 24; **B:** Yikes, Lice!
GRADE 4 TE: p167; **HF:** Activity 2
- 1.9 Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)
GRADE 1 TE: pp174-180; **SA:** 33; **EA:** 15; **PA:** 27; **B:** Germs Make Me Sick; **F:** germs, bacteria, virus; **G:** Germ Game
GRADE 2 TE: pp156-165; **SA:** 46, 47; **PA:** 23; **B:** My Name is Jonathan and I have AIDS; **F:** disease; **V:** Growing Up Healthy
GRADE 3 TE: pp146-150, pp152-157; **SA:** 33, 34, 35A-B; **EA:** 11; **PA:** 25, 26; **B:** Magic School Bus: Inside Ralphie; **P:** HIV/AIDS
GRADE 4 TE: pp180-197, pp201-202; **EA:** 28, 29, 30, 31; **PA:** 24, 25; **TR11:** Germs; **TR12:** How Germs are Spread; **TR13:** Preventing the Spread of Germs; **TR18:** HIV and the Immune System; **TR19&20:** How HIV is and Is Not Transmitted; **B:** Alex the Kid with AIDS; **V:** Brush Up on Hygiene
- 1.10 Describe the physical and emotional changes that occur during puberty
GRADE 4 TE: pp154-162; **SA:** 40, 41; **EA:** 23, 24; **PA:** 21; **B:** Fourth Grade Rats; **C:** Problem Solving: Human Growth

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Grade 4, students will:

- 2.1 Demonstrate the ability to locate valid health information, products and services
HPW Sources*
GRADE 1 TE: pp159-161; **SA:** 29; **EA:** 13; **PA:** 25
GRADE 2 TE: p148; **SA:** 45
GRADE 3 TE: p16; **EA:** 1; **PA:** 4
GRADE 4 TE: pp91-92, pp132-133; **SA:** 20, 31; **PA:** 12; **TR6:** Nutrition Facts: Food Labels
- 2.2 Demonstrate the ability to locate resources from home, school and community that provide valid health information
GRADE 1 TE: p92; **PA:** 14
GRADE 2 TE: pp56-59; p149; **PA:** 9, 21
GRADE 3 TE: pp120-123, p128, p135; **SA:** 24; **PA:** 20, 21, 22
GRADE 4 TE: p108, p111, pp198-199; **EA:** 16; **BLM:** Parents' Common Questions About HIV/AIDS
- 2.3 Describe factors that may influence the selection of health information, products and services
GRADE 1 TE: pp98-102; **SA:** 11, 12
GRADE 2 TE: pp87-88; **SA:** 23; **G:** Nutrition
GRADE 3 TE: pp88-90, pp120-123; **SA:** 24; **PA:** 20; **B:** Come Out, Come Out, Wherever You Are
GRADE 4 TE: pp134-138, pp141-143; **SA:** 32, 33, 34, 35; **EA:** 19; **TR7:** Marketing Strategies
- 2.4 Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults
GRADE 4 TE: p157; **PA:** 21

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Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Grade 4, students will:

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| 3.1 Identify responsible health behaviors | <p>HPW Sources*</p> <p>GRADE 1: TE: pp84-86, pp88-90; SA: 9; EA: 8; PA: 13; P: Healthy Choices</p> <p>GRADE 2: TE: pp136-138, pp151-152; SA: 41; EA: 5; B: Berenstain Bears Learn About Strangers; V: McGruff's Dangerous Strangers</p> <p>GRADE 3: TE: pp86-87, p109; SA: 16; PA: 16; B: Kids in Action; G: Digestive System Game</p> <p>GRADE 4: TE: pp11-12, p15, pp61-62, p67, pp168-170, pp176-177; SA: 2, 11; EA: 1; PA: 2, 22; HF: Activity 3, 4; P: School Safety; C: Problem Solving</p> |
| 3.2 List personal health needs | <p>GRADE 3: TE: pp5-6, pp14-15; EA: 1; PA: 3</p> <p>GRADE 4: TE: p109, p175; EA: 15, 27</p> |
| 3.3 Compare behaviors that are safe to those that are risky or harmful | <p>GRADE 1: TE: pp125-127; SA: 14-18</p> <p>GRADE 2: TE: pp100-101; SA: 26A&B; PA: 16</p> <p>GRADE 3: TE: pp68-69, p131; SA: 10A-B; EA: 13; PA: 13; C: Role-Play Cards; C: Drug Prevention Cards</p> <p>GRADE 4: TE: pp144-145, p201; SA: 36, 37; EA: 29</p> |
| 3.4 Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions | <p>GRADE 1: TE: pp133-134, pp139-141; B: Herbie Says No to Drugs</p> <p>GRADE 2: TE: pp116-118; SA: 33, 34, 35, 36; EA: 4; PA: 19</p> <p>GRADE 3: TE: p60, pp134-135; EA: 6, 28; P: School Safety</p> <p>GRADE 4: TE: pp66-69, pp108-109; SA: 13; EA: 10, 11; PA: 15; P: School Safety</p> |
| 3.5 Develop and practice safety techniques to avoid and reduce injury and disease | <p>GRADE 1: TE: pp72-74, p84, p91, pp128-129; EA: 10</p> <p>GRADE 2: TE: p137; pp144-145, pp147-149</p> <p>GRADE 3: TE: p56, p62; SA: 7; PA: 12; G: Bicycle Safety Game</p> <p>GRADE 4: TE: pp55-58, pp62-63, pp64-65; SA: 12; PA: 8, 9; G: Emergency Game</p> |
| 3.6 Identify and practice skills to manage stress | <p>GRADE 1: TE: pp48-49</p> <p>GRADE 2: TE: pp46-47; SA: 10,11; C: Problem Solving: Family Life</p> <p>GRADE 3: TE: pp43-45; SA: 6A-D; EA: 3; PA: 10; TR3: Handling Emotions: Coping Strategies; B: I Am So Angry I Could Scream; C: Conflict Resolution Cards</p> <p>GRADE 4: TE: pp72-79; SA: 14, 15; PA: 10; B: One Thousand Paper Cranes; P: Effective Coping Skills</p> |

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Grade 4, students will:

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| 4.1 Describe how family and culture influence personal health behaviors | <p>HPW Sources*</p> <p>GRADE 1: TE: pp33-45, pp100-102; SA: 3; PA: 5, 7; B: Herbie's Special Family; P: Special People; F: family</p> <p>GRADE 2: TE: pp30-35; SA: 5-7; EA: 2; PA: 4, 5</p> <p>GRADE 3: TE: pp22-23, pp82-83, pp128-129; SA: 15; PA: 7, 15, 21; B: Ramona Quimby, Age 8</p> <p>GRADE 4: TE: p129, p139; PA: 18, 19</p> |
| 4.2 Explain how media and technology influence personal and health behaviors | <p>GRADE 1: TE: p133</p> <p>GRADE 2: TE: p105</p> <p>GRADE 3: TE: p90, p94; EA: 8; PA: 17</p> <p>GRADE 4: TE: p97, pp141-143; SA: 35; TR7: Marketing Strategies; V: Understanding the Nutrition & Fitness Guidelines</p> |

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- 4.3 Explain how family, school and peers influence personal health
GRADE 1: TE: p147; **B:** Berenstain Bears Double Dare
GRADE 2: TE: pp110-111
GRADE 3: TE: pp36-37, p117, p138; **SA:** 29; **B:** King of the Playground
GRADE 4: TE: pp26-27, pp35-36; **SA:** 8; **B:** Secret Garden
- 4.4 Identify and explain how the media may influence messages one may receive about body image
GRADE 4: TE: pp160-161; **EA:** 24

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Grade 4, students will:

- 5.1 Practice verbal and nonverbal communication as a means of enhancing health
HPW Sources*
GRADE 1: TE: pp11-15, p91; **EA:** 2; **PA:** 2; **B:** Quick As A Cricket
GRADE 2: TE: pp152-154; **PA:** 22
GRADE 3: TE: p13, p31; **SA:** 1
GRADE 4: TE: pp31-33; **SA:** 7; **PA:** 5; **TR3:** Communication Skills
- 5.2 Demonstrate characteristics needed to be a responsible individual within their group, school, family and community
GRADE 1: TE: pp16-19; **B:** Berenstain Bear's Messy Room; **P:** Classroom Rules; **F:** cooperation, sharing
GRADE 2: TE: pp7-8; **P:** Classroom Rules; **P:** School Safety
GRADE 3: TE: pp29-31; **SA:** 4
GRADE 4: TE: p8, pp14-15, pp36-39; **SA:** 4, 8; **PA:** 6; **P:** Class Rules; **P:** 3Ps of Constructive Criticism
- 5.3 Describe emotions and how they can affect an individual's behavior
GRADE 1: TE: p21, pp27-29; **SA:** 1; **PA:** 4; **B:** Tenth Good Thing About Barney; **P:** Feelings
GRADE 2: TE: pp16-18; **SA:** 2A&B; **B:** Alexander and the Terrible, Horrible, No Good, Very Bad Day; **P:** Feelings; **CD:** Mozart's Magical Fantasy
GRADE 3: TE: pp24-26, p42; **B:** Ramona Quimby, Age 8
GRADE 4: TE: pp6-7; **SA:** 1; **TR1:** Components of Health
- 5.4 Identify and demonstrate healthy ways to express needs, wants and feelings
GRADE 1: TE: pp22-25; **SA:** 2; **EA:** 3; **PA:** 3; **B:** When I Feel Angry; **P:** Feelings
GRADE 2: TE: pp19-21; **B:** I Was So Mad
GRADE 3: TE: pp25-26, pp34-36, p38, pp40-42; **SA:** 5, 6A-D; **EA:** 3, 4; **PA:** 9, 10; **TR1:** Communication Skills; **TR2:** Conflict Resolution Skills; **TR3:** Handling Emotions; **B:** Today I Feel Silly; **B:** I Am So Angry I Could Scream; **P:** 3Ps of Constructive Criticism
GRADE 4: TE: pp13-15, pp31-33; **SA:** 4, 7; **PA:** 5; **TR3:** Communication Skills; **P:** 3Ps of Constructive Criticism
- 5.5 Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability
GRADE 1: TE: pp52-58; **SA:** 5; **EA:** 5; **PA:** 9; **B:** The Bravest Mouse; **B:** Friends; **CD:** Travel the World w/Timmy
GRADE 2: TE: pp12-13, pp122-129; **SA:** 1, 38; **PA:** 20; **B:** Herbie Shares His World; **B:** Through Grandpa's Eyes; **C:** Problem Solving Cards
GRADE 3: TE: p11, pp21-22, pp103-105; **TR8A&B:** Understanding Differences; **B:** Friends of a Feather
GRADE 4: TE: p162, pp177-178; **SA:** 41, 44; **C:** Problem Solving Cards
- 5.6 Demonstrate active listening skills to build and maintain healthy relationships with peers and family members
GRADE 3: TE: p38; **PA:** 9; **TR1:** Communication Skills
GRADE 4: TE: pp27-28; **C:** Problem Solving Cards: Family Life

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- 5.7 Demonstrate avoidance and refusal skills to enhance health
GRADE 1: TE: pp139-140, pp144-145
GRADE 2: TE: pp115-116; **SA:** 32; **PA:** 18
GRADE 3: TE: pp128-129
GRADE 4: TE: p69, p99, pp112-115; **SA:** 26, 27; **PA:** 13, 16
- 5.8 List possible causes of conflict
GRADE 1: TE: pp48-49; **B:** The Recess Queen
GRADE 2: TE: pp44-47; **SA:** 10; **F:** personal, problems; **C:** Problem Solving Cards
GRADE 3: TE: pp34-37; **TR2:** Conflict Resolution Skills; **B:** King of the Playground; **C:** Conflict Resolution Cards
GRADE 4: TE: pp81-82; **SA:** 16
- 5.9 Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate
GRADE 1: TE: pp47-51, p145; **SA:** 4; **PA:** 8, 23
GRADE 2: TE: pp47-49; **PA:** 7; **B:** Stand Tall Molly Lou Mellon
GRADE 3: TE: pp43-45; **EA:** 3; **PA:** 10; **C:** Conflict Resolution Cards
GRADE 4: TE: pp27-28, pp83-86; **SA:** 18; **EA:** 12, 13; **PA:** 4, 11; **P:** Coping Skills; **C:** Conflict Resolution Cards

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Grade 4, students will:

- 6.1 Demonstrate the ability to apply a decision-making process to enhance health
HPW Sources*
GRADE 1: TE: pp72-75, p79, pp142-144; **SA:** 8, 25; **EA:** 7; **PA:** 11; **P:** Healthy Choices; **F:** decision
GRADE 2: TE: pp87-88, pp111-112, pp116-117; **SA:** 31, 33A&B, 34; **PA:** 18; **P:** Healthy Choices
GRADE 3: TE: p66, pp68-69, pp91-92, p137; **SA:** 10A-B, 17A-B; **G:** Refrigerator Poster w/food group pieces; **CD:** McGruff's Drug-Free Kids
GRADE 4: TE: pp32-33, p63, p68, pp106-107; **SA:** 13, 24, 25; **P:** Decision Making; **C:** Decision Making Cards; Safety
- 6.2 Explain when to ask for assistance in making health-related decisions
GRADE 1: TE: p145; **PA:** 23
GRADE 2: TE: pp110-111; **SA:** 30
GRADE 3: TE: p55, p69, pp121-123, p134; **PA:** 13, 20; **V:** How to Stay Safe
GRADE 4: TE: p32, pp90-91; **C:** Decision Making; **V:** McGruff's Drug Alert
- 6.3 Predict outcomes of positive health decisions
GRADE 2: TE: pp100-101, pp116-117; **SA:** 26A&B, 33A&B; **F:** legal, illegal
GRADE 3: TE: pp138-139; **SA:** 30
GRADE 4: TE: pp146-150; **SA:** 38, 39; **G:** Fountain of Fitness and Health

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Grade 4, students will:

- 7.1 Demonstrate the ability to apply the goal-setting process to enhance health
HPW Sources*
GRADE 2: TE: pp22-27; **SA:** 3, 4; **PA:** 2, 3
GRADE 3: TE: pp16-17; **EA:** 1; **PA:** 5, 6
GRADE 4: TE: pp16-21, pp149-151; **SA:** 5; **EA:** 3, 4, 20; **PA:** 3, 20; **TR2:** Goal Setting; **B:** Chang's Paper Pony

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Grade 4, students will:

- 8.1 Describe a variety of methods to convey accurate health information, concepts and skills
HPW Sources*
GRADE 1: TE: pp80-81; **PA:** 12
GRADE 2: TE: pp168-170; **SA:** 49; **EA:** 7; **PA:** 25
GRADE 3: TE: pp50-51, pp55-59, p69, pp77-81, p132; **SA:** 7, 12, 13, 14; **PA:** 13; **C:** Drug Prevention Cards
GRADE 4: TE: pp51-52, p98, pp112-113, p138; **SA:** 22; **EA:** 8

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- 8.2 Express opinions about health issues based on accurate health information
GRADE 1: TE: pp80-81, p85, p104, p133, p149; **SA:** 26; **PA:** 12
GRADE 2: TE: p105; **SA:** 28
GRADE 3: TE: p16, pp60-61, pp82-83; **SA:** 15; **PA:** 4, 15
GRADE 4: TE: pp112-113
- 8.3 Identify and describe community agencies that advocate for healthy individuals, families and communities
GRADE 1: TE: p65, p145, pp160-161, pp166-167; **SA:** 29; **PA:** 23, 25
GRADE 3: TE: p65, p145, p150; **PA:** 24, 25
GRADE 4: TE: p56, p63, pp101-103; **EA:** 14; **PA:** 14
- 8.4 Describe ways to encourage and support others in making positive health choices
GRADE 1: TE: pp148-150; **SA:** 26, 27
GRADE 2: TE: pp165-168; **SA:** 48, 49; **EA:** 7; **PA:** 24, 25; **F:** health care provider
GRADE 3: TE: pp60-62, p129, pp138-139; **EA:** 6; **P:** School Safety
GRADE 4: TE: p32, p37, pp57-58, p 83, p98, pp112-115; **SA:** 7, 17, 22, 27
- 8.5 Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools
GRADE 1: TE: p25, pp50-51, p101, pp128-129, p148; **EA:** 10
GRADE 2: TE: pp60-64, p89; **P:** School Safety
GRADE 3: TE: pp60-61, pp139-140; **EA:** 6; **P:** School Safety
GRADE 4: TE: pp47-49, p51, p98, pp114-115; **SA:** 9, 10, 22, 27; **PA:** 7
- 8.6 Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)
GRADE 2: TE: p164; **PA:** 14; **B:** My Name is Jonathan and I have AIDS
GRADE 3: TE: pp8-9, pp103-105, pp155-156; **P:** Classroom Rules
GRADE 4: TE: pp189-191, pp195-196; **EA:** 28; **B:** Alex, The Kid with AIDS
- 8.7 Promote positive, healthy interpersonal relationships with respect and appreciation for each other
GRADE 1: TE: pp40-41; **EA:** 4; **PA:** 6
GRADE 2: TE: pp36-42; **B:** Frog and Toad All Year
GRADE 3: TE: pp7-9, pp28-31; **SA:** 4; **PA:** 1; **B:** Rosie & Michael; **P:** Classroom Rules; **P:** School Safety; **CD:** Arthur's Teacher Troubles
GRADE 4: TE: p8, pp25-26, p 33, pp36-37, p41; **SA:** 8, 17, 41; **B:** Tales of a Fourth Grade Nothing; **P:** Classroom Rules