

Maryland Voluntary Health Education State Curriculum/Health Wave Correlation

1.0 Mental and Emotional Health – Students will demonstrate the ability to use mental and emotion al health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade5
<p>A. Mental and Emotional Health</p> <p>1. Recognize methods of communication.</p> <p>1. Demonstrate positive communication among peers.</p> <p>* HPW Key: TE: pp7-8; 27-28; 42-43; B: How to be a Friend P: Classroom Rules; Special People</p> <p>2. Examine emotions and responses to various situations.</p> <p>a. Identify basic emotions/feelings b. Demonstrate expression of basic emotions/feelings.</p> <p>* HPW Key: TE: pp20-23; PA: 3; B: When I Feel Sad; When Sophie Gets Angry P: Feelings</p>	<p>A. Mental and Emotional Health</p> <p>1. Recognize methods of communication.</p> <p>a. Define ways to communicate with friends and family, such as eye-contact and tone of voice</p> <p>* HPW Key: TE: pp11-14; 56-57 B: Quick as a Cricket; Friends; P: Special People</p> <p>2. Examine emotions and responses to various situations.</p> <p>a. Define different feelings. b. Describe how it feels to be: happy, upset, calm, surprised. c. Identify what makes you happy, upset, calm, and surprised.</p> <p>* HPW Key: TE: pp20-29; SA: 1,2; PA: 3,4 E 3 B: When I Feel Angry; Tenth Good Thing About Barney P: Feelings</p>	<p>A. Mental and Emotional Health</p> <p>1. Recognize appropriate methods of communication.</p> <p>a. Identify methods of communication appropriate for specific situations. b. Demonstrate appropriate methods of communication.</p> <p>* HPW Key: TE: pp12-13; 15; 46; PA: 15 C: Problem Solving Cards-Family Life;</p> <p>2. Examine emotions and responses to various situations.</p> <p>a. Demonstrate the meaning of emotion. b. Categorize other words that mean happy, upset, calm, and surprised.</p> <p>* HPW Key: TE: pp16-21; SA: 2; B: Alexander and the...Day; I Was So Mad P: Feelings;</p>	<p>A. Mental and Emotional Health</p> <p>1. Recognize different types of communication skills.</p> <p>a. Identify verbal and non-verbal methods of communication.</p> <p>* HPW Key: TE: pp33-34; TR1: Communication Skills</p> <p>2. Examine emotions.</p> <p>a. Identify different complex emotions.</p> <ul style="list-style-type: none"> • Anxiety • Frustration • Doubt • Grief • Elation • Other <p>b. Recognize the importance of expressing feelings verbally and nonverbally. c. Model positive verbal and nonverbal responses to various situations.</p> <p>* HPW Key: TE: pp40-45; SA: 6(A-D); PA: 10 E: 3 B: Today I Feel Silly; I'm so Angry I Could Scream; TR3: Handling Emotions C: Conflict Resolution</p>	<p>A. Mental and Emotional Health</p> <p>1. Recognize and model effective communication skills.</p> <p>a. Model verbal and nonverbal methods of communication.</p> <p>* HPW Key: TE: pp30-31;33; PA: 5 TR3: Communication Skills</p> <p>2. Recognize how emotions influence behaviors.</p> <p>a. Demonstrate the ability to modify emotional responses. b. Identify helpful and harmful emotional responses.</p> <p>* HPW Key: TE: pp13-15; SA: 4; PA: 10 E: 3 P: Three Ps of Constructive Criticism</p>	<p>A. Mental and Emotional Health</p> <p>1. Recognize and apply effective communication skills.</p> <p>a. Identify and model verbal and non-verbal methods of communication. b. Demonstrate healthy ways to communicate needs, wants, emotions, opinions, and information.</p> <p>* HPW Key: TE: pp38-41; 47; SA: 8,10; PA: 10 E: 3 TR3: Improving Communication Skills</p> <p>2. Recognize that emotions come from basic needs.</p> <p>a. Relate human needs to human emotions. b. Describe how emotions influence behaviors.</p> <p>* HPW Key: TE: pp19-22;32-34;42-46; SA: 3,5; PA: 4 B: Number the Stars; Sign of the Beaver P: Respect</p>

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	<p>4. Identify how to make a good choice/decision. a. Explain the meaning of the word choice/decision. b. Identify and describe what makes a good choice/decision.</p> <ul style="list-style-type: none"> • Safe • Respectful • Legal • Parent approval <p>* HPW Key: TE: pp142-144 SA: 25 F: decision</p>	<p>3. Identify components to promote personal well-being. a. Name two cooperation skills. b. Identify what it feels like to work well with others in a group.</p> <p>* HPW Key: TE: pp7-8; F: tobacco P: Class Rules; School Safety</p> <p>4. Identify choices available in order to make a choice/decision. a. Identify factors that influence making decisions.</p> <p>* HPW Key: TE: pp116-117; SA: 33A&B, 34;</p>	<p>3. Identify the components to promote personal well-being. a. Identify and describe the emotional and physical human needs.</p> <ul style="list-style-type: none"> • Shelter • Food • Water <p>* HPW Key: TE: pp4-9; 11; 29-31; SA: 4; E: 1, 2 B: Friends of a Feather; Rosie and Michael P: Classroom Rules; School Safety CD: Arthur's Teacher Troubles</p> <p>4. Identify the positive and negative consequences of making a decision. a. Identify the difference between positive and negative consequences.</p> <p>* HPW Key: TE: pp138-139; SA: 30; PA: 6</p>	<p>3. Identify components to promote personal well-being. a. Describe components of personal well-being.</p> <ul style="list-style-type: none"> • Spiritual • Physical • Intellectual • Emotional/Mental • Social • Environmental <p>b. Relate components of personal well-being to personal life situations and why they are important. c. Explore ways community, family, and school contribute to liking self.</p> <p>* HPW Key: TE: pp6-7; 10-15; SA:1,2,3,4; PA: 2 E: 1 TR1: Components of Health P: Three Ps of Constructive Criticism</p> <p>4. Identify the steps in the decision-making process. a. Explain how decisions are influenced by individuals, families, and communities. b. Examine decision making models.</p> <p>* HPW Key: TE: pp105-107; SA: 24; P: Decision Making Process</p>	<p>3. Identify components to promote personal well-being. a. Investigate a least one component of personal well-being, other than physical, and develop a goal for positive self-change.</p> <p>* HPW Key: TE: pp5-7; 10-16; 24-27; SA: 2,4; PA: 2,3 E: 2-6 B: Black Snowman TR1: Good Health</p> <p>4. Apply the decision making process to personal issues and problems. a. Recall the steps in the decision-making process. b. Explain how decisions are influenced by individuals, families, and communities. c. Apply the decision making process in various situations.</p> <p>* HPW Key: TE: pp68-73; SA: 14; E: 9, 10 B: Maniac Magee TR5: Resolving Conflict C: Conflict Resolution</p>
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<p>5. Identify positive and negative character traits that contribute to one's uniqueness. a. Identify what makes you special. b. Identify ways to make a friend.</p> <p>* HPW Key: TE: pp17-18; 25-27; SA: 3,4; B: I'm Gonna Like Me; Being Friends; How to be a Friend</p>		<p>5. Identify positive and negative character traits that contribute to one's uniqueness. a. Describe what makes your friend special. b. Explain how being a good friend demonstrates positive character.</p> <p>* HPW Key: TE: pp36-42; SA: 8,9; PA: 6 B: Frog and Toad All Year; The Ant and the Elephant; P: Healthy and Unhealthy Choices</p> <p>6. Recognize the principles associated with stress. a. Describe examples of stressors. b. Demonstrate reactions to stressful situations.</p> <p>* HPW Key: TE: pp44-49; SA: 10,11; PA: 7 F: problem, personal B: Stand Tall Molly Lou Melon C: Problem Solving Cards;</p>	<p>5. Identify positive and negative character traits that contribute to one's uniqueness. a. List personal strengths. b. Identify strategies to promote self-improvement.</p> <p>* HPW Key: TE: pp12-13; 15-17; SA: 1; PA: 2,3,4,5,6</p> <p>6. Recognize the principles associated with stress. a. Identify different kinds of stress. b. Identify symptoms of stress.</p> <p>See Grade 4</p>	<p>5. Identify and use strategies to demonstrate care, consideration, and respect for self and others. a. Develop and model strategies to incorporate positive character traits into daily life. b. Develop strategies for making and keeping friends.</p> <p>* HPW Key: TE: pp8-9; 34-40; SA: 8; PA: 6 E: 6 B: Secret Garden P: Classroom Rules</p> <p>6. Recognize the principles associated with stress. a. Identify sources of stress. • Family • School • Friends • Extra-curricular activities • Time management b. Describe ways to manage stress. c. Model effective strategies for stress management.</p> <p>* HPW Key: TE: pp72-79; SA: 14,15; B: One Thousand Paper Cranes P: Effective Coping Skills</p>	<p>6. Recognize the principles associated with stress. a. Identify age appropriate sources of stress. b. Identify symptoms of stress. c. Differentiate between positive and negative stress. d. Model effective strategies for stress management.</p> <p>* HPW Key: TE: pp50-62; SA: 11, 12; PA: 6, 7 B: Maniac Magee TR4: Dealing with Bullies V: Bullies</p>
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2.0 Alcohol, Tobacco, and Other Drugs - Students will demonstrate the ability to use drug knowledge, **decision-making** skills, and health enhancing strategies to address, the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Identify appropriate uses of medicine.</p> <p>a. Identify common medicines.</p> <p>b. Demonstrate safe use of medicines.</p> <p>* HPW Key: TE: pp90-93; SA: 13; PA: 12 F: medicine, drug; G: Drug Prevention Cards</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Identify appropriate uses of medicine.</p> <p>a. Explain the word medicine.</p> <p>b. Identify what medicines do.</p> <p>* HPW Key: TE: pp120-123; PA: 19 B: Herbie Learns About Drugs F: drugs, medicines</p> <p>2. Identify how tobacco use harms health.</p> <p>a. Describe the harmful effects of tobacco such as; hard to breathe, bad breath, stained teeth, cause disease</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Identify practices for using medicine safely.</p> <p>a. Describe rules for taking medicine safely.</p> <p>* HPW Key: TE: pp92-101; SA: 24A&B, 25, 26; PA: 15,16; G: Concentration Game CD: My Amazing Human Body P: Body Chart w/organs;</p> <p>2. Identify how tobacco use harms health.</p> <p>a. List products containing tobacco.</p> <p>b. Discuss how tobacco use can become a habit.</p> <p>c. Describe the benefits of not using tobacco.</p> <p>d. Identify the legal age for tobacco use.</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Identify safe practices for using prescription and Over the Counter (OTC) drugs.</p> <p>a. Identify prescription and OTC drugs.</p> <p>b. Explain why following directions is important when using medicines or other substances.</p> <p>c. List and describe appropriate uses for prescribed and OTC drugs.</p> <p>* HPW Key: TE: pp120-123; SA: 24; PA: 20</p> <p>2. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco.</p> <p>a. Recognize that tobacco products contain nicotine.</p> <p>b. Identify forms of tobacco.</p> <ul style="list-style-type: none"> • Smoke • Smokeless <p>c. Describe the effects of</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p>	<p>A. Alcohol, Tobacco, and Other Drugs</p> <p>1. Identify safe practices for using prescription and OTC drugs.</p> <p>a. Distinguish between prescription and OTC drugs.</p> <p>b. List ways to safely take medicine and/or over the counter drugs.</p> <p>* HPW Key: TE: pp80-83; SA: 15, 16; PA: 10 E: 13 CD: Human Body</p> <p>2. Develop and apply skills to resist pressure to use tobacco.</p> <p>a. Recognize the internal and external influences on use of tobacco.</p> <p>b. Identify and practice strategies for dealing with peer pressure.</p> <p>c. Recognize and analyze media influences on</p>

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	<p>* HPW Key: TE: pp130-135; SA: 20, 21; PA: 21 E 11 F: tobacco V: Leader of the Pack P: Body Chart w/organs;</p> <p>3. Identify the physical effects of using alcohol. a. Identify alcohol as a drug. b. Identify products containing alcohol. c. Recognize that alcohol is unhealthy and illegal for children.</p> <p>* HPW Key: TE: pp136-141; SA: 22, 23, 24; PA: 22, F: alcohol B: Herbie Says No to Drugs; P: Body Chart w/organs;</p>	<p>* HPW Key: TE: pp102-106; SA: 27,28; PA: 17</p> <p>3. Identify physical and legal consequences of the use of alcohol. a. Describe the short term effects of alcohol use on the body. • Blurred vision • Lack of coordination • Slow reaction time</p> <p>* HPW Key: TE: pp108-112; SA: 29, 30, 31; PA: 18</p>	<p>tobacco use and non-use, including second-hand smoke, on the body. d. Recognize addiction as both a physical and psychological consequence of tobacco use. e. Demonstrate a personal commitment not to use tobacco.</p> <p>* HPW Key: TE: pp124-129; SA: 25; PA: 21 P: Three Ps of Constructive Criticism</p>	<p>3. Identify and examine physical, psychological, and social, consequences of alcohol use. a. Identify types of ethyl alcohol. • Beer • Wine • Liquor b. Describe the long and short-term effects of alcohol use and non-use on the body.</p> <p>* HPW Key: TE: pp89-92; 100-103; 108; SA: 19, 20, 23; PA: 12, 14 E: 3 V: McGruff's Drug Alert G: Drug Trivia</p>	<p>tobacco use (for example: music, television, movies, art, billboards, radio, clothing, magazines). d. Identify family, cultural peer, and legal influences on tobacco to avoid use. e. Demonstrate ways to encourage others not to use tobacco.</p> <p>* HPW Key: TE: pp85-93; SA: 19, 20; PA: 11</p> <p>3. Identify and examine physical, psychological, and social, consequences of alcohol use. a. Describe the effects of alcohol use and non-use on body... b. Describe addiction as both... consequence of alcohol abuse. c. Describe how the abuse of alcohol can affect others. d. Identify the legal issues... consequences of underage alcohol use and/or possession.</p> <p>* HPW Key: TE: pp86-87; 90-91; 95-96; SA: 18; BLM: Drug Information Sheet; Drug Prevention Guide for Parents V: ACE G: Responsibility Game</p>
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		<p>7. Identify ways to say no to unsafe medicine/drug use.</p> <p>a. Distinguish between illegal drugs and medicine.</p> <p>b. State 3 ways to say no to an inappropriate offer of drugs.</p> <p>c. Respond to scenarios when to say no to drugs.</p> <p>d. Identify the legal age for alcohol use</p> <p>* HPW Key: TE: pp100-101;p109;114-118 SA: 26, 29, 32; PA: 18</p>	<p>4. Identify caffeine as a drug.</p> <p>a. Identify products that contain caffeine (beverages, chocolate, OTC drugs).</p> <p>b. Suggest alternative products which do not contain caffeine.</p> <p>* HPW Key: TE: pp131-132; C: Drug Prevention Cards</p>		<p>5. Develop and apply skills to resist pressure to use alcohol.</p> <p>a. Identify and practice strategies for dealing with peer pressure.</p> <p>* HPW Key: TE: pp97-99; SA: 21, 22; PA: 10 E: 3</p> <p>6. Identify marijuana as a psychoactive drug and illegal drug.</p> <p>a. Define psychoactive drugs.</p> <p>b. Describe the effects of marijuana on the body.</p> <p>c. Identify the consequences of marijuana use.</p> <p>* HPW Key: TE: pp81-82; 85; SA: 16, 17; BLM: Drug Information Sheet; (Also See Grade 6)</p> <p>7. Develop and apply skills to resist pressure to use marijuana.</p> <p>a. Identify and practice strategies for dealing with peer pressure.</p> <p>* HPW Key: TE: pp97-98; SA: 21, 22;</p>
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3.0 Personal and Consumer Health - Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>A. Personal and Consumer Health</p> <p>1. Identify ways to care for your body.</p> <p>a. Identify why it is important to keep your body clean such as prevent diseases, smell nice, look nice.</p> <ul style="list-style-type: none"> • Prevent diseases • Smell nice • Look nice <p>b. List ways you can keep your body clean</p> <ul style="list-style-type: none"> • Take a bath or shower • Wash your hair • Wash you hands • Wear clean clothes • Brush your teeth <p>c. List the proper steps for hand-washing.</p> <p>* HPW Key: TE: pp4-6; 9; 11-15; 31-32; SA: 1,2,5,6; PA: 1,2 E 3 B: Keeping Healthy with Herbie F: health, unhealthy P: Staying Healthy with Herbie; Healthy Choices C: Healthy Choices</p>	<p>A. Personal and Consumer Health</p> <p>1. Identify health service providers available in the school and the community.</p> <p>a. List people in the school and community that provide care such as school nurse, EMT, doctors, clinic workers.</p> <p>b. Describe how these providers help you.</p> <p>* HPW Key: TE: pp159-161; SA: 29; PA: 25, E 13</p>	<p>A. Personal and Consumer Health</p> <p>1. Identify health services available in the school and community.</p> <p>a. List places someone can go to in the community for health care.</p> <p>b. List reasons people might go to a hospital or clinic.</p> <p>c. List ways that workers in a hospital or clinic can help you.</p> <p>* HPW Key: TE: pp166-169; SA: 48, 49; PA: 24,25; F: health care provider</p>	<p>A. Personal and Consumer Health</p>	<p>A. Personal and Consumer Health</p> <p>1. Demonstrate the ability to locate resources that provide valid health information concerning consumer health issues and services.</p> <p>a. Identify the health services available in the school and community.</p> <p>b. Analyze the messages of media sources for valid health information (internet, magazines, radio, TV, advertising, etc.).</p> <p>c. Identify advertising techniques used in different media sources to sell health products.</p> <p>d. Identify and recognize product label information.</p> <p>* HPW Key: TE: pp97; 141-143; SA: 35 V: Exercise, Nutrition & Sleep TR7: Marketing Strategies</p>	<p>A. Personal and Consumer Health</p> <p>1. Demonstrate the ability to locate resources from home and school that provide valid health information concerning consumer health issues and services.</p> <p>a. Identify current health care issues and the health services available in the school and community.</p> <p>* HPW Key: TE: pp124-127; 170-173; SA: 24,25,26,27; TR9: Marketing Strategies</p>

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	<p>2. Identify health issues created by pollution. a. Explain the word litter. b. Explain why litter is harmful. c. List ways to prevent littering.</p> <p>See Kindergarten</p> <p>3. Explain how to improve or maintain personal health. a. Describe ways to promote dental health. • Brush teeth • Floss teeth • Visit Dentist • Eat healthy foods</p> <p>* HPW Key: TE: pp165-167; SA: 31; PA: 26, E: 14 F: hygiene V: Healthy Teeth;</p>	<p>2. Identify health issues created by pollution. a. Identify 3 types of pollution: air, water, and waste. b. List how the 3 types of pollution affect your body and your health.</p> <p>* HPW Key: TE: pp52-59; PA: 8,9;</p> <p>3. Explain how to improve or maintain personal health. a. Describe ways to care for the health of eyes and ears. b. Describe ways to promote overall body health. • Visit doctor • Exercise • Adequate nutrition • Practice hygiene • Avoid hazards</p> <p>* HPW Key: TE: pp3-6; 63-64; 130-134; 137-138; SA: 41; PA: 8,9; F: health; sick P: Healthy Choices; School Safety CD: My Amazing Human Body</p>			<p>2. Demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives. a. Identify personal health needs. b. Demonstrate skills and strategies to improve and maintain personal health. c. Describe how conditions of the environment affect personal health. d. Explain the importance of assuming responsibility for personal health behaviors</p> <p>* HPW Key: TE: pp10-16; 96; SA: 2; PA: 2 E: 2,3,4; G: Responsibility Board Game</p>
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4.0 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>A. Family Life and Human Sexuality 1. Define a family unit. a. Identify what is a family. b. Identify who is in your family. c. Identify where you fit in your family structure.</p> <p>* HPW Key: TE: pp34-39; p43 PA: 5, 6; B: The Surprise Family F: Family</p>	<p>A. Family Life and Human Sexuality 1. Identify what is special about your family. a. List members of your family. b. Describe the special traits about each member of your family</p> <p>* HPW Key: TE: pp32-45; SA: 3; PA: 5,6,7, E 4 B: Herbie's Special Family; P: Special People; F: family</p>	<p>A. Family Life and Human Sexuality 1. Identify ways your family helps you and you help your family. a. Recognize that your family takes care of you showing you how to grow, stay safe, and be responsible. b. Explain that responsibilities of family members differ according to age. (i.e.: making bed vs. cooking dinner).</p> <p>* HPW Key: TE: pp130-35; SA: 5,6,7; PA: 45</p>	<p>A. Family Life and Human Sexuality 1. Identify what makes a healthy family. a. Recognize the different relationships within the family. • Parent/child • Sibling/sibling b. Identify ways your family members show they care for each other. c. List ways families can resolve conflicts. • Family meeting • Parent involvement • Talking things out</p> <p>* HPW Key: TE: pp20-27; SA: 2,3; PA: 7,8 B: Fathers, Mothers, Sisters, Brothers; Ramona Quimby, Age 8</p>	<p>A. Family Life and Human Sexuality</p>	<p>A. Family Life and Human Sexuality 1. Describe how family members influence the development of adolescents. a. Explain how family relationships change during puberty. • Physical • Psychological • Socio-emotional</p> <p>* HPW Key: TE: pp36-41; SA: 6,7,8; PA: 5</p> <p>2. Describe how relationships change with peers throughout puberty. a. Identify various social groups. • Positive • Negative b. Identify yourself as a member of social groups. c. Identify male and female</p>

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	<p>3. Identify the process of growth.</p> <p>a. Explain growing</p> <ul style="list-style-type: none"> • Height • Weight <p>* HPW Key: TE: pp163-164; SA: 30; B: I Am Growing; P: Growth Chart;</p>	<p>3. Identify the process of physical, social, mental growth,</p> <p>a. Describe the differences between when you were a baby and now.</p> <p>b. List something you can do now that you couldn't do a year ago.</p> <p>c. List something you think you will be able to do next year that you can't do now.</p> <p>* HPW Key: TE: pp120-122; SA: 37, 38;</p>			<p>stereotypes and their impact on the individual and society</p> <p>* HPW Key: TE: pp139-143; SA: 28; PA: 17 B: It's Your Turn At Bat TR12: Gender Roles: Myths and Facts</p> <p>3. Explain how physical and social-emotional growth and maturity are interrelated.</p> <p>a. Define puberty.</p> <p>b. Identify the parts of the human reproductive system.</p> <ul style="list-style-type: none"> • Male • Female <p>c. Explain the function of the human reproductive organs.</p> <p>d. Explain the menstrual cycle and nocturnal emissions.</p> <p>e. Identify personal hygiene products</p> <p>TE: pp144-151; SA: 29,30,31; PA: 18 TR13: Ovulation & Menstruation</p>
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5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>A. Safety and Injury Prevention</p> <p>1. Recognize how to respond appropriately to emergency situations.</p> <p>a. Describe how to respond to an emergency. (e.g. present different situations)</p> <ul style="list-style-type: none"> • Tell an adult. • Call 911. <p>* HPW Key: TE: pp118-123; SA: 21,22; PA: 15, 16 E 3 F: emergency; address P: Emergency</p>	<p>A. Safety and Injury Prevention</p> <p>1. Describe how to respond appropriately to emergency situations.</p> <p>a. Describe how to respond to an emergency. (e.g. present different situations)</p> <ul style="list-style-type: none"> • Tell an adult. • Call 911 <p>* HPW Key: TE: pp60-66; SA: 6,7; PA: 10, E 6; F: police officer, operator P: Emergency; C: Safety Signs</p> <p>2. Identify the characteristics of a bully.</p> <p>a. Describe examples of teasing.</p> <p>b. Describe examples of bullying.</p> <ul style="list-style-type: none"> • Pushing/shoving (physical) • Threats (verbal) 	<p>A. Safety and Injury Prevention</p> <p>1. Demonstrate the ability to respond appropriately to emergency situations.</p> <p>a. Model how to respond to an emergency. (e.g. present different situations)</p> <ul style="list-style-type: none"> • Tell an adult. • Call 911. <p>* HPW Key: TE: pp148-149; SA: 45; PA: 21</p>	<p>A. Safety and Injury Prevention</p> <p>1. Demonstrate the ability to respond appropriately to emergency situations.</p> <p>a. Identify different emergency situations.</p> <p>b. Identify basic first aid.</p> <ul style="list-style-type: none"> • Small cuts and scrapes • Blisters • Mild burns • Choking • Sunburn • Nosebleeds <p>* HPW Key: TE: pp50-53; 56-59; SA: 7,8; PA: 11 E: 5</p> <p>2. Identify teasing and bullying as harassment and their effects on the individual</p> <p>a. Define teasing and bullying.</p> <p>b. Recognize examples of teasing and bullying.</p> <ul style="list-style-type: none"> • Isolation 	<p>A. Safety and Injury Prevention</p> <p>1. Demonstrate the ability to respond appropriately to emergency situations.</p> <p>a. Distinguish between emergency and non-emergency situations and identify appropriate responses.</p> <p>b. Identify situations and settings that place an individual at personal risk.</p> <p>c. Analyze risky situations and identify ways to avoid them</p> <p>* HPW Key: TE: pp54-58; 60-65; SA: 11,12 PA: 8,9 E: 9 G: Emergency Game C: Safety Cards</p> <p>2. Identify harassment as a form of violence.</p> <p>a. Define harassment.</p> <p>b. Explain the effects of harassment on personal well-being.</p> <p>c. Develop strategies to respond to harassment.</p>	<p>A. Safety and Injury Prevention</p> <p>1. Identify household products that can be abused by inhaling.</p> <p>a. List safe practices for the use of household products.</p> <p>b. Identify the effects of inappropriate use of inhalants on the body.</p> <p>* HPW Key: TE: pp40-45; SA: 6(A-D); PA: 10 E: 3</p> <p>2. Recognize sexual harassment as a form of violence.</p> <p>a. Define sexual harassment.</p> <p>b. List examples of intimidating behaviors.</p> <p>c. Identify strategies to overcome or prevent</p>

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<p>3. Identify ways to be safe when outdoors. a. Identify how to cross a street safely. <ul style="list-style-type: none"> • Look (left, right, left) • Listen • Think * HPW Key: TE: pp108-117; SA: 19,20; PA: 14 F: unsafe, safety A: Staying Healthy with Herbie V: I Can Follow Rules G: Safety Signs</p>	<p>* HPW Key: TE: pp46-51; SA: 4; PA: 8, B: Recess Queen; B: Berenstain Bears Get in a Fight</p> <p>3. Identify ways to be safe when outdoors. a. Identify safe situations to cross the street b. Demonstrate crossing the street in a controlled setting.</p> <p>* HPW Key: TE: pp68-81; SA: 8; PA: 11, 12; E 7; P: Healthy Choices; School Safety; Bus Safety F: school safety; bus safety</p>	<p>3. Identify ways to stay safe outdoors. a. Demonstrate the ability to stay safe on a bike or skates. <ul style="list-style-type: none"> • Follow traffic signs • Wear a helmet b. Demonstrate the ability to play safely on playground equipment. c. Demonstrate the ability to stay safe around water. d. Demonstrate how to stay safe in the sun</p> <p>* HPW Key: TE: pp140-147; SA: 42-45; PA: 21 F: risky behavior P: Water Safety;</p>	<ul style="list-style-type: none"> • Name calling and other verbal • Pushing and other physical <p>c. Examine the effects of teasing and bullying from the perspective of the bully and the bullied.</p> <p>* HPW Key: TE: pp36-38; SA: 5; TR: Conflict Resolution Skills B: King of the Playground; C: Conflict Resolution Cards</p>	<p>See Grades 6-7</p> <p>3. Identify safety rules that will prevent injury or accidents in specific situations. a. Explain the safety rules for use of electricity. b. Develop a fire evacuation plan. * HPW Key: TE: p163; PA: 19 c. Identify and explain the four steps of gun safety. <ul style="list-style-type: none"> • Stop • Don't Touch • Leave the area • Tell an adult * HPW Key: (see Grade 5) TE: pp168-169; TR15: Guns and Violence TR16: Weapon Safety</p>	<p>harassment. d. Identify trusted adults to notify if harassment occurs.</p> <p>SEE GRADE 6</p>
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			<p>4. Demonstrate the ability to access emergency services. a. List the procedure for reporting an emergency. • Telephone 911 • Contact an adult.</p> <p>* HPW Key: TE: p55; SA: 8,9; PA: 6 V: Safety Rules and You;</p>	<p>4. Identify abuse and assault as a form of violence. a. Define abuse and assault. b. Explain the effects of abuse and assault on personal well-being. c. Develop strategies to respond to abuse and assault.</p> <p>* HPW Key: (See Grade 5) TE: pp165-167; SA: 36; PA: 20</p>
			<p>5. Demonstrate the ability to respond appropriately to situations that do not require emergency services. a. List situations not requiring the use of emergency services. • Locked out of house • Transportation Issues • Missed bus • No show parents • Other</p> <p>* HPW Key: TE: pp56-62; 66-67; SA: 7,8,9; PA: 12 B: Who Is a Stranger and What Can I Do? G: Bicycle Safety</p>	<p>5. Assesses and respond to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual). a. Identify threatening situations. b. Identify trusted adults to notify if assault or abuse occurs.</p> <p>* HPW Key: TE: pp66-70; SA: 13; E: 11 P: School Safety</p>

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	<p>6. Define and identify telling and tattling. a. Recognize when someone is tattling. b. Recognize when someone is telling</p>	<p>7. Identify ways to stay safe around people you know. a. Discuss how sometimes people you know and trust can sometimes hurt you or make you feel uncomfortable. b. Identify how to get help if someone does hurt you.</p> <ul style="list-style-type: none"> • Police • Teacher • Nurse • Guidance counselor • Parent <p>* HPW Key: TE: pp150-154; B: Berenstain Bears Learn About Strangers V: McGruff Files: Dangerous Strangers</p>	<p>6. Describe and demonstrate the difference between telling and tattling a. Demonstrate tattling in a variety of role play situations. b. Demonstrate telling in a variety of role play situations.</p> <p>* HPW Key: TE: pp65-68; SA: 9; Guest Speaker: Police Officer</p>	<p>7. Identify the steps in the decision-making process. a. Explain how decisions are influenced by individuals, families, and communities. b. Examine decision making models.</p> <p>* HPW Key: TE: pp105-107; SA: 24 P: Decision Making Process</p>	
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<p>10. Tell what to know when lost (separated). a. Identify and notify a trusted adult. b. Designate a location to meet. c. Identify personal information.</p> <ul style="list-style-type: none"> • Name • Phone # • Address • Parents'/caregivers' name • School • group <p>* HPW Key: TE: pp120-122; PA: 15 P: Emergency</p> <p>Also see Grade 1 TE: 65-66; PA: 10</p>	<p>11. Identify ways to stay safe around animals. a. Show the appropriate ways to act around your pets. b. Show the appropriate ways to act around animals other than your pets.</p> <ul style="list-style-type: none"> • Strays • Neighbors' pets • Wild <p>* HPW Key: See Grade 3 TE: pp58-59; SA: 8;</p> <p>12. Identify ways to stay safe at home. a. List ways to be safe in the kitchen. b. Identify products in the house that can be harmful.</p> <p>* HPW Key: TE: pp111-112; 125-129 SA: 14-18; PA: 20; E10; F: poison P: Healthy Choices;</p> <p>13. Identify ways to stay safe from strangers. a. Identify 3 ways to stay safe around strangers</p> <p>* HPW Key: TE: pp88-92; SA: 9;PA: 14, P: Healthy Choices; V: McGruff's Guide to Personal Safety</p>	<p>13. Identify ways to stay safe from strangers. a. Describe a procedure to follow when approached by a stranger.</p> <ul style="list-style-type: none"> • Stranger calls you to their car. • Talks to you in a store or theater • Comes up to you on the street. • Comes to you home. • Calls you on the phone <p>* HPW Key: TE: pp152-154; PA: 22</p>			
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6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	A. Nutrition and Fitness	<p>A. Nutrition and Fitness 1. Define nutrient. a. List three of the six major nutrients. • Water • Fat • Vitamins b. Name a food source for water, fat, and vitamins.</p> <p>* HPW Key: TE: pp66-69; 75; 78-79; SA: 14,16; F: nutrition, nutrients C: Nutrition & Fitness Cards;</p>	<p>A. Nutrition and Fitness 1. Identify and define functions of nutrients. a. Describe the six major nutrients and how the body uses them. • Carbohydrates • Protein • Fat • Vitamins • Minerals • Water b. Name a food source for each of the six major nutrients. c. Describe why the body needs water • Identify sources • Recommended daily amount • Increased body needs (i.e. heat, activity level)</p> <p>* HPW Key: TE: pp73-75; PA: 14 SA: 11, 12(A-C); TR4:Nutrition and Fitness</p>	<p>A. Nutrition and Fitness 1. Identify and define functions of nutrients. a. Explain how nutrients in foods contribute to health. • Carbohydrates • Protein • Fat • Vitamins • Minerals • Water b. Describe why the body needs calcium. • Identify sources • Recommended serving sizes • Goals to meet and maintain Recommended calcium levels c. Describe why the body needs vitamins. • List the vitamins (A, B1, B2, B12, C, D, etc.) • Explain how vitamins function in the body • List food sources of the vitamins</p> <p>* HPW Key: TE: pp122-129; SA: 28-30; PA: 18 B: Gregory the Terrible Eater TR4: Key Concepts TR5: MyPyramid</p>	A. Nutrition and Fitness

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<p>3. Tell the source of different foods. a. Identify foods that come from plant and animal.</p> <p>* HPW Key: TE: pp56-59; SA: 7,8 PA: 8 C: Nutrition Cards G: Healthy Choices</p>	<p>2. Students will define physical fitness a. State in own words the definition of physical fitness.</p> <p>* HPW Key: TE: pp96-97; 116-118; SA: 10; PA: 18, B: Kids in Action;</p> <p>3. Illustrate the sequence of food production. a. Explain how plants become food. • Seeds • Growth • Harvest • Process/Packaging • Consumer b. Explain how animals provide food. • Meat/Fish/poultry • Dairy • Eggs</p> <p>* HPW Key: TE: pp98-101; SA: 11, 12; PA: 16, B: The Important Book; G: Nutrition Cards</p>	<p>2. Explain the relationship between fitness and a healthy lifestyle. a. Discuss the importance of physical fitness and what it means to each individual.</p> <p>* HPW Key: TE: pp71-73; PA: 11 F: fitness B: Kids in Action</p>	<p>2. Explain the relationship among food intake, physical activity, and weight management. a. Define healthy weight. b. Discuss factors that affect a person's weight. • Age • Gender • Height • Family • Society • Activity level • illness c. Explain the importance of balancing food intake with physical activity.</p> <p>* HPW Key: TE: pp84-89;SA: 16;PA:16 B: Come Out, Come Out Wherever You Are; Kids in Action TR4: Nutrition and Fitness</p> <p>3. Students will identify and describe body image. a. Define body image. b. Explain ways to develop a positive body image. • Heredity • Body changes • Appearance • Self-respect • Physical activity</p> <p>* HPW Key: TE: pp88-89;</p>	<p>2. Explain the relationship among food intake, physical activity, and weight management. a. Define calorie. b. Explain how caloric intake impacts exercise. c. Describe caloric output during exercise.</p> <p>* HPW Key: TE: pp134-138; SA: 32,33, 34; E: 19</p> <p>3 Identify and describe body image. a. Examine how the media/advertising portrays positive and negative body images</p> <p>* HPW Key: TE: pp154-162; SA:40,41; PA: 21 E: 23,24 B: Fourth Grade Rats</p>	<p>2. Explain the relationship among food intake, physical activity, and weight management. a. Compare the relationship between caloric intake and output during activity/inactivity. b. Investigate caloric value of personal meal plan in relation to physical activity.</p> <p>* HPW Key: TE: pp128-134; SA: 6(A-D); PA: 16 E: 17, 18 TR10: Benefits of Exercise</p> <p>3. Identify how body image affects eating habits. a. List factors that affect eating habits • Stress • Peer pressure • Media • Illness • Culture b. Describe harmful eating habits. • Overeating • Under eating</p> <p>* HPW Key: TE: pp114-118; PA: 14 E: 15 HF: Nutrition & Fitness TR7: Heart-Healthy Choices C: Nutrition Cards ALSO SEE GRADE 6</p>
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<p>4. Define proper eating manners a. Demonstrate proper eating manners. <ul style="list-style-type: none"> • Chew with mouth closed • Don't talk with mouth full • Don't reach across the table • Don't grab food from others' plates * HPW Key:</p> <p>5. Students will identify the relationship between food and the senses a. Recognize that foods have different smells. b. Tell why food appearance affects food choices. <ul style="list-style-type: none"> • Color • Shape See Grade 1</p>	<p>5. Students will identify the relationship between food and the senses. a. Recognize and describe how the five senses affect food choices.</p> <p>* HPW Key: TE: pp158-159; SA: 28; B: My Five Senses; Also See Grade 2 TE: pp77-78; SA: 15;</p>	<p>6. Identify the Nutrition Facts Label a. Define the purpose of the Nutrition Facts Label.</p> <p>* HPW Key: TE: p88; SA: 23</p>	<p>6. Students will describe the Nutrition Facts Label. a. Identify the information provided on the Nutrition Facts Label. b. Explain why the Nutrition Facts Label is a valid source of information. c. Describe the relationship between serving size and servings per container.</p> <p>* HPW Key: TE: p92; TR6: Food Labels</p>	<p>4. List and discuss the Dietary Guidelines for Americans. a. Explain each of the Dietary Guidelines. (See Grade 5)</p> <p>b. Identify factors that influence food choices. <ul style="list-style-type: none"> • Personal food preferences • Cultural background • Family eating behaviors • Marketing packaging and advertising c. Compare and explain how their personal food choices relate to the Dietary Guidelines.</p> <p>* HPW Key: TE: pp141-143; SA: 35; TR7: Marketing Strategies</p> <p>6. Describe and analyze the Nutrition Facts Label. a. Examine the Nutrition Facts Label to locate specific components. b. Compare nutrient information on a variety of food labels.</p> <p>* HPW Key: TE: pp132-133; TR6: Nutrition Facts Food Label</p>	
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<p>7. Recognize that foods are categorized into groups. a. Name the food groups. • Meat • Dairy • Fruits • Vegetable • Grains • 4 • Packaging</p> <p>* HPW Key: TE: pp56-58; SA: 7,8; PA: 8 C: Nutrition Cards</p> <p>8. Tell the relationship between food and health. a. Explain the effect of food on the body. • Energy</p> <p>* HPW Key: TE: pp54-59; SA: 7,8; PA: 8 E B: Eating Healthy With Herbie F: nutrition, variety</p>	<p>7. Recognize that foods are categorized into groups. a. Recognize MyPyramid as an outline for healthy eating. b. Explain the location of the food groups on MyPyramid c. Demonstrate why it is important to eat at least five servings of fruits and vegetables a day (5 A Day).</p> <p>* HPW Key: TE: pp106-115; SA: 13; PA: 15-17, E9; TR MyPyramid</p> <p>8. Tell the relationship between food and health. a. Describe how food keeps the body healthy. • Prevent illness • Maintain strong bones, muscles, and teeth</p> <p>* HPW Key: TE: pp94-97;102-103; PA: 15, B: Berenstain Bears and Too Much Junk Food; C: Nutrition Cards</p>	<p>7. Recognize that foods are categorized into groups. a. Classify foods into groups according to the MyPyramid b. Identify the number of servings recommended each day from each group. c. Demonstrate a single serving from each food group.</p> <p>* HPW Key: TE: pp68-71; SA: 12, 13; PA: 10 F: well-balanced diet TR: MyPyramid G: Refrigerator Poster w/food group pieces;</p>	<p>7. Apply information using MyPyramid to choose a healthy breakfast. a. Identify and describe MyPyramid • List the Food Groups • Number of servings • Serving sizes b. Explain the importance of breakfast in relation to a healthy body. c. Create a breakfast menu using MyPyramid.</p> <p>* HPW Key: TE: pp77-83; SA: 13,14,15; PA: 15 TR5: MyPyramid;</p>	<p>8. Explain the relationship between nutrition and physical activity. a. Explain the effect of nutrition on the five fitness components. • Cardiovascular endurance • Flexibility • Muscular endurance • Muscular strength • Body Composition</p> <p>* HPW Key: TE: pp149-152; 165-171; SA: 39; PA: 20 E: 20-22 G: Fountain of Fitness and Health B: Hear Your Heart; Health Flash: Hear Health TR8-10: Cardiovascular System</p>	<p>7. Apply information from MyPyramid to choose healthy snacks. a. Students will identify healthy snacks from each food group. b. Students will demonstrate how healthy snacking fits into their daily diet. • Vending machines • Snacks from home • Fast food restaurants • Convenience/corner store</p> <p>* HPW Key: TE: pp106-112; PA: 13 V: Eating & Exercise for Good Health TR5A: MyPyramid</p>
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7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>A. Disease Prevention and Control</p> <p>2. Identify ways to reduce risk for becoming sick.</p> <p>a. List ways to protect you from illness.</p> <ul style="list-style-type: none"> • Wash hands • Cover sneeze/cough • Get immunized <p>b. Describe and demonstrate how to wash your hands.</p> <p>c. Describe when you should wash your hands.</p> <ul style="list-style-type: none"> • Before preparing food • After restroom use <p>c. Demonstrate how to cover a cough or sneeze.</p> <p>* HPW Key: TE: pp158-161; 166-169; SA: 29, 32; PA: 23 F: disease, germs, healthy, unhealthy B: Wash Your Hands A: Staying Healthy with Herbie</p>	<p>A. Disease Prevention and Control</p> <p>2. Identify basic ways to prevent the spread of germs.</p> <p>a. Define germs.</p> <p>b. Describe ways germs can enter the body.</p> <p>c. Identify ways you can prevent germs from entering the body.</p> <ul style="list-style-type: none"> • Wash hands • Cover sneeze/cough • Don't share drinks • other <p>* HPW Key: TE: pp174-180; SA: 32,33; PA: 27, E15; F: germ, bacteria, virus B: Germs Make me Sick; G: Germ Game</p>	<p>A. Disease Prevention and Control</p> <p>1. Define and describe disease.</p> <p>a. Define the word disease.</p> <p>b. Recognize the difference between communicable and non-communicable disease.</p> <p>* HPW Key: TE: pp156-161; SA: 46,47; PA: 23 V: Growing Up Healthy</p>	<p>A. Disease Prevention and Control</p> <p>1. Identify diseases as communicable.</p> <p>a. Define communicable diseases.</p> <p>b. Identify examples of communicable diseases such as:</p> <ul style="list-style-type: none"> • Common Cold • Strep Throat • Flu • Other <p>c. Explain the importance of prevention or early detection and treatment of disease.</p> <p>* HPW Key: TE: pp146-150; SA: 33,34; PA: 25 B: Magic School Bus: Inside Ralphie</p>	<p>A. Disease Prevention and Control</p> <p>A. Disease Prevention and Control</p>	<p>A. Disease Prevention and Control</p> <p>1. Differentiate between communicable and non-communicable diseases.</p> <p>a. Identify disease producing agents.</p> <ul style="list-style-type: none"> • Bacteria • Protozoa • Virus • Fungi <p>b. Identify the modes of transmission.</p> <ul style="list-style-type: none"> • Air • Touch • Food • Body fluids <p>* HPW Key: TE: pp177-179; 182-183; SA: 39; PA: 21, 22</p> <p>2. Explain how the body fights infection.</p> <p>a. Explain how the immune system responds to disease.</p> <p>* HPW Key: TE: pp180-183; SA: 38; TR17-18: The Immune System</p>

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			<p>5. Identify diseases as non communicable a. Define non communicable disease b. Identify exams of non communicable disease</p> <ul style="list-style-type: none"> • Allergies • Asthma • Other <p><i>* HPW Key:</i> TE: pp143-145; SA: 31;</p> <p>6. Explain how parasites infect the body a. Identify parasites</p> <ul style="list-style-type: none"> • Lice • Ticks <p>b. Identify conditions/diseases cause by parasites.</p> <p><i>* HPW Key:</i> TE: p144; B: Yikes, Lice!</p>		<p>3. Explain HIV/AIDS as a communicable disease. a. Describe the modes of transmission for HIV. • Clarify ways HIV cannot be transmitted. b. Identify behaviors that increase the risk of contracting HIV. c. Identify ways to prevent the transmission of HIV/AIDS.</p> <p><i>* HPW Key:</i> TE: pp185-193; SA:40, 41; PA: 23 E: 24 B: Parents Guide to Common Questions About HIV/AIDS TR20: How HIV is Transmitted TR21: How HIV is Not Transmitted</p> <p>4. Analyze personal daily living habits and choices that increase the risk of developing disease. a. List behaviors that increase the risk of developing disease. b. Identify and categorize personal habits into High, Mid, Low risk behaviors.</p> <p><i>* HPW Key:</i> TE: pp77; E: 23 ALSO SEE GRADE 6</p>
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