

Alcohol, Tobacco, and Other Drugs (ATOD)

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate ways to ask for help when personal safety is being threatened in situations involving medicines, poisonous household substances, tobacco, alcohol, or other drugs. | 5/DA/38-39/2; 4/DA/41-42/4; 3/DA/40-41/3; 2/DA/31-32/4; 1/DA/41-42/4; 1/DA/40/2 |
| b. Demonstrate effective communication skills to support their own and others' non-use. | 5/DA/36-37/1; 4/DA/35-36/4; 3/DA/40-41/4; 2/DA/3/31-32/4; 2/DA/33-34/3; 1/DA/41-42/2 |

3.3 Students demonstrate respect for themselves and others.

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| a. Describe the importance of taking responsibility for their own health. | 5/DA/38-39/1; 4/DA/39-40/4; 3/NF/28-29/2; 2/DA/37-39/4; 1/DA/41-42/1 |
| b. Demonstrate support for others and their decisions to practice health-enhancing behaviors. | 5/DA/36-37/2; 4/DA/39-40/2; 3/DA/44-45/4, 5; 2/DA/35-36/4; 1/DA/41-42/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Name the benefits to children and adolescence of not using tobacco, alcohol, and other drugs. | 5/DA/30-31/2, 3; 4/DA/37-38/1; 3/DA/42-43/2; 2/DA/29-30/1 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe the purpose of medicines. | 5/DA/32-33/2; 4/DA/33-34/2; 3/DA/39/1, 2, 3; 2/DA/31-32/3 |
| b. Describe the proper use of medicine and the risks of incorrect use. | 5/DA/32-33/2, 3; 4/DA/33-34/2; 3/DA/39/1, 2, 3; 2/DA/31-32 |
| c. Identify some household products that are poisonous. | 4/DA/33-34/1; 1/DA/33-34/3 |
| d. Identify products that contain tobacco, alcohol and other drugs and mind-altering substances. | 4/DA/35-36/1; 3/DA/42-43/1; 2/DA/33-34/1, 2 |
| e. Identify short-term and long-term effects and common health problems resulting from use of tobacco, alcohol and other drugs. | 5/DA/36-37/1,2; 4/DA/39-40/3; 4/DA/35-36/2; 3/DA/40-41/2, 3; 3/DA/42-43/2; 2/DA/31-32/2; 2/DA/33-34/2; 1/DA/35-37/1, 2 |

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Alcohol, Tobacco, and Other Drugs

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| f. Identify safe, enjoyable activities that do not include tobacco, alcohol, and other drugs. | 5/DA/40/1, 2; 4/DA/41-42/3;
3/DA/44-45/3 |
| g. Describe relationships between personal health behaviors, tobacco, alcohol, and other drug use, and individual well-being. | 5/DA/38-39/2; 4/DA/39-40/1;
2/DA/35-36/2 |
| h. Explain that family members do not cause and cannot control another family member's use of tobacco, alcohol, and other drugs. | 5/FL/14-15/1, 2, 3; 4/DA/10-11;
4/FL/10-11; 4/DA/35-36/4; 3/DA/44-45/1, 2; 3/DA/37-38/3; 2/DA/35-36/2 |
| a. Develop a personal commitment not to use tobacco, alcohol, and other drugs and a plan to avoid their use. | 5/DA/40; 4/DA/43/1, 2, 3; 3/DA/44-45/3, 4, 5; 2/DA/35-36/3; 1/DA/35-37/5 |
| a. Identify people that can provide support around tobacco, alcohol, and other drug issues. | 5/FL/14-15/1, 2, 3; 4/DA/43, 1, 2, 3;
3/DA/44-45/5; 2/DA/37-39/4; 2/DA/35-36/4 |
| b. Identify resources for valid health information about tobacco, alcohol, and other drugs. | 5/DA/34-35/1; 4/DA/41-42/1; 3/DA/42-43/4; 3/DA/37-38/2; 1/DA/38-39/2 |
| a. Identify healthy ways to express emotions, manage stress, and have fun free of tobacco, alcohol, and other drugs. | 5/SM/19-21; 4/SM/27/1, 2, 3 |
| a. Demonstrate ways to enhance health and refuse tobacco, alcohol, and other drugs. | 5/DA/38-39/1; 4/DA/35-36/3; 4/DA/41-42/1; 3/DA/40-41/3, 4; 3/DA/44-45/1; 2/DA/37-39/3 |

3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills to avoid tobacco, alcohol, and other drug use. | 5/DA/38-39/1; 4/DA/41-42/5; 3/DA/40-41/3, 4; 2/DA/37-39/2 |
| b. Describe positive and negative influences on tobacco, alcohol, and other drug use (e.g., family, peers, culture, legal, internal, media). | 5/DA/34-35/2; 4/DA/39-40/3; 3/DA/44-45/2; 2/DA/33-34/1, 3 |

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Alcohol, Tobacco, and Other Drugs

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Demonstrate mediation and negotiations skills to resolve conflicts that arise around the use of alcohol, tobacco, or other drugs.

5/SM/27-29/2; 4/DA/39-40/1, 2, 4;
3/DA/44-45/4, 5

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.

5/DA/36-38/3; 4/DA/35-36/2; 3/DA/44-45/2; 2/DA/33-34/2 (3); 1/DA/35-37/3

5.15 Students design and create media products that successfully communicate.

- a. Create counter-arguments to tobacco and alcohol advertising that demonstrate the real effects of use.

3/DA/44-45/3 (2, 3); 2/DA/33-34/2 (2)

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the effects of tobacco, including secondhand smoke, alcohol, or other drug use on the body's organs and functions.

5/DA/30-31/1, 2, 3; 4/DA/35-36/3;
7/DA/40-41/1, 2; 2/DA/33-34/1 (1)

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Community, Environmental, and Consumer Health

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

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|---|---|
| a. Demonstrate ways to communicate about health issues with trusted adults and health care providers. | 5/FL/14-15; 4/DA/43/3; 4/DA/41-42/5;
4/DA/39-40/4; 4/DA/33-34/3; 4/DA/35-36/4; 4/DA/37-38/3; 1/FL/10/3 |
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3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate ways to show respect for diversity within the community. | 4/DA/41-42/4; 2/CE/18-19/2; 1/PM/6/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Identify safety and environmental hazards that may exist in the home, school, and community. | 5/SA/60; 4/CE/15-16/3; 3/SA/19-20/1;
2/CE/16-17/1 |
| b. Identify strategies to prevent hazardous exposures, e.g., lead, unclean water, chemicals. | 5/SA/57-59; 4/CE/15-16/4; 3/SA/19-20/1, 2, 3; 2/CE/16-17/2, 3 |
| c. Describe how communities promote environmental health. | 4/CE/15-16/1, 2; 2/CE/18-19/1, 2 |
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| a. Describe people and community agencies that are available to promote and protect community health. | 4/CE/17-18/1, 2, 3, 4; 2/CE/16-17/2 |
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| a. Describe the safe use of health care products. | 4/NF/48-49/1; 3/SA/39/1, 2, 3;
2/DP/53-54/1 |
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3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills about health care products. | 5/NF/48-49/1; 3/DA/39/2;
2/DP/53-54/1 |
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Community, Environmental, and Consumer Health

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Demonstrate problem-solving skills within the school community.

5/SA/60; 4/DA/41-42/4

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Explain how media influences the selection of health products.

5/DA/36-37/3; 4/NF/48-49/1;
3/NF/28-29/3

5.15 Students design and create media products that successfully communicate.

- a. Develop examples of positive media strategies to promote community and environmental health.

4/CE/15-16/4; 4/CE/17-18/3

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Identify how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution).

4/CE/17-18/1; 2/CE/15/2; 2/CE/16-17/1

- b. Identify and describe environmental factors that can influence human health (e.g., exposure to microbes, pollution).

4/CE/17-18/1; 2/DP/49-50/2

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate how to ask for help in situations that threaten personal or others' safety. | 5/SA/57-59; 4/FL/10-11/1, 3;
3/SA/18/2; 2/DP/49-50/3; 2/DP/53-54/3; 1/SA/16-17/4 |
| a. Demonstrate support for others to make positive choices to reduce the risk of injury, violence, or disease. | 4/SA/26/1, 2, 3; 3/SA/18/3; 2/DP/53-54/2; 1/SA/16-17/1, 2 |
| b. Advocate following safety rules to prevent injury. | 5/SA/60; 4/SA/23-24/3; 3/SA/21-22/2;
2/SA/45-46/1, 2; 1/SA/18-19/3 |

3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate ways to show care, consideration, and respect for self and others. | 5/SM/27-29; 4/SM/32/1, 3; 3/FL/14-15/1, 2, 3; 2/PM/2-3/2 |
| b. Demonstrate ways to support others who are dealing with illness, injury, hazing, harassment, and bullying. | 4/SM/28-29/1, 3; 3/FL/14-15/1;
2/PM/2-3/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain that illness, injuries, and other disorders can affect growth and development. | 5/HG/50-51/3, 4; 4/SM/28-29/1, 2, 3;
3/DP/46-47/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Define illness and wellness. | 5/DP/61/1; 3/DP/46-47/1, 2 |
| b. Explain the importance of periodic health and dental checkups, screenings, and immunizations. | 5/DA/61/2; 4/DP/58-59/3, 4; 3/DP/46-47/3, 4; 2/DP/53-54/2, 3 |
| c. Explain how childhood illnesses and injuries can be prevented and treated. | 5/DP/61/3; 4/DP/58-59/3, 4;
4/DP/60-61/3; 3/DP/46-47/3, 4;
2/DP/53-54/1, 2, 3 |

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Differentiate between communicable and non-communicable diseases. | 5/DP/62-63/2; 4/DP/60-61/2; 3/DP/46-47/3 |
| e. Identify some symptoms of illness. | 5/DP/62-63/2, 3; 4/DP/60-61/2;
2/DP/49-50/1, 2, 3 |
| f. Explain why some health practices hasten recovery from disease. | 5/DP/62-63/1, 2, 3 |
| g. Describe the importance of practicing traffic, bicycle, fire, water, and personal safety techniques. | 5/SA/57-59/3; 4/SA/23-24; 4/SA/25;
1/SA/18-19/1, 2, 3, 4; 1/SA/20-21/1, 2, 3 |
| h. Explain the right to personal privacy and differentiate between good, confusing, and bad touch. | 1/SA/23-24/1, 2, 3, 4 |
| i. Identify rules for interactions with strangers and people they know. | 2/SA/47-48/1, 3 |
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| a. Demonstrate the ability to locate resources from home, school, and community that provide valid disease, violence, and injury prevention information. | 4/DP/58-59/4; 4/DP/60-61/4;
2/SA/18/3 |
| b. Identify resources for help regarding child abuse. | 1/SA/23-24/4 |
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| a. Demonstrate healthy practices that prevent the spread of germs and disease (e.g., washing hands, food safety, and universal precautions). | 4/DP/60-61/2, 3; 3/DP/46-47/2, 3;
2/DP/53-54/3; 1/SA/48-50/1, 2, 3, 4 |
| b. Identify safety hazards in the home, school, and community (e.g., fire, water, traffic, weapons). | 4/SA/23-24; 4/SA/25; 3/SA/18 |
| c. Demonstrate safety rules that reduce risks and promote health in the home, school, and community, including safety strategies when home alone. | 4/SA/26/3; 3/SA/19-20; 2/SA/45-46/1, 2 |
| d. Identify ways people can stay healthy and prevent disease/injury (e.g., using universal precautions, protective equipment). | 4/SA/26/2; 4/DP/58-59/4; 2/HG/44/1, 2 |
| e. Demonstrate the use of safety belts when riding in vehicles and helmets when biking, skating, boarding, or skiing. | 4/SA/23-24; 4/SA/25 |
| f. Demonstrate basic first aid procedures for common injuries. | 5/SA/55-57/2; 4/SA/21-22 |
| g. Describe effective disease management routines (e.g., diabetes, asthma, and allergies). | 5/DP/61-63; 5/DP/62-63/3 |

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

- a. Demonstrate skills for refusing to participate in situations involving weapons, intimidation, harassment, and other risky situations.

5/DP/57-59/3 (1, 2, 3); 4/SM/32/3;
4/SM/30-31/2, 3, 4; 2/SA/47-48/1, 2, 3

3.7 Students make informed decisions.

- a. Demonstrate decision-making skills to reduce risks of violence and/or injury.
- b. Identify factors that may influence decisions about risks of violence and/or injury.

5/SA/55-56/3; 4/SM/30-31/3; 2/SA/47-48/2; K/SA/35-36/1

5/SA/55-56/4; 4/SM/30-31/2, 3, 4;
2/HG/44/1, 2; K/SA/35-36/2, 3, 4

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Identify ways to deal with anger, harassment, and bullying.
- b. Identify situations that may involve risks and/or unsafe conditions and ways to make health-enhancing choices.

4/SM/30-31/4; 2/PM/4-5/1, 2, 3, 4

5/SA/55-56; 5/SA/57-59; 5/SA/60;
4/SA/26/1, 2, 3; 3/SA/18/2; 3/SA/19-20/3; 2/SA/47-48/2, 3

- a. Identify situations where conflicts may arise and practice ways to make positive action.

5/SM/27-29/2; 4/SM/32/1, 2, 3

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify ways that media influence risk taking, violent behaviors, and disease prevention.

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Disease, Violence, and Injury Prevention

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Identify ways the human body fights disease and infections.
- b. Identify strategies for helping the body to heal from injury.

4/DP/60-61/1

4/DP/60-61/3, 4; K/DP/47-48/1, 2, 3

Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

- a. Identify the importance of healthy eating and exercise habits for self and others.

- a. Practice effective communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.

4/NF/44-45/1; 4/NF/46-47/1; 3/NF/23-24/1, 2; 2/NF/27-28/1; K/NF/14-15/1, 2, 3

4/NF/48-49/4, 5; 3/NF/25-26/4;
2/NF/25-26/3

3.3 Students demonstrate respect for themselves and others.

- a. Recognize that people have different nutritional needs and that healthy body weight varies from person to person.
- b. Demonstrate support for others and their food selections and activity choices.

4/NF/46-47/1, 3, 4; 3/NF/23-24/1;
3/NF/25-26/3; 2/NF/23-24/2

5/NF/44-45; 4/NF/46-47/5; 3/NF/25-26/4; 3/NF/27/2; 2/NF/27-28/2

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Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain how choosing to be active and to eat healthy foods promote healthy growth and development. | 5/NF/46-47; 4/NF/46-47/1; 4/NF/44-45/1, 4; 3/NF/27/1; 2/NF/27-28/1; 2/NF/25-26/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Identify the importance of physical activity and healthy food intake as part of a healthy lifestyle. | 5/NF/48-49/1; 4/NF/44-45/1, 4; 3/NF/25-26/2; 3/NF/23-24/1, 2, 3; 2/NF/20-22/1 |
| b. Describe health reasons for eating according to the Food Guide Pyramid. | 4/NF/44-45/2, 3; 3/NF/25-26/1; 2/NF/20-22/1, 2 |
| c. Identify and classify foods according to the Food Guide Pyramid. | 4/NF/44-45/2, 3; 3/NF/25-26/1; 2/NF/20-22/1, 2 |
| d. Identify the importance of eating a variety of foods. | 5/NF/46-47/1; 4/NF/46-47/4; 3/NF/25-26/3; 2/NF/20-22/3 |
| e. Explain how to use basic information found on food labels (e.g., product name, ingredients, nutrient content, storage information). | 5/NF/42-43/3; 4/NF/46-47/2; 2/NF/23-24/4; 2/NF/27-28/1 (3) |
| f. Explain the importance of cleanliness when preparing serving, and eating foods. | K/NF/18-19/2 |
| g. Identify the importance of stretching, warm up, and cool down exercises. | 5/NF/48-49/1, 2 |
| h. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports. | 3/NF/19-20/3 |
| a. Set goals for improving eating and exercise habits, and monitor progress. | 5/NF/48-49/4; 4/NF/48-49/4; 3/NF/28-29/2; 3/NF/27/2; 2/NF/27-28/2 |
| b. Demonstrate ways to plan to be active before, during, and after the school day. | 4/NF/50/1, 2, 3; 2/NF/25-26/3 |
| a. Identify reliable sources for information about nutrition and physical activity. | 5/NF/46-47/3; 4/NF/44-45/2; 4/NF/50/3; 4/NF/46-47/2; 3/NF/28-29/1, 3; 2/NF/23-24/4 |

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Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation

grade/topic/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| a. Describe how to select a healthy diet based on the Food Guide Pyramid. | 5/NF/44-45/2, 3; 4/NF/44-45/2, 3;
3/NF/25-26/1, 2, 3 |
| b. Explain safe food- handling practices. | 4/NF/48-49/2; K/NF/18-19/2 |
| c. Demonstrate the use of protective equipment for physical activity and sports. | K/NF/16/1 |
| d. Describe how to determine if an environment is safe for physical activity and sports. | 5/SA/57-59; 5/SA/60; 3/SA/19-20;
K/NF/16/2 |

3.7 Students make informed decisions.

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|---|---|
| a. Demonstrate decision-making skills regarding food choices and physical activity. | 5/NF/46-47/1, 2; 4/NF/50/1, 2, 3;
3/NF/28-29/2; 2/NF/25-26/2;
2/NF27-28/1 |
| b. Identify factors that influence food choices and physical activity. | 4/NF/46-47/5; 3/NF/28-29/1, 3;
2/NF/23-24/2, 3 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Practice strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations. | 5/SM/22-24/2, 1; 4/SM/30-31/1, 2, 3, 4;
3/FL/14-15/2; 2/PM/6-7/4, 5 |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Explain how media influences eating and physical activity behaviors. | 4/NF/48-49/1; 3/NF/28-29/1, 3 |
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Nutrition and Physical Activity

Elementary School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the importance of nutrition and physical activity in maintaining healthy body systems.

5/NF/48-49/46-47/44-45; 4/NF/48-49/3, 4; 4/NF/46-47/1, 4; 3/NF/27/1; 2/NF/20-22/1

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1.15 Students use verbal and non-verbal skills to express themselves effectively.

- a. Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- b. Demonstrate effective listening skills.
- c. Demonstrate ways to respond appropriately to feelings expressed by others.
- d. Identify ways to ask for help in improving health and dealing with common health problems.

5/PM/10-11; 4/HG/51-52/1, 2, 3; 4/SM/28-29/2; 3/FL/16-17/1, 2, 3; 2/PM/4-5/3; K/FL/10-11/1

4/SM/28-29/1, 2, 3; 3/FL/16-17/2; 2/PM/2-3/2, 3; K/FL/10-11/2

5/PM/3/4-6; 4/HG/51-52/1, 2, 3; 3/FL/16-17/1, 2, 3; 2/PM/2-3/2; K/FL/10-11/3

5/PM/9; 4/DA/33-34/3; 4/DA/35-36/4; 4/DA/37-38/3; 3/FL/9-10/2, 3; 2/NF/23-24/4; 2/NF/25-26/3

3.3 Students demonstrate respect for themselves and others.

- a. Describe how to be a responsible family member.

5/FL/12-13, 14-15, 16-18; 4/FL/8-9; 3/FL/7-8/1; 2/FL/8-9/4; K/FL/12/1

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3.3 Students demonstrate respect for themselves and others. *(continued)*

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|---|---|
| b. demonstrate ways to build and maintain positive relationships and friendships. | 5/FL/14-15; 4/FL/12-13; 3/FL/11-13/2;
2/FL/10-12/5, 6 |
| c. Explain how personal behavior can affect the feelings of others. | 4/FL/10-11; 3/PM/4/2; 3/PM/5-6/1;
3/SA/18/1; 2/FL/10-12/2; K/FL/12/2 |
| d. Describe ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomic, and religion). | 5/SM/22-24; 5/HG/50-51; 4/SM/30-31/1, 2, 3, 4; 3/PM/2-3/1; 2/FL/10-12/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders. | 5/HG/50-51; 5/HG/52; 4/HG/51-52/1, 2, 3; 3/HG/31-32/3; K/HG/42-43/1 |
| b. Identify strategies that promote emotional and social growth (e.g., strengths and assets). | 5/HG/50-51/3; 4/HG/51-52/1, 2, 3;
3/HG/31-32/1; 2/HG/40-41/1 |
| c. Identify ways family and friends help meet physical, emotional, and social health needs. | 5/HG/50-51/4; 4/HG/53-54/3;
4/HG/57/3; 3/FL/7-8/1; 3/FL/9-10/2;
2/FL/10-12/4 |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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|---|---|
| a. Explain the importance of balancing sleep, relaxation, nutrition, physical activity, and recreation in one's life. | 5/HG/50-51/1; 5/HG/52/2; 3/HG/35-36/3; 2/NF/27-28/1 |
| b. Describe the diversity of family structures. | 5/FL/12-13; 5/FL/14-15; 4/FL/8-9;
3/FL/7-8/3; 2/FL/8-9/3 |
| c. Describe changes in family structures (e.g., birth, adoption, marriage, divorce, death). | 5/FL/12-13; 5/FL/14-15; 3/FL/7-8/3;
3/FL/9-10/1; 2/FL/13-14/3; K/FL/13/1 |

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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Describe how all individuals are unique and special. | 5/HG/50-51/2, 3; 3/PM/2-3/1, 2, 3;
2/HG/40-41/2 |
| e. Identify positive role models. | 3/PM/4/1, 2; 2/HG/40-41/4 |
| f. Describe the importance of trust in relationships. | 5/FL/16-18/1, 2, 3; 4/FL/12-13; 3/PM/5-6/4; 2/FL/8-9/4, 5; K/FL/13/3 |
| g. Define stereotypes and discuss their impact on people. | 5/HG/50-51/4 |
| a. Describe how to seek adult/professional advice and help about personal health issues. | 5/FL/14-15/2; 3/PM/5-6/4; 3/FL/9-10/3; 2/NF/25-26/3; 2/NF/27-28/2 |
| a. Demonstrate personal health care behaviors (e.g., hand washing, dental health, basic hygiene, germ control). | 5/HG/52/2; 4/DP/58-59/2; 3/HG/35-36/3; 3/NF/23-24/1; 3/DP/46-47/3, 4; 2/HG/44/2; 2/DP/53-54/2, 3; K/NF/47-48/1, 2, 3 |
| b. Demonstrate healthy stress management techniques for coping with personal stressors. | 5/SM/19-21/2, 3; 5/SM/22-24/1;
4/SA/26; 4/DA/43; 4/SM/32; 2/PM/6-7 |

3.7 Students make informed decisions.

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| a. Demonstrate the steps to make decisions about self-care. | 5/DP/62-63; 5/DP/64-66; 4/DP/63;
4/HG/57; 4/NF/50; 2/PM/6-7 |
| b. Identify factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers, etc.). | 5/SM/19-21; 4/NF/44-45/4;
4/NF/48-49/1 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Identify ways to use problem-solving and negotiation skills in conflicts with peers. | 5/SM/22-24; 4/SM/30-31/1, 2, 3, 4;
3/FL/14-15 |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify ways that media influence perceptions of health and wellness (e.g., body size, food choices).

5/NF/46-47/4;4/NF/48-49/1

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