

# Massachusetts Comprehensive Health Curriculum Framework/HPW Correlation

## STANDARD 1: Growth and Development

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

### Through the study of Body Systems students will

1.1 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems)

\* HPW Key:

Grade K: TE: pp146-147 G: Body Chart with organs

Grade 1: TE: pp154-160; SA: 28, 29; EA: 13; B: My Five Senses P: Body Chart with organs

Grade 2: TE: pp130-134; SA: 40, B: The Skeleton Inside You; G: Bones of the Skeletal System CD: My Amazing Human Body

Grade 3: TE: pp97-99; 106-113 SA: 20, 21, 22; PA: 18; EA: 9 B: Hear Your Heart; Magic School Bus; What's in a Hamburger? G: Digestive System  
P: Respiratory System; CD: My Amazing Human Body

Grade 4: TE: pp164-167 TR 8-10: Heart, Lungs and Circulatory System B: Hear Your Heart; HF: Act. 1, 2

Grade 5: TE: p81; pp103-14; 152-156 SA: 23; EA: 20; TR 14: Nervous System BLM: Nervous System CD: Ultimate Human Body

1.2 Identify behaviors and environmental factors that influence functioning of body systems

\* HPW Key:

Grade K: TE: pp11-15; 99-100; 153-155 SA: 1, 28 PA: 1; B: Keeping Healthy with Herbie; F: health, nutrition, sleep, exercise; G: Body Chart with organs P: Healthy Choices

Grade 1: TE: pp163-164; SA: 30; B: I Am Growing P: Growth Chart

Grade 2: TE: pp3-6 F: health, sick G: Healthy Choices

Grade 3: TE: pp101-103 SA: 18 PA: 18;

Grade 4: TE: pp6-7; 15; 168-171 SA: 1, 42 PA: 2; TR 1: Health Concepts; HF: Acts. 3, 4, 5

Grade 5: TE: pp5-12 EA: 2, 3 TR 1: Good Health

1.3 Identify appropriate accommodations and aids for people with physical disabilities

\* HPW Key:

Grade K: TE: pp 142-144; B: I Want to be Somebody New

Grade 2: TE: pp127-128 B: Through Grandpa's Eyes; C: Problem Solving

Grade 3: TE: pp103-105 TR 8A & B: Understanding Differences

Grade 5: TE: p41; B: It's Your Turn at Bat

1.4 Distinguish the characteristics of living and non-living organisms

\* HPW Key:

Grade 1: TE: pp169-171 G: Creating New Life

\* HPW Key: Grade/TE = Teacher Edition; SA = Student Activity; EA = Evaluation & Assessment; PA = Parent Activity; T = Transparency; F = Flashcard B= Book; V= Video/DVD; P= Poster; C= Cards; G= Game; HF = "Health Flash" Booklet; BLM = Blackline Master

## **Standard 2: Physical Activity and Fitness**

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

### **Through the study of Motor Skill Development students will**

2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance

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2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

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2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills

**SEE PE Program**

### **Through the study of Fitness students will**

2.4 Identify physical and psychological changes that result from participation in a variety of physical activities

\* **HPW Key:**

Grade K: TE: p 61;

Grade 3: TE: p85 TR 4: Nutrition & Fitness

Grade 4: TE: pp149-151 SA: 39; PA: 20; EA: 20; G: Nutrition & Fitness

Grade 5: TE: pp132-133 PA: 16; EA: 17, 18;

2.5 Explain the benefits of physical fitness to good health and increased active lifestyle

\* **HPW Key:**

Grade K: TE: pp61-64; SA: 9, 10 PA: 9; B: Kids in Action V: Get Ready, Get Set, Get Fit

Grade 1: TE: pp116-118 PA: 18; B: Kids in Action V: Get Ready, Get Set, Get Fit

Grade 3: TE: pp86-87 SA: 16; PA: 16; B: Kids in Action

Grade 5: TE: pp129-131 TR 10: Benefits of Exercise

2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

\* **HPW Key:**

Grade K: TE: pp31-32; 69-70; SA: 6 G: Healthy Choices C: Nutrition & Fitness

Grade 1: TE: pp4-9; 103-105; 134-135 EA: 1, 11; PA: 1, 21; F: health P: Growth Chart; Healthy Choices

Grade 2: TE: pp136-138 SA: 41, EA: 5;

Grade 3: TE: pp4-7; 136-139 EA: 1, 2;

Grade 4: TE: pp11-12; 111-114; 161; 175 SA: 2, 26; EA: 1, 16, 27;

Grade 5: TE: pp95-96; 150-151; 177-179; EA: 23; G: Responsibility Board Game V: A.C.E. (Attitude, Commitment, Excellence)

**Through the study of Personal and Social Competency students will**

2.7 Demonstrate responsible personal and social conduct used in physical activity settings

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### **STANDARD 3: Nutrition**

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

**Through the study of Improving Nutrition students will**

3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows

\* **HPW Key:**

Grade 1: TE: pp96-105; SA: 10, 11, 12; PA: 15, 16; B: Berenstain Bears and Too Much Junk Food; The Important Book; F: nutrition, exercise; C: Nutrition Cards

Grade 2: TE: pp180-85 SA: 18, 19; PA: 13; P: Healthy Choices

Grade 3: TE: pp72-75 SA: 11, 12(A&C); PA: 14; TR 4: Nutrition & Fitness

Grade 4: TE: pp127-129 SA: 30 PA: 18;

Grade 5: TE: pp111-112; 115-117; 121-122 EA: 16 TR 6: Sources of Nutrients; TR 7: Heart Healthy Choices HF: Acts. 4, 5, 6;

3.2 Use the USDA MyPyramid and its major concepts of balance, variety, and moderation to plan healthy meals and snacks

\* **HPW Key:**

Grade K: TE: pp 55-59; 72-73; SA: 7,8 PA: 8, 10 F: nutrition, variety, balance B: Eating Healthy with Herbie C: Nutrition Cards

Grade 1: TE: pp106-115; SA: 13; EA: 9; PA: 15, 16, 17; TR: MyPyramid

Grade 2: TE: pp67-71; 78-79 SA: 12, 13, 16, 17 A&B PA: 10; TR: MyPyramid P: Refrigerator Poster with food group pieces; C: Nutrition/Fitness Cards

Grade 3: TE: pp76-83; 91 SA: 13, 14, 15; PA: 15; TR 5: MyPyramid; G: Refrigerator Poster with food group pieces;

Grade 4: TE: pp123-127; 134-138; 146-148; SA: 28, 29, 32, 33, 34, 38 EA: 19; TR 4: Nutrition: Key Concepts; TR 5: MyPyramid; B: Gregory the Terrible Eater;

Grade 5: TE: pp107-110; 117-119; PA: 13; EA: 15; HF: Acts. 1, 2, 3; C: Nutrition Cards P: Nutritional Vision Chart

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### 3.3 Recognize hunger and satiety cues and how to make food decisions based upon these cues

#### \* HPW Key:

Grade 1: TE: pp95-97 B: Berenstain Bears and Too Much Junk Food;

Grade 4: TE: pp131-132 B: Chocolate Fever

### 3.4 Identify heredity, diet, and physical activity as key factors in body shape and size

#### \* HPW Key:

Grade K: TE: pp 139-142; P: Growth Chart

Grade 1: TE: pp96-97 SA: 10;

Grade 2: TE: pp71-73; 87-90 SA: 20, 21, 22; PA: 11, 14; EA: 2 B: Kids in Action;

Grade 4: TE: pp141-142 V: Exercise, Nutrition, Sleep

Grade 5: TE: p107 V: To the Max: Eating & Exercise for Good Health

#### **Through the study of Safe and Adequate Food Supply students will**

### 3.5 Identify the connection between food served in the home with regional food production

#### \* HPW Key:

Grade 2: TE: pp75-77 SA: 14; PA: 12;

### 3.6 Describe personal hygiene and safety measures used in preparing foods

#### \* HPW Key:

Grade K: TE: pp70-72; C: Nutrition Cards

Grade 1: TE: pp76

Grade 2: TE: p76

Grade 3: TE: pp92-93; TR 7: Food Safety

Grade 5: TE: pp122-124; BLM: Safe Food Preparation; Kitchen Safety

#### **Through the study of Social Influences students will**

### 3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups

#### \* HPW Key:

Grade 1: TE: pp101-102;

Grade 2: TE: pp75-78

Grade 3: TE: pp89-90; 94 PA: 17; B: Come Out, Come Out, Wherever You Are

Grade 4: TE: p139; pp144-145 SA: 36, 37 PA: 19;

## **STANDARD 4: Reproduction/Sexuality**

Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.

### **Through the study of Development students will**

4.1 Identify the components, functions, and processes of the reproductive system

\* **HPW Key:**

Grade 5: TE: pp146-149; SA: 30, 31 TR :Ovulation and Menstruation

4.2 Identify the physical changes as related to the reproductive system during puberty

\* **HPW Key:**

Grade 4: TE: pp155-162 SA: 40, 41 PA: 21; EA: 23, 24; B: Fourth Grade Rats; G: Human Growth Problem Solving Cards

Grade 5: TE: pp145-146; 150-151 SA: 29 PA: 18;

4.3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian)

**See Middle School Program**

### **Through the study of Wellness students will**

4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus

\* **HPW Key:**

Grade 4: TE: pp97-98; SA: 21; Teacher Resource Guide: ppR6-63; R74-79; R99;

Grade 5: TE: pp88-91; Teacher Resource Guide: ppR6-63; R74-79; R99;

## **STANDARD 5: Mental Health**

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

### **Through the study of Feelings and Emotions students will**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

#### **\* HPW Key:**

Grade K: TE: pp20-21 B: When I feel Sad P: Feelings

Grade 1: TE: pp21-23; SA: 1; P: Feelings

Grade 2: TE: pp17-18; SA: 2 (A&B), B: Alexander and the No Good...Day; A: Mozart's Magical Fantasy P: Feelings

Grade 3: TE: pp41-43; B: Today I Feel Silly

Grade 5: TE: pp65-67 SA: 13; PA: 9; B: Maniac Magee; Blackberries in the Dark

5.2: Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

#### **\* HPW Key:**

Grade K: TE: pp22-23; 22-23; PA: 3A&B B: When Sophie Gets Angry; How to be a Friend

Grade 1: TE: pp10-15; 23-29 SA: 2; PA: 2, 3, 4; EA: 2, 3; B: Quick as a Cricket; When I Feel Angry; Tenth Good Thing About Barney; P: Feelings

Grade 2: TE: pp19-21 B: I Was So Mad;

Grade 3: TE: pp43-45 TR 3: Handling Emotions; B: I'm So Angry, I Could Scream

Grade 4: TE: pp13-15 SA: 4; P: 3 Ps of Constructive Criticism

Grade 5: TE: pp70-72 SA: 14; TR 5: Resolving Conflicts; G: Conflict Resolution Bingo Game

### **Through the study of Identity students will**

5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships

#### **\* HPW Key:**

Grade K: TE: pp7-9; 17-19; 44-47; SA: 3; PA: 7; B: I'm Gonna Like Me; Why Am I Different; P: Classroom Rules

Grade 2: TE: pp11-15; SA: 1, PA: 1; F: honesty; B: Knots on a Counting Rope;

Grade 3: TE: pp10-13 SA: 1; PA: 2; EA: 1; B: Friends of a Feather;

Grade 5: TE: pp12-27; 138-139; SA: 2, 3, 4; PA: 2, 3; EA: 4,5,6; B: The Black Snowman; Number the Stars; V: Honesty Counts P: Respect

5.4 Describe the effects of leadership skills on the promotion of teamwork

\* **HPW Key:**

Grade 2: TE: pp7-8; P: Classroom Rules

Grade 5: TE: pp19-21; 72-73; SA: 3; B: Number the Stars; P: Respect

**Through the study of Decision Making students will**

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

\* **HPW Key:**

Grade K: TE: pp101-104; B: Berenstain Bears and the In-crowd

Grade 1: TE: pp143-145; SA: 25; F: decision; B: Herbie Says No to Drugs

Grade 2: TE: pp22-27; 116-117; SA: 3, 4, 33, 34, 35; PA: 2, 3;

Grade 3: TE: pp14-17; PA: 3, 4, 5, 6;

Grade 4: TE: pp104-109; SA: 24, 25; PA: 15; P: Decision Making

Grade 5: TE: pp97-98 SA: 22

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

\* **HPW Key:**

Grade 1: TE: pp139014; SA: 24; PA: 22; B: Herbie Says No to Drugs

Grade 2: TE: pp45-46; 115-116; SA: 10, 32, PA: 18; F: personal, problem; C: Problem Solving Cards

Grade 3: TE: pp 43-44 B: I Mm So Angry I Could Scream

Grade 4: TE: pp76-78 B: Thousand Paper Cranes; P: Effective Coping Skills

Grade 5: TE: pp 40-42; 52-52; 57-59; B: Journey; Maniac Magee

## **STANDARD 6: Family Life**

Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

### **Through the study of Functions and Purpose students will**

6.1 Describe different types of families, addressing membership and social influences, and the functions of family members

#### **\* HPW Key:**

Grade K: TE: pp34-37; PA: 5; F: family

Grade 1: TE: pp32-37; PA: 5; B: Herbie's Special Family; F: family

Grade 2: TE: pp31-34; SA: 5, 6; PA: 4;

Grade 3: TE: pp21-23; PA: 7; B: Fathers, Mothers, Sisters, Brothers; Ramona Quimby, Age 8;

Grade 4: TE: pp25-26; B: Tales of a Fourth Grade Nothing

Grade 5: TE: pp31-34; SA: 5; PA: 4; B: Sarah, Plain and Tall;

6.2: Describe factors, such as character traits of individuals and life events, that can strengthen families

#### **\* HPW Key:**

Grade K: TE: pp38-43; PA: 6; BLM: Heart Template; F: sharing, kindness; B: David Gets in Trouble; P: Special People;

Grade 1: TE: pp38-41; EA: 4; PA: 6;

Grade 2: TE: pp34-35; SA: 7; PA: 5;

Grade 3: TE: pp24-27; SA: 2, 3; PA: 8; B: Fathers, Mothers, Sisters, Brothers; Ramona Quimby, Age 8;

Grade 5: TE: pp36-41; SA: 6, 7, 8; PA: 8; B: Journey

### **Through the study of Supports students will**

6.3 Identify whom to talk with about family problems and successes

#### **\* HPW Key:**

Grade 1: TE: p44; 49; P: Special People

Grade 2: TE: p47; SA: 11;

Grade 3: TE: pp26-27; SA: 3; B: Ramona Quimby, Age 8;

Grade 4: TE: pp27-28; SA: 6; PA: 4; G: Problem Solving Cards: Family Life

### **Through the study of Parenting students will**

6.4 Identify what parents do to provide a safe, healthy environment for their children

#### **\* HPW Key:**

Grade 1: TE: pp42-45; SA: 3; PA: 7; P: Special People

Grade 2: TE: p35; PA: 5;

Grade 3: TE: p21; 26-27; SA: 3; B: Fathers, Mothers, Brothers, Sisters

## **STANDARD 7: Interpersonal Relationships**

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

### **Through the study of Communication students will**

7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups

**\* HPW Key:**

Grade K: TE: p7;

Grade 1: TE: pp46-47; B: Berenstain Bears Get in a Fight

Grade 3: TE: pp32-35; TR 1: Communication Skills; P: 3Ps of Constructive Criticism

Grade 4: TE: p31; 33; PA: 5; TR 3: Communication Skills;

Grade 5: TE: pp138-39; TR 3: Improving Communication Skills;

7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school

**\* HPW Key:**

Grade K: TE: pp7-8; P: Classroom Rules;

Grade 1: TE: pp16-19; 48-51; SA: 4; PA: 81; F: cooperation, sharing; B: Recess Queen; Berenstain Bears and the Messy Room; P: Classroom Rules

Grade 3: TE: pp8-9; P: Classroom Rules; School Safety

Grade 4: TE: pp32-33; SA: 7; C: Decision Making

Grade 5: TE: p47; pp72-73 SA: 10;

### **Through the study of Peer Relationships students will**

7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others

**\* HPW Key:**

Grade K: TE: pp24-28; SA: 4; F: friends; B: How to be a Friend; Being Friends

Grade 1: TE: pp53-58; PA: 9; B: Friends

Grade 2: TE: pp37-42; SA: 8, 9; PA: 6; B: Frog and Toad All Year; The Ant and the Elephant;

Grade 3: TE: pp28-31; SA: 4; B: Rosie and Michael;

Grade 4: TE: pp35-40; SA: 8; PA: 6; B: The Secret Garden

Grade 5: TE: pp42-47; SA: 9, 10; B: Sign of the Beaver;

#### 7.4 Describe the concepts of prejudice and discrimination

\* **HPW Key:**

Grade K: TE: pp44-47; PA: 7; B: Why Am I Different?

Grade 1: TE: pp53-55; SA: 51; B: The Bravest Mouse; CD: Travel the World with Timmy

Grade 5: TE: pp57-59; B: Maniac Magee

### **STANDARD 8: Disease Prevention and Control**

Students will learn the signs, causes, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

#### **Through the study of Prevention students will**

##### 8.1 Describe how the body fights germs and disease naturally and with medicines and immunization

\* **HPW Key:**

Grade K: TE: p159; pp166-169; SA: 32; PA: 2; F: disease, germ; A: Herbie's Health & Safety Songs

Grade 1: TE: pp176-177; SA: 33; F: germs, virus, bacteria; B: Germs Make Me Sick

Grade 3: TE: pp147-148; 158 SA: 33; B: The Magic School Bus: Inside Ralphie;

Grade 4: TE: pp182-186; SA: 45; PA: 23; TR 11: Germs; TR 12: How Germs are Spread; TR 13: Preventing the Spread of Germs; TR 14-16: The Immune System

Grade 5: TE: pp180-183; SA: 38, 39; PA: 22; TR 17-18: The Immune System; BLM: The Immune System

#### **Through the study of Signs, Causes, and Treatment students will**

##### 8.2: Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness

\* **HPW Key:**

Grade K: TE: p160; pp170-173; F: helpful; B: Berenstain Bears go to the Doctor

Grade 1: TE: pp175; SA: 321;

Grade 2: TE: pp156-161; SA: 46, 47, PA: 23; F: disease; V: Growing Up Healthy

Grade 3: TE: pp143-145 SA: 31, 32; PA: 24; B: Yikes Lice;

Grade 4: TE: p181;

### Through the study of Health Maintenance students will

8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand washing, regular bathing, and washing clothes)

**\* HPW Key:**

Grade K: TE: pp14-15; 31-32; 160-161; 174; SA: 2(A&B), 5, 6, 29; PA: 2,4; F: unhealthy; A: Herbie's Health & Safety Songs; B: Keeping Healthy with Herbie; B: Wash Your Hands; P: Healthy Choices

Grade 1: TE: pp165-167; 178-180; SA: 31; PA:26, 27; EA: 14, 15; F: hygiene; G: Germ Game

Grade 2: TE: pp168-169; SA: 49;

Grade 3: TE: pp1148-149; SA: 34; PA:25;

Grade 4: TE: pp183-184; V: Brush Up on Hygiene

8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)

**\* HPW Key:**

Grade K: TE: pp161-164; SA: 30, 31; PA: 22; F: tooth, crown, root, cavity, gums; A: Herbie's Health & Safety Songs

Grade 1: TE: pp165-166; V: Healthy Teeth;

### STANDARD 9: Safety and Injury Prevention

Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

### Through the study of Hazard Prevention students will

9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important

**\* HPW Key:**

Grade K: TE: pp109-117; SA: 19; F: safety, unsafe; V: Safety Rules and You; C: Safety Signs; A: Herbie's Health & Safety Songs

Grade 1: TE: pp68-86; EA: 7; PA: 11; F: street safety, bus safety; P: Water safety; G: Bicycle Safety; Fire Safety

Grade 3: TE: pp50-62; 65; SA: 7, 8; PA: 11, 12; EA: 5, 6; V: Safety Rules and You; G: Bicycle Safety; P: School Safety

Grade 4: TE: pp60-65; 67-68 SA: 11, 12; PA: 9; EA: 9; G: Decision Making Cards; Safety; P: School Safety

Grade 5: TE: pp168-169 SA: 37; TR 15: Guns and Violence; TR16: Weapon Safety;

9.2: Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency

\* **HPW Key:**

Grade K: TE: pp118-129; SA: 21-25; PA: 15, 16; F: emergency, address, fire, fire escape P: Emergency G: Fire Safety A: Herbie's Health & Safety Songs

Grade 1: TE: pp61-66; SA: 6, 7; EA: 6; PA: 10; F: aware, police officer, operator; P: Emergency; C: Safety Signs

Grade 2: TE: pp148-149; SA: 45, PA: 21;

Grade 4: TE: pp55-58; PA: 8; G: Emergency Game;

9.3 Describe personal responsibility for reducing hazards and avoiding accidents

\* **HPW Key:**

Grade K: TE: pp121-122; 127-129; SA: 21; PA: 17; G: Fire Safety

Grade 1: TE: pp78-80; 85-86; SA: 8; PA: 12;13; P: Healthy Choices, Bus Safety, School Safety; G: Fire Safety

Grade 2: TE: pp141-147; SA: 42, 43, 44; F: risky behavior; P: Water Safety

Grade 4: TE: pp61-63 EA: 9 G: Decision Making Cards: Safety

Grade 5: TE: pp160-163; SA: 34; PA: 19;

**Through the study of Self Protection students will**

9.4 Distinguish among safe, unsafe, and inappropriate touch

\* **HPW Key:**

Grade K: TE: pp131-133; F: hurt; V: Two Kinds of Touch

Grade 1: TE: pp89-90; V: McGruff's Guide to Personal Safety

Grade 2: TE: pp151-152; B: Berenstain Bears Learn About Strangers; V: McGruff's Files: Dangerous Strangers

Grade 3: TE: pp66-67; SA: 9; B: Who is a Stranger and What Should I Do?

Grade 4: TE: p68; SA: 13;

Grade 5: TE: pp165-166; SA: 36;

9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety

\* **HPW Key:**

Grade K: TE: pp134-136; PA: 18

Grade 1: TE: pp90-92; SA: 9; PA: 14; P: Healthy Choices

Grade 2: TE: pp152-154; PA: 22;

Grade 3: TE: pp68-69; SA: 10; PA: 13;

Grade 4: TE: pp69-70;

Grade 5: TE: p167; SA: 36; PA: 20;

**Through the study of Emergency Intervention students will**

9.6 Follow universal precautions for all first aid involving any blood and other body fluids

**\* HPW Key:**

Grade 2: TE: pp164-165;

Grade 4: TE: p201; EA: 29;

Grade 5: TE: p192; SA: 36; PA: 20;

9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions

**\* HPW Key:**

Grade 4: TE: pp56-58; G: Emergency Game

Grade 5: TE: pp159-163; SA: 41; PA: 23;

**STANDARD 10: Tobacco, Alcohol, & Substance Use/Abuse Prevention**

Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.

**Through the study of Effects on the Body students will**

10.1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth

**\* HPW Key:**

Grade K: TE: pp94-97; SA: 14; PA: 13; F: poison; A: Herbie's Health & Safety Songs

Grade 1: TE: pp124-129; 137; SA: 14-18, 19, 22; PA: 20; EA: 10; F: poison; P: Healthy Choices

Grade 2: TE: pp93-101; SA: 24, 25, 26; PA: 15, 16; G: Body Chart with organs; Concentration Game; CD: My Amazing Human Body

Grade 3: TE: pp118-11; SA: 23; PA: 19; G: Concentration Game;

Grade 4: TE: pp90-92; SA: 19, 20; PA: 12; V: McGruff's Drug Alert

10.2: Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems

**\* HPW Key:**

Grade K: TE: pp91-93; SA: 13; PA: 12; F: drugs, medicine; G: Drug Prevention Cards

Grade 1: TE: pp120-123; PA: 19; F: drug, medicine; B: HPW Storybook: Herbie Learns About Drugs

Grade 3: TE: pp120-123 SA: 24; PA: 20;

Grade 5: TE: pp81-83; SA: 6; PA: 10; EA: 13

10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body

\* HPW Key:

Grade K: TE: pp98-99; SA: 15; F: tobacco; G: Body Chart with Organs

Grade 1: TE: pp130-131; SA: 20, 21; F: tobacco; G: Body Chart with Organs; V: Leader of the Pack

Grade 2: TE: pp102-106; SA: 27, 28, PA: 17; C: Self-Esteem

Grade 3: TE: pp124-128; SA: 25, 26; PA: 21;

Grade 4: TE: pp95-99; SA: 21, 22; PA: 13; B: Ramona and Her Father;

Grade 5: TE: pp86-87; SA: 19;

**Through the study of Healthy Decisions students will**

10.4 Identify whom to seek help from for a possible poisoning or overdose

\* HPW Key:

Grade K: TE: pp105-106; SA: 18

Grade 1: TE: pp127-128; 145 PA: 20, 23

Grade 3: TE: p135; SA: 1, 28; PA: 22;

Grade 4: TE: pp90-91;

Grade 5: TE: pp98; BLM: Resources for Help

## **STANDARD 11: Violence Prevention**

Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and will identify constructive alternatives to violence, including how to discourage others from engaging in violence.

**Through the study of Awareness students will**

11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another

\* HPW Key:

Grade 2: TE: pp47-48; B: Stand Tall Molly Lou Melon;

Grade 4: TE: pp81-83; SA: 16, 17;

Grade 5: TE: pp59-60; TR 4: Dealing with Bullies; V: Bullying;

**Through the study of Contributing Factors students will**

11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes

\* HPW Key:

Grade 5: TE: p169; SA: 37;

**Through the study of Alternatives students will**

11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships

\* HPW Key:

Grade K: TE: pp48-51; B: How to be a Friend

Grade 4: TE: pp83-84; SA: 17, 18; C: Conflict Resolution Cards

Grade 5: TE: pp60-62; SA: 12; PA: 7; TR4: Dealing with Bullies

11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups

\* HPW Key:

Grade 2: TE: pp63-64; P: School Safety

Grade 3: TE: pp60-61;

Grade 4: TE: p85; PA: 11; EA: 12

Grade 5: TE: pp170-173; EA: 23;

**STANDARD 12: Consumer Health and Resource Management**

Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.

**Through the study of Health Care students will**

12.1 Identify and describe health careers

\* HPW Key:

Grade 1: TE: pp161; PA: 25;

Grade 2: TE: pp167-168; SA: 48, PA: 24; F: health care provider

12.2 Interpret the symbols and information provided on labels for health care products and food products

\* **HPW Key:**

Grade 2: TE: p88; SA: 23,

Grade 3: TE: p92; TR 6: Food Labels

Grade 4: TE: pp132-133; SA: 31; TR 6: Food Labels;

Grade 5: TE: pp121-122;

**Through the study of Resource Management Practices students will**

12.3 Identify advertising techniques

\* **HPW Key:**

Grade 1: TE: pp133

Grade 2: TE: p105

Grade 4: TE: p97; pp142-143; SA: 35; TR 7: Marketing Strategies

Grade 5: TE: pp91-93; 125-126; SA: 26; TR 9: Marketing Strategies

12.4 Identify resources used by individuals to manage their daily lives (such as time and money)

\* **HPW Key:**

Grade 4: TE: pp17-20 SA 45; EA: 3; PA:3; TR2: Goal Setting B: Chang's Paper Pony

Grade 5: TE: pp25-27 SA 4; EA: 5, 6

12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects

\* **HPW Key:**

Grade 5: TE: pp124-125 SA: 24, 25

## **STANDARD 13: Ecological Health**

Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.

### **Through the study of Interdependence students will**

13.1 Describe types of natural resources and their connection with health

**\* HPW Key:**

Grade K: TE: pp77-78; 85-87; F: nature

Grade 2: TE: pp53-55; PA: 8; F: community, environment

Grade 4: TE: pp43-46; B: Every Living Thing; Where Does the Garbage Go?

### **Through the study of Interdependence students will**

13.2 Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution

**\* HPW Key:**

Grade K: TE: pp79-82; SA: 11(A-D), 12; PA: 1; F: pollution; P: Healthy Choices; G: Community Health

Grade 2: TE: pp56-59; 61-62; PA: 9;

Grade 4: TE: pp47-53; SA: 9, 10; PA: 7; EA: 7, 8;