

New Mexico Public Education Department Proposed New Health Education Standards Grade K-12

KINDERGARTEN

WOW! Ruby Discovers the World of Wellness: Big Book—Red Level
WOW! Ruby Discovers the World of Wellness Teacher’s Guide—Red Level

KEY:

U1, L1=corresponding unit number and lesson number in the teacher’s guide;

OL=supplementary online lessons and forms;

OM=optional material included in the teacher’s guide

Standard #1: Students will comprehend concepts related to health promotion and disease prevention.

Benchmark	Publisher Citation
1. Describe how personal choices relate to health and how the consequences of those choices affect self and others (i.e. smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.); describe characteristics of healthy and unhealthy relationships (i.e. describe the unique differences of self and others, etc.); describe what is meant by good personal hygiene (i.e. describe the importance of hand washing in disease prevention, etc.).	3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 5 (U1, L5)-hand washing, germs; 6 (U1, L6)-dental care; 7 (U1, L7)-importance of physical activity; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 9 (U1, L9)-family fitness, pool and sun safety; 11 (U1, L11)-making good choices; 12 (U2, L12)-good nutrition; 13 (U2, L13)-hand washing, good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy; 22 (U3, L22)-safety with medicine; 23 (U3, L23)-don’t spread germs; 24 (U4, L24)-individuality, different kinds of families; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 28 (U4, L28)-being a good friend, making good choices; 29 (U5, L29)-refusal skills, medicine safety, trusted adults; 30 (U5, L30)-drugs vs. candy; 31 (U5, L31)-effects of smoke and tobacco on health; 32 (U4, L32)-dangers of alcohol; 36 (U6, L36)-exercise; Form 1.1-safety, fitness, and nutrition; Form 2.1-nutrition; Form 3.1-fitness and nutrition; Form 4.1-fitness and nutrition; Form 5.1-harmfulness of alcohol, tobacco, drugs; Form 6.1-fitness and nutrition; OM: U1, L2-alcohol and drug prevention; U5, L26-28-dealing with feelings in a healthy way;
2. Recognize different emotions; identify compassionate behavior and its relationship to diversity (i.e. bullying, disabilities, other special needs, etc.); identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.); list positive health choices and activities that promote health and help prevent diseases.	2 (U1, L2)-bullies, strangers; 5 (U1, L5)-hand washing, germs; 6 (U1, L6)-dental care; 7 (U1, L7)-getting along with others; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 11 (U1, L11)-making good choices, good touch/bad touch; 13 (U2, L13)-hand washing, good nutrition; 14 (U2, L14)-good nutrition; 17 (U3, L17)-eat healthily to grow big and strong; 20 (U3, L20)-diversity (some people wear glasses, hearing aids); 21 (U3, L21)-ways to stay healthy; 22 (U3, L22)-safety with medicine; 23 (U3, L23)-don’t spread germs; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 28 (U4, L28)-being a good friend, making good choices; ; 29 (U5, L29)-refusal skills, medicine safety; 36 (U6, L36)-exercise; Form 1.1-safety, fitness, and nutrition; Form 4.1-emotions, friendship; Form 5.1-harmfulness of alcohol, tobacco, drugs; OM: U1, L2-sexual abuse prevention; U4, L24-social health, acceptance;
3. Identify the effects of lifestyle	7 (U1, L7)-importance of physical activity, healthy heart; 8 (U1,

<p>choices on body systems (i.e. alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, etc.); describe how stress and emotions affect the body systems; utilize correct terminology for the human body.</p>	<p>L8)-physical activity makes heart and other muscles stronger; 11 (U1, L11)-making good choices; 12 (U2, L12)-good nutrition; 13 (U2, L13)-hand washing, good nutrition; 13 (U2, L13)-good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 16 (U2, L16)-food and water essential for growth; 17 (U3, L17)-eat healthily to grow big and strong; 18 (U3, L18)-body systems; 19 (U3, L19)-five senses; 21 (U3, L21)-ways to stay healthy; 22 (U3, L22)-safety with medicine; 29 (U5, L29)-medicine safety; 31 (U5, L31)-effects of smoke and tobacco on health; 32 (U45, L32)-dangers of alcohol; 35 (U6, L35)-sidebar Form 2.1-nutrition and physical activity; Form 3.1-body systems, fitness, and nutrition; Form 5.1-harmfulness of alcohol, tobacco, drugs; Form 6.1-media influences; OM: U1, L2-alcohol and drug prevention; U5, L26-28-dealing with feelings in a healthy way;</p>
<p>4. Recognize the behaviors that could affect other people (i.e. smoking, drinking, physical activity, nutrition, etc.); identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances, etc.); know how to access help (i.e. dial 911 in an emergency, trusted adult, etc.); recognize the influences of media and peer pressure on health.</p>	<p>2 (U1, L2)-bullies, strangers, good touch/bad touch; 5 (U1, L5)-hand washing, germs; 7 (U1, L7)-importance of physical activity; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 9 (U1, L9)-family fitness, pool and sun safety; 10 (U1, L10)-fire safety, know when and how to call 911; 11 (U1, L11)-making good choices, medicine vs. candy, guns vs. toys, go to adults for help; 12 (U2, L12)-good nutrition; 13 (U2, L13)-hand washing, good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 21 (U3, L21)-ways to stay healthy, health helpers; 22 (U3, L22)-safety with medicine; 23 (U3, L23)-don't spread germs; 29 (U5, L29)-refusal skills, medicine safety, trusted adults; 30 (U5, L30)-drugs vs. candy, trusted adults; 31 (U5, L31)-effects of smoke and tobacco on health; 32 (U45, L32)-dangers of alcohol; 33 (U6, L33)-community/health helpers; Form 2.1-nutrition; Form 5.1-harmfulness of alcohol, tobacco, drugs; OM: U1, L2-alcohol, drug, and sexual abuse prevention;</p>
<p>5. Name common physical health issues of children in same age group (i.e. intentional and unintentional injury, personal hygiene, etc.); name common social health issues of children in same age group (i.e. peer pressure, relationships, etc.); name common emotional health issues of children in same age group (i.e. affects of bullying, when family member is sick, sadness, domestic violence, etc.); name common environmental health issues that affect children in same age group (i.e. second hand smoke, litter, noise, etc.).</p>	<p>2 (U1, L2)-bullies, strangers; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 4 (U1, L4)-weather safety; 5 (U1, L5)-hand washing, germs; 6 (U1, L6)-dental care; 7 (U1, L7)-getting along with others; 9 (U1, L9)-pool and sun safety; 10 (U1, L10)-fire safety; 11 (U1, L11)-bottom sidebar; 20 (U3, L20)-social diversity (some people wear glasses, hearing aids); 23 (U3, L23)-don't spread germs; 24 (U4, L24)-individuality, different kinds of families; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 28 (U4, L28)-being a good friend, making good choices; 29 (U5, L29)-refusal skills, peer pressure, medicine safety; 31 (U5, L31)-effects of smoke and tobacco on health; 34 (U6, L34)-environmental awareness, pollution; Form 6.1-environmental health; OM: U1, L2-alcohol, drug, and sexual abuse prevention; U4, L24-social health, acceptance; U5, L26-28-dealing with feelings in a healthy way;</p>
<p>6. Identify symptoms of illness (i.e. runny nose, coughing, fever, stomach ache, sadness, etc.); list individuals that can help with detecting and treating childhood injuries and illnesses (i.e. parents, grandparents, teacher, counselor, nurse, doctor, etc.); identify the benefits of following the directions</p>	<p>2 (U1, L2)-stranger safety; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 4 (U1, L4)-weather safety; 6 (U1, L6)-dental care; 9 (U1, L9)-pool and sun safety; 10 (U1, L10)-fire safety; 11 (U1, L11)-making good choices, stranger safety; 21 (U3, L21)-ways to stay healthy, health helpers; 22 (U3, L22)-illness, doctor, safety with medicine; 23 (U3, L23)-don't spread germs; 26 (U4, L26)-teacher as counselor; 33 (U6, L33)-community/health helpers</p>

of health care providers; list safety rules for different situations (i.e. playground safety, bus safety, classroom rules, etc.); describe the importance of taking personal responsibility for actions.	
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Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Benchmark	Publisher Citation
1. Recognize safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.); identify appropriate adults to talk to regarding health and safety issues; recognize health-promoting products and services (i.e. food choices, community services, physical activity, etc.).	4 (U1, L4)-learn safety rules from teacher; 6 (U1, L6)-dentist and dental care; 8 (U1, L8)-coach teaches about physical health; 9 (U1, L9)- pool and sun safety, sunscreen is a health product; 11 (U1, L11)-medicine vs. candy, guns vs. toys, stranger safety, go to adults for help; 12 (U2, L12)-teacher teaches about good nutrition; 13 (U2, L13)-good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy, health helpers; 22 (U3, L22)-doctor, safety with medicine; 23 (U3, L23)-nurse; 29 (U5, L29)-medicine safety; 30 (U5, L30)-medicine vs. candy; 33 (U6, L33)-community/health helpers; 34 (U6, L34)-depicts safety (wearing gloves to pick up litter); Form 1.1-safety, fitness, and nutrition; Form 2.1-nutrition; Form 5.1-harmfulness of alcohol, tobacco, drugs; Form 6.1-media influences; OM: U6, L34-dangerous objects (needles)
2. Recall own address and phone number; identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.); recognize unsafe environments/situations.	2 (U1, L2)-bullies, strangers; 4 (U1, L4)-learn safety rules from teacher; 6 (U1, L6)-dentist; 8 (U1, L8)-coach; 11 (U1, L11)-stranger safety, go to adults for help; 21 (U3, L21)-health helpers; 22 (U3, L22)-doctor, parent; 23 (U3, L23)-nurse; 26 (U4, L26)-teacher as counselor; 29 (U5, L29)-adults; 33 (U6, L33)-community/health helpers
3. Recognize that media messages may be misleading.	35 (U6, L35)-ads can be misleading; Form 6.1-media influences;
4. Recognize safety officials (i.e. police, fire, security, crossing guards, etc.); identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.).	2 (U1, L2)-go to adult about bullies, strangers; 4 (U1, L4)-learn safety rules from teacher; 6 (U1, L6)-dentist; 8 (U1, L8)-coach; 21 (U3, L21)-health helpers; 22 (U3, L22)-doctor, parent; 23 (U3, L23)-nurse; 26 (U4, L26)-teacher as counselor; 29 (U5, L29)-trusted adults; 33 (U6, L33)-community/health helpers

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark	Publisher Citation
1. List responsible health behaviors (i.e. washing hands, brushing teeth, exercise, etc.).	2 (U1, L2)-physical activity on the way to school; 5 (U1, L5)-hand washing; 6 (U1, L6)-dental care; 7 (U1, L7)-importance of physical activity; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 9 (U1, L9)-pool and sun safety; 11 (U1, L11)-bottom sidebar; 12 (U2, L12)-good nutrition; 13 (U2, L13)-hand washing, good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy; 22 (U3, L22)-illness, safety with medicine; 23 (U3, L23)-don't spread germs; 29 (U5, L29)-refusal skills, medicine safety; 35 (U6, L35)-sidebar; 36 (U6,

	L36)-exercise; Form 1.1-fitness, and nutrition; OM: U5, L26-28-dealing with feelings in a healthy way;
2. Identify where to go when you don't feel good (i.e. parent, teacher, school nurse, etc.); recognize the importance of hygiene (i.e. washing hands to avoid colds, etc.); identify personal safety rules (i.e. don't push others, playground safety, don't go with strangers, etc.).	2 (U1, L2)-bullies, strangers; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 5 (U1, L5)-hand washing, germs; 6 (U1, L6)-dental care; 7 (U1, L7)-getting along with others; 9 (U1, L9)-pool and sun safety; 11 (U1, L11)-stranger safety; 13 (U2, L13)-hand washing; 21 (U3, L21)-ways to stay healthy, health helpers; 23 (U3, L23)-don't spread germs; 29 (U5, L29)-medicine safety; Form 1.1-safety; OM: U1, L2-sexual abuse prevention;
3. List safety rules; list safe and unsafe situations.	2 (U1, L2)-bullies, strangers; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 4 (U1, L4)-weather safety; 9 (U1, L9)-pool and sun safety; 10 (U1, L10)-fire safety; 11 (U1, L11)-stranger safety, good touch/bad touch; 22 (U3, L22)-safety with medicine; 29 (U5, L29)-peer pressure, medicine safety; 30 (U5, L30)-medicine vs. candy; Form 1.1-safety; OM: U1, L2-sexual abuse prevention;
4. Identify ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. eat fruits and vegetables, exercise, don't smoke, etc.).	2 (U1, L2)-physical activity on the way to school; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 6 (U1, L6)-dental care; 7 (U1, L7)-importance of physical activity; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 9 (U1, L9)-family fitness; 11 (U1, L11)-making good choices, good touch/bad touch; 12 (U2, L12)-good nutrition; 13 (U2, L13)-good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy; 23 (U3, L23)-don't spread germs; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 30 (U5, L30)-drugs vs. candy; 31 (U5, L31)-effects of smoke and tobacco on health; 32 (U45, L32)-dangers of alcohol; 35 (U6, L35)-sidebar; 36 (U6, L36)-exercise; Form 1.1-safety, fitness, and nutrition; Form 2.1-nutrition; Form 3.1-fitness and nutrition; Form 4.1-emotions, fitness and nutrition; Form 5.1-harmfulness of alcohol, tobacco, drugs, and refusal skills; OM: U1, L2-alcohol, drug, and sexual abuse prevention; U5, L26-28-dealing with feelings in a healthy way;
5. Identify substances that are unsafe to touch (i.e. blood, bleach, needles, etc.); practice safety rules at home, in school and in the community.	2 (U1, L2)-bullies, strangers; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 4 (U1, L4)-weather safety; 9 (U1, L9)-pool and sun safety; 10 (U1, L10)-fire safety; 11 (U1, L11)-medicine vs. candy, guns vs. toys; 22 (U3, L22)-safety with medicine; 29 (U5, L29)-peer pressure, refusal skills, medicine safety; Form 1.1-safety;
6. List situations that may be dangerous; list trusted adults to go to when faced with a dangerous situation.	2 (U1, L2)-bullies, strangers; 4 (U1, L4)-weather safety; 10 (U1, L10)-fire safety; 11 (U1, L11)-stranger safety; 29 (U5, L29)-peer pressure, medicine safety; 30 (U5, L30)-medicine vs. candy; 33 (U6, L33)-community/health helpers; OM: U1, L2-alcohol, drug, and sexual abuse prevention;
7. Practice stress management skills (i.e. daily physical activity, singing, being read to, etc.).	7 (U1, L7)-left sidebar; 26 (U4, L26)-talking about feelings; U5, L26-28-dealing with feelings in a healthy way;

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Benchmark	Publisher Citation
1. List similarities and differences in cultures within the community; list how the media and culture portrays gender roles (i.e. pink=girls, blue=boys, short hair vs. long hair, different toys, etc.).	Entire storyline models this—art depicts characters of diverse ethnicities; specifically 14 (U2, L14)-ethnic foods; 19 (U3, L19)-foreign language; 20 (U3, L20)-diversity (some people wear glasses, hearing aids); 24 (U4, L24)-individuality, different kinds of families; Form 6.1-media influences; OM: U4, L24-social health, acceptance;
2. List different forms of media (i.e. TV, news paper, magazines, radio, etc.); list the purposes for media (i.e. entertain, sell products, promote services, etc.); understand that not all media messages are true; understand how media influences feeling and thoughts.	35 (U6, L35)-ads can be misleading, TV; Form 6.1-media influences;
3. List different forms of technology (i.e. computers, video games, microwaves, cell phones, etc.); list the purposes for technology (i.e. convenience, entertainment, selling products, promoting services, etc.); understand that technology effects how we live.	20 (U3, L20)-glasses, hearing aids improve vision and hearing; 22 (U3, L22)-medicine cures illness; 35 (U6, L35)-TV, computer, video games (sidebar); Form 6.1-media influences;
4. List health messages families give in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. what types of snacks you eat at home, stranger danger, family activities, etc.).	2 (U1, L2)-big sister tells about bullies, strangers; 4 (U1, L4)-learn safety rules from teacher; 9 (U1, L9)-family fitness, pool and sun safety; 10 (U1, L10)-big sister teaches about fire safety; 11 (U1, L11)-big sister teaches about stranger safety; 12 (U2, L12)-good nutrition at home; 13 (U2, L13)-good nutrition at home; 14 (U2, L14)-good nutrition at home; 20 (U3, L20)-social diversity (some people wear glasses, hearing aids); 24 (U4, L24)-individuality; 25 (U4, L25)-family meetings, open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 30 (U5, L30)-parents teach about drugs vs. candy; 32 (U45, L32)-dangers of alcohol; Form 1.1-family fitness and nutrition; Form 2.1-nutrition; Form 3.1-fitness and nutrition; Form 4.1-emotions, family, friendship; OM: U4, L24-social health, acceptance; U5, L26-28-dealing with feelings in a healthy way;

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark	Publisher Citation
1. Describe the differences between verbal and non-verbal communication; understand that people communicate in different ways; recognize different feelings and the verbal and non-verbal forms of communication associated with them.	25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 29 (U5, L29)-refusal skills; Form 4.1-emotions, communication; Form 5.1-refusal skills; OM: U5, L26-28-dealing with feelings in a healthy way;
2. List characteristics of behaviors that are healthy; identify actions to help friends make healthy decisions.	3 (U1, L3)-friends practice personal safety together; 5 (U1, L5)-hand washing, germs; 7 (U1, L7)-exercising at recess with friends; 9 (U1, L9)-family fitness; 11 (U1, L11)-making good choices; 15 (U2, L15)-physical activity, sharing healthy snacks with friends; 21

	(U3, L21)-ways to stay healthy; 23 (U3, L23)-don't spread germs; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 28 (U4, L28)-being a good friend, making good choices; 29 (U5, L29)-peer pressure, refusal skills, medicine safety; 36 (U6, L36)-exercise; Form 4.1-emotions, friendship; OM: U5, L26-28-dealing with feelings in a healthy way;
3. Identify feelings associated with different situations (i.e. conflict – frustration/satisfaction; birthday – happy/excited, etc.); identify how to express feelings in a positive way.	25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 29 (U5, L29)-refusal skills; Form 4.1-emotions, friendship; OM: U5, L26-28-dealing with feelings in a healthy way;
4. Demonstrate the ability to use “I” statements.	Form 4.1-emotions, “I” messages;
5. Understand the importance of letting people speak without interruption; understand when it is appropriate to interrupt for health needs; recognize when someone is telling you to do something that is wrong.	2 (U1, L2)-bullies, strangers; 11 (U1, L11)-stranger safety, good touch/bad touch; 27 (U4, L27)-feelings, conflict resolution; 28 (U4, L28)-being a good friend, making good choices; 29 (U5, L29)-peer pressure; Form 5.1-refusal skills; OM: U1, L2-alcohol, drug, and sexual abuse prevention; OL: ext. of U4, L28 (respecting others' personal space)
6. Identify refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	2 (U1, L2)-refusal skills in dealing with bullies, strangers; 11 (U1, L11)-stranger safety, good touch/bad touch; 29 (U5, L29)-peer pressure, refusal skills, medicine safety; Form 5.1-refusal skills;
7. List the differences between negative and positive behaviors; list situations that cause conflict.	2 (U1, L2)-bullies, strangers; 7 (U1, L7)-getting along with others; 11 (U1, L11)-bottom sidebar; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 29 (U5, L29)-peer pressure; OL: ext. of U4, L28 (respecting others' personal space)
8. List non-violent strategies to resolve conflict; list situations that cause conflict.	2 (U1, L2)-conflicts with bullies, strangers; 7 (U1, L7)-getting along with others; 11 (U1, L11)-bottom sidebar; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 29 (U5, L29)-refusal skills; OL: ext. of U4, L28 (respecting others' personal space)

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark	Publisher Citation
1. List steps in the decision making process.	Form 4.1-decision-making process;
2. List examples of when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.).	2 (U1, L2)-bullies, strangers; 11 (U1, L11)-stranger safety; 21 (U3, L21)-health helpers; 22 (U3, L22)-see doctor when you are sick; 26 (U4, L26)-teacher as counselor;
3. List consequences of actions (i.e. wear seat belt will help avoid	3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 5 (U1, L5)-hand washing, germs; 9

injuries if in a car accident, etc.).	(U1, L9)-pool and sun safety; 11 (U1, L11)-making good choices; 12 (U2, L12)-good nutrition=healthy body; 13 (U2, L13)-hand washing, good nutrition; 15 (U2, L15)-healthy snacks give you energy; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy; 23 (U3, L23)-don't spread germs; Form 1.1-safety;
4. List what personal health goals are appropriate for your age (i.e. wash hands, wear seat belts, etc.).	3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 4 (U1, L4)-weather safety; 5 (U1, L5)-hand washing, germs; 6 (U1, L6)-dental care; 7 (U1, L7)-exercise at recess; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 9 (U1, L9)-pool and sun safety; 10 (U1, L10)-know when and how to call 911; 11 (U1, L11)-making good choices; 12 (U2, L12)-good nutrition; 13 (U2, L13)-hand washing, good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-eat healthy snacks; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy; 23 (U3, L23)-don't spread germs; 33 (U6, L33)-right sidebar; 36 (U6, L36)-exercise; Form 1.1-safety, fitness, and nutrition;

Standard 7: Students will demonstrate the ability to advocate for personal, family, and peer, and community health.

Benchmark	Publisher Citation
1. List ways to convey accurate health information and ideas (i.e. story telling, talking to a health professional, etc.).	3 (U1, L3)-friends practice safety rules together; 11 (U1, L11)-tell a trusted adult when a stranger makes you feel uncomfortable; 14 (U2, L14)-make healthy dinner for family; 25 (U4, L25)-family meetings; 26 (U4, L26)-teacher as counselor;
2. Be able to express feelings to others (i.e. when they are sick, feel unsafe, etc.).	2 (U1, L2)-tell an adult about bullies, strangers; 11 (U1, L11)-tell a trusted adult when a stranger makes you feel uncomfortable; 22 (U3, L22)-see doctor when you are sick; 25 (U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 29 (U5, L29)-refusal skills; Form 4.1-emotions, expressing feelings; OM: U1, L2-sexual abuse prevention; U5, L26-28-dealing with feelings in a healthy way;
3. Identify appropriate adults to go to for health issues (i.e. who is a safe adult to go to when you are being bullied, etc.).	2 (U1, L2)-tell an adult about bullies, strangers; 4 (U1, L4)-learn safety rules from teacher; 6 (U1, L6)-dentist; 8 (U1, L8)-coach teachers about physical health; 11 (U1, L11)-tell a trusted adult when a stranger makes you feel uncomfortable; 21 (U3, L21)-health helpers; 22 (U3, L22)-doctor, parent; 23 (U3, L23)-nurse; 26 (U4, L26)-teacher as counselor; 29 (U5, L29)-trusted adults; 33 (U6, L33)-community/health helpers;
4. Lists positive health choices.	Entire story line lists positive health choices; specifically 2 (U1, L2)-bullies, strangers; 3 (U1, L3)-personal safety (wearing seatbelts, bike helmets, look before crossing the street, etc.); 4 (U1, L4)-weather safety; 5 (U1, L5)-hand washing, germs; 6 (U1, L6)-dental care; 7 (U1, L7)-importance of physical activity; 8 (U1, L8)-physical activity makes heart and other muscles stronger; 9 (U1, L9)-family fitness, pool and sun safety; 11 (U1, L11)-make good choices, stranger safety, tell a trusted adult when a stranger makes you feel uncomfortable; 12 (U2, L12)-good nutrition; 13 (U2, L13)-hand washing, good nutrition; 14 (U2, L14)-good nutrition; 15 (U2, L15)-physical activity, healthy snacks; 17 (U3, L17)-eat healthily to grow big and strong; 21 (U3, L21)-ways to stay healthy; 22 (U3, L22)-safety with medicine; 23 (U3, L23)-don't spread germs; 25

	<p>(U4, L25)-open communication, expressing feelings; 26 (U4, L26)-open communication, expressing feelings; 27 (U4, L27)-feelings, conflict resolution; 28 (U4, L28)-being a good friend, making good choices; 29 (U5, L29)-refusal skills, medicine safety; 31 (U5, L31)-effects of smoke and tobacco on health; 32 (U45, L32)-dangers of alcohol; 34 (U6, L34)-environmental awareness, pollution; 36 (U6, L36)-exercise; Form 1.1-safety, fitness, and nutrition; Form 2.1-nutrition and physical activity; Form 3.1-fitness and nutrition; Form 4.1-emotions, friendship; Form 5.1-harmfulness of alcohol, tobacco, drugs, and refusal skills; OM: U4, L24-social health, acceptance; U5, L26-28-dealing with feelings in a healthy way;</p>
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New Mexico Public Education Department Proposed New Health Education Standards Grade K-12

GRADES 1 AND 2

Grade 1: *WOW! Ruby Learns About the World of Wellness: Student Book—Orange Level*

WOW! Ruby Learns About the World of Wellness: Big Book—Orange Level

WOW! Ruby Learns About the World of Wellness Teacher’s Guide—Orange Level

Grade 2: *WOW! Ruby Explores the World of Wellness: Student Book—Yellow Level*

WOW! Ruby Explores the World of Wellness Teacher’s Guide—Yellow Level

KEY:

BB=1st grade big book

U1, L1=corresponding unit number and lesson number in the teacher’s guide;

OL=supplementary online lessons and forms;

OM=optional material included in the teacher’s guide

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Identify how personal choices relate to health and how the consequences of those choices affect self and others (i.e. smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.); identify characteristics of healthy and unhealthy relationships (i.e. describe the unique differences of self and others, etc.); recognize what is meant by good personal hygiene (i.e. describe the importance of hand washing in disease prevention, etc.).	6-7 (BB3; U1, L3)-personal safety; 10-11 (BB5; U1, L5)-hand washing, germs; 12-13 (BB 6; U1, L6)-dental care; 14-15 (BB7; U1, L7)-benefits of exercise, getting along with others; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 18-19 (BB9; U1, L9)-family fitness, pool safety; 20-21 (BB10; U1, L10)-fire safety, calling 911; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 26-27 (BB 12; U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 32-33 (BB 15; U2, L15)-healthy snacks give you energy; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 50-51 (BB 23; U3, L23)-avoid spreading germs; 54-55 (BB 24; U4, L24)-individuality, different kinds of families; 56-57 (BB 25; U4, L25)-family relationship, expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution,	6-7 (U1, L3)-personal safety; 10-11 (U1, L5)-hand washing, germs; 12-13 (U1, L6)-dental care; 14-15 (U1, L7)-benefits of exercise, getting along with others; 16-17 (U1, L8)-exercise builds strong muscles; 18-19 (U1, L9)-family fitness, pool safety; 20-21 (U1, L10)-fire safety, calling 911; 22-23 (U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 32-33 (U2, L15)-healthy snacks give you energy; 38-39 (U3, L17)-healthy food promotes healthy growth; 46-47 (U3, L21)-eat healthy to stay well; 50-51 (U3, L23)-avoid spreading germs; 54-55 (U4, L24)-individuality, different kinds of families; 56-57 (U4, L25)-family relationship, expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (U4, L28)-making good choices/decisions; being a good friend; 66-67 (U5, L29)-refusal

	<p>dealing with feelings; 62-63 (BB 28; U4, L28)-making good choices; being a good friend; 66-67 (BB 29; U5, L29)-refusal skills, drugs vs. medicine; 68-69 (BB 30; U5, L30)-appropriate use of medicine, drugs vs. candy; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; 78-79 (BB 34; U6, L34)-environmental health, pollution; 80-81 (BB 35; U6, L35)-understand media influences, don't be a couch potato; 82-83 (BB 36; U6, L36)-exercise; Worksheets: Form 1.3-safety; Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.1-family and responsibility; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-consumer and environmental health; OL: ext. of U3, L17, forms 1.2a and 1.2b (individuality, diversity, discouraging stereotypical gender roles); ext. of U3, L18, form 1.3 (setting physical activity goals)</p>	<p>skills, drugs vs. medicine; 68-69 (U5, L30)-appropriate use of medicine, drugs vs. candy; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; 78-79 (U6, L34)-environmental health, pollution; 80-81 (U6, L35)-understand media influences, don't be a couch potato; 82-83 (U6, L36)-exercise; Worksheets: Form 1.2-safety; Form 1.3-exercise makes heart healthy; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.2-friendship; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-consumer and environmental health; OL: ext. of U1, L3 (safety skills and equipment); ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)</p>
<p>2. Describe different emotions; describe compassionate behavior and its relationship to diversity (i.e. bullying, disabilities, other special needs, etc.); identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.); recall positive health choices and activities that promote health and help prevent diseases.</p>	<p>4-5 (BB 2; U1, L2)-strangers, bullies, good touch/bad touch; 10-11 (BB5; U1, L5)-hand washing, germs; 12-13 (BB 6; U1, L6)-dental care; 14-15 (BB7; U1, L7)-benefits of exercise, getting along with others; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch; 26-27 (BB 12; U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 44-45 (BB 20; U3, L20)-diversity (some people wear glasses and hearing aids); 46-47 (BB 21; U3, L21)-eat healthy to</p>	<p>4-5 (U1, L2)-strangers, bullies, good touch/bad touch; 10-11 (U1, L5)-hand washing, germs; 12-13 (U1, L6)-dental care; 14-15 (U1, L7)-benefits of exercise, getting along with others; 16-17 (U1, L8)-exercise builds strong muscles; 22-23 (U1, L11)-making good choices, good touch/bad touch; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 38-39 (U3, L17)-healthy food promotes healthy growth; 44-45 (U3, L20)-diversity (some people wear glasses and hearing aids); 46-47 (U3, L21)-eat healthy to stay well; 48-49 (U3, L22)-illness, appropriate use of medicine; 50-51</p>

	<p>stay well; 48-49 (BB 22; U3, L22)-illness, appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs; 54-55 (BB 24; U4, L24)-individuality, different kinds of families; 56-57 (BB 25; U4, L25)-family relationship, expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (BB 28; U4, L28)-making good choices; being a good friend; 66-67 (BB 29; U5, L29)-refusal skills, drugs vs. medicine; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; 76-77 (BB 33; U6, L33)-care about your community; 80-81 (BB 35; U6, L35)-don't be a couch potato; Worksheets: Form 1.2-strangers; Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.1-family and responsibility; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-community health; OM: U1, L2 (strangers); U4, L24 (social health, acceptance); OL: ext. of U3, L17 (diversity)</p>	<p>(U3, L23)-avoid spreading germs; 54-55 (U4, L24)-individuality, different kinds of families; 56-57 (U4, L25)-family relationship, expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (U4, L28)-making good choices/decisions; being a good friend; 66-67 (U5, L29)-refusal skills, drugs vs. medicine; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; 76-77 (U6, L33)-care about your community; 80-81 (U6, L35)-don't be a couch potato; Worksheets: Form 1.3-exercise makes heart healthy; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.2-friendship; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-community health; OM: U1, L2 (strangers); U4, L24 (social health, acceptance); OL: ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems); ext. of U6, L34, form 2.13 (community and environmental health)</p>
<p>3. Know the effects of lifestyle choices on body systems (i.e. alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, etc.); identify and list how stress and emotions affect the body systems; understand correct</p>	<p>14-15 (BB7; U1, L7)-benefits of exercise on heart; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 38-39 (BB17; U3, L17)-skeletal system (right sidebar); 40-41 (BB 18; U3, L18)-body systems; 42-43 (BB 19; U3, L19)-five senses; 46-47</p>	<p>14-15 (U1, L7)-benefits of exercise on heart; 16-17 (U1, L8)-exercise builds strong muscles; 38-39 (U3, L17)-skeletal system (right sidebar); 40-41 (U3, L18)-body systems; 42-43 (U3, L19)-five senses; 46-47 (U3, L21)-eat healthy to stay well; 48-49</p>

<p>terminology for the human body.</p>	<p>(BB 21; U3, L21)-eat healthy to stay well; 48-49 (BB 22; U3, L22)-illness, appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; Worksheets: Form 1.5-exercise makes heart healthy; Form 3.2-body systems; Form 3.4-growth, body systems, disease prevention</p>	<p>(U3, L22)-illness, appropriate use of medicine; 50-51 (U3, L23)-avoid spreading germs; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; Worksheets: Form 1.3-exercise makes heart healthy; Form 3.1-five senses; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; OL: ext. of U1, L7 and U1, L11, form 2.1 (substances and behaviors that may be dangerous); ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)</p>
<p>4. Describe the behaviors that could affect other people (i.e. smoking, drinking, physical activity, nutrition, etc.); identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances, etc.); know how to access help (i.e. dial 911 in an emergency, trusted adult, etc.); describe the influences of media and peer pressure on health.</p>	<p>4-5 (BB 2; U1, L2)-strangers, bullies, good touch/bad touch; 10-11 (BB5; U1, L5)-hand washing, germs; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 20-21 (BB10; U1, L10)-fire safety, calling 911; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 26-27 (BB 12; U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 32-33 (BB 15; U2, L15)-healthy snacks give you energy; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 48-49 (BB 22; U3, L22)-illness, appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 66-67 (BB 29; U5, L29)-peer pressure, drugs vs. medicine; 68-69 (BB 30; U5, L30)-appropriate use of medicine, drugs vs. candy; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; ; 78-79 (BB 34; U6, L34)-environmental health, pollution; 80-81 (BB 35; U6, L35)-understand media influences; 82-83 (BB 36; U6, L36)-exercise; Worksheets: Form 1.2-strangers; Form 1.4-hand washing; Form 1.5-</p>	<p>4-5 (U1, L2)-strangers, bullies, good touch/bad touch; 10-11 (U1, L5)-hand washing, germs; 16-17 (U1, L8)-exercise builds strong muscles; 20-21 (U1, L10)-fire safety, calling 911; 22-23 (U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 32-33 (U2, L15)-healthy snacks give you energy; 46-47 (U3, L21)-eat healthy to stay well; 48-49 (U3, L22)-illness, appropriate use of medicine; 50-51 (U3, L23)-avoid spreading germs; 58-59 (U4, L26)-dealing with emotions in a positive way; 66-67 (U5, L29)-peer pressure, drugs vs. medicine; 68-69 (U5, L30)-appropriate use of medicine, drugs vs. candy; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; 78-79 (U6, L34)-environmental health, pollution; 80-81 (U6, L35)-understand media influences; 82-83 (U6, L36)-exercise; Worksheets: Form 1.3-exercise makes heart healthy; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs.</p>

	<p>exercise makes heart healthy; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.3-communication, emotions, decision making skills; Form 6.1-consumer and environmental health; OM: U1, L2 (strangers); OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help)</p>	<p>unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.3-communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 6.2-consumer and environmental health; OM: U1, L2 (strangers); OL: ext. of U1, L7 and U1, L11, form 2.1 (substances and behaviors that may be dangerous); ext. of U1, L11, forms 2.4 and 2.5 (poison first aid); ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems); ext. of U6, L35, form 2.14 (media influences)</p>
<p>5. Describe common physical health issues of children in same age group (i.e. intentional and unintentional injury, personal hygiene, etc.); describe common social health issues of children in same age group (i.e. peer pressure, relationships, etc.); describe common emotional health issues of children in same age group (i.e. affects of bullying, when family member is sick, sadness, domestic violence, etc.); describe common environmental health issues that affect children in same age group (i.e. second hand smoke, litter, noise, etc.).</p>	<p>6-7 (BB3; U1, L3)-personal safety; 8-9 (BB4; U1, L4)-weather and fire safety, getting along with others; 10-11 (BB5; U1, L5)-hand washing, germs; 12-13 (BB 6; U1, L6)-dental care; 14-15 (BB7; U1, L7)-getting along with others; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 44-45 (BB 20; U3, L20)-diversity (some people wear glasses and hearing aids); 48-49 (BB 22; U3, L22)-illness, appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs; 54-55 (BB 24; U4, L24)-individuality, different kinds of families; 56-57 (BB 25; U4, L25)-family relationship, expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (BB 28; U4, L28)-making good choices; being a good friend; 66-67 (BB 29; U5, L29)-peer pressure, drugs vs. medicine; 72-73 (BB 32; U5, L32)-making good choices; ; 78-79 (BB 34; U6, L34)-environmental health, pollution; Worksheets: Form 1.3-safety; Form 1.4-hand washing;</p>	<p>6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather and fire safety, getting along with others; 10-11 (U1, L5)-hand washing, germs; 12-13 (U1, L6)-dental care; 14-15 (U1, L7)-getting along with others; 22-23 (U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 44-45 (U3, L20)-diversity (some people wear glasses and hearing aids); 48-49 (U3, L22)-illness, appropriate use of medicine; 50-51 (U3, L23)-avoid spreading germs; 54-55 (U4, L24)-individuality, different kinds of families; 56-57 (U4, L25)-family relationship, expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (U4, L28)-making good choices/decisions; being a good friend; 66-67 (U5, L29)-peer pressure, drugs vs. medicine; 72-73 (U5, L32)-making good choices; ; 78-79 (U6, L34)-environmental health, pollution; Worksheets: Form 1.2-safety; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs.</p>

	Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.1-family and responsibility; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 6.1-environmental health; OL: ext. of U3, L17, forms 1.2a and 1.2b (individuality, diversity, discouraging stereotypical gender roles)	unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.2-friendship; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 6.2-environmental health; OL: ext. of U1, L3 (safety skills and equipment); ext. of U2, L13, form 2.6 (proper food handling techniques)
6. Describe symptoms of illness (i.e. runny nose, coughing, fever, stomach ache, sadness, etc.); list individuals that can help with detecting and treating childhood injuries and illnesses (i.e. parents, grandparents, teacher, counselor, nurse, doctor, etc.); describe the benefits of following the directions of health care providers; describe safety rules for different situations (i.e. playground safety, bus safety, classroom rules, etc.); describe the importance of taking personal responsibility for actions.	6-7 (BB3; U1, L3)-bike and car safety; 10-11 (BB5; U1, L5)-personal responsibility (wash hands to avoid spreading germs); 12-13 (BB 6; U1, L6)-brushing teeth keeps them healthy; 46-47 (BB 21; U3, L21)-eat healthy to stay well, health helpers; 48-49 (BB 22; U3, L22)-illness, appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs, school nurse as health helper; 58-59 (BB 26; U4, L26)-teacher as counselor; 68-69 (BB 30; U5, L30)-appropriate use of medicine, only take it from trusted adults; Worksheets: Form 1.3-safety; Form 1.6-safety; Form 3.4-growth, body systems, disease prevention; OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help)	6-7 (U1, L3)-bike and car safety; 10-11 (U1, L5)-personal responsibility (wash hands to avoid spreading germs); 12-13 (U1, L6)-brushing teeth keeps them healthy; 46-47 (U3, L21)-eat healthy to stay well, health helpers; 48-49 U3, L22)-illness, appropriate use of medicine; 50-51 (U3, L23)-avoid spreading germs, school nurse as health helper; 58-59 (U4, L26)-teacher as counselor; 68-69 (U5, L30)-appropriate use of medicine, only take it from trusted adults; Worksheets: Form 1.2-safety; Form 1.4-safety, fitness, nutrition; Forms 3.4 and 3.5-health helpers; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 5.2-appropriate use of medicine; OL: ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional safety helpers); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of illnesses); ext. of U3, L23, form 2.11 (identify sources of health information)

Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Identify safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.); identify health-promoting products and services (i.e. food choices,	6-7 (BB3; U1, L3)-personal safety (bike helmets, seatbelts); 18-19 (BB9; U1, L9)-pool safety (sunscreen as health-promoting product); 22-23 (BB 11; U1, L11)-	6-7 (U1, L3)-personal safety (bike helmets, seatbelts); 18-19 (U1, L9)-pool safety (sunscreen as health-promoting product); 22-23 (11; U1, L11)-medicine vs. candy, guns vs.

<p>community services, physical activity, etc.); identify where to seek valid health information (i.e. doctor, dentist, nurse, counselor, appropriate adult, etc.).</p>	<p>medicine vs. candy, guns vs. toys, poison; 46-47 (BB 21; U3, L21)-health helpers; 48-49 (BB 22; U3, L22)-appropriate use of medicine; 50-51 (BB 23; U3, L23)-school nurse as health helper; 58-59 (BB 26; U4, L26)-teacher as counselor; 68-69 (BB 30; U5, L30)-appropriate use of medicine; 72-73 (BB 32; U5, L32)-harmfulness of alcohol; 76-77 (BB 33; U6, L33)-community helpers; 78-79 (BB 34; U6, L34)-environmental safety (wear gloves when picking up litter); 80-81 (BB 35; U6, L35)-understand media influences; Worksheets: Form 1.3-safety; Form 1.6-safety, fitness, nutrition; Form 6.1-community, environmental, and consumer health</p>	<p>toys, poison; 46-47 (U3, L21)-health helpers; 48-49 (U3, L22)-appropriate use of medicine; 50-51 (U3, L23)-school nurse as health helper; 58-59 (U4, L26)-teacher as counselor; 68-69 (U5, L30)-appropriate use of medicine; 72-73 (U5, L32)-harmfulness of alcohol; 76-77 (U6, L33)-community helpers; 78-79 (U6, L34)-environmental safety (wear gloves when picking up litter); 80-81 (U6, L35)-understand media influences; Worksheets: Form 1.2-safety; Form 1.4-safety, fitness, nutrition; Forms 3.4 and 3.5-health helpers; Form 5.2-appropriate use of medicine; Form 6.1-community helpers; Form 6.2-community, consumer, and environmental health; OL: ext. of U1, L3 (safety skills and equipment); ext. of U1, L7 and U1, L11, form 2.1 (substances and behaviors that may be dangerous); ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional safety helpers); ext. of U1, L11, forms 2.4 and 2.5 (poison first aid); ext. of U3, L23, form 2.11 (identify sources of health information); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems); ext. of U6, L34, form 2.13 (community and environmental health)</p>
<p>2. Understand how to use emergency phone numbers (i.e. 911, poison control, etc.); identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.); recognize unsafe environments/situations; identify where to seek valid health information.</p>	<p>18-19 (BB9; U1, L9)-parents as safe adults; 20-21 (BB10; U1, L10)-calling 911; 46-47 (BB 21; U3, L21)-health helpers; 48-49 (BB 22; U3, L22)-parent as safe adult; 50-51 (BB 23; U3, L23)-school nurse as safe adult; 58-59 (BB 26; U4, L26)-teacher as safe adult; 66-67 (BB 29; U5, L29)-peer pressure, drugs vs. medicine; OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help)</p>	<p>18-19 (U1, L9)-parents as safe adults; 20-21 (U1, L10)-calling 911; 46-47 (U3, L21)-health helpers; 48-49 (U3, L22)-parent as safe adult; 50-51 (U3, L23)-school nurse as safe adult; 58-59 (U4, L26)-teacher as safe adult; 66-67 (U5, L29)-peer pressure, drugs vs. medicine; Worksheets: Forms 3.4 and 3.5-health helpers; OL: ext. of U1, L7 and U1, L11, form 2.1 (substances and behaviors that may be dangerous); ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional safety helpers); ext. of U1, L11, forms 2.4 and 2.5 (poison first aid); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of illnesses); ext. of U3, L23, form 2.11 (identify sources of health information)</p>
<p>3. Recognize that media messages</p>	<p>80-81 (BB 35; U6, L35)-understand</p>	<p>80-81 (U6, L35)-understand media</p>

may be misleading; recognize the goals of media (i.e. sell, entertain, etc.); recognize media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	media influences; Form 6.1-consumer health	influences; Form 6.2-consumer health; OL: ext. of U6, L35, form 2.14 (media influences)
4. Recognize safety officials (i.e. police, fire, security, crossing guards, etc.); identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.).	8-9 (BB4; U1, L4)-teacher as safe adult; 12-13 (BB 6; U1, L6)-dentist; 46-47 (BB 21; U3, L21)-health helpers; 48-49 (BB 22; U3, L22)-parent as safe adult; 50-51 (BB 23; U3, L23)-school nurse as safe adult; 58-59 (BB 26; U4, L26)-teacher as safe adult; 76-77 (BB 33; U6, L33)-community helpers; Worksheets: Form 6.1-community health; OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help)	8-9 (U1, L4)-teacher as safe adult; 12-13 (U1, L6)-dentist; 46-47 (U3, L21)-health helpers; 48-49 (U3, L22)-parent as safe adult; 50-51 (U3, L23)-school nurse as safe adult; 58-59 (U4, L26)-teacher as safe adult; 76-77 (U6, L33)-community helpers; Worksheets: Forms 3.4 and 3.5-health helpers; Form 6.1-community helpers; Form 6.2-community health; OL: ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional community and safety helpers); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of illnesses)

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Recognize responsible health behaviors in self and others (i.e. personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables, etc.); demonstrate conflict resolution skills.	4-5 (BB 2; U1, L2)-exercise on the way to school; conflict resolution skills; 8-9 (BB4; U1, L4)-getting along with others (“recess” sidebar); 10-11 (BB5; U1, L5)-hand washing, germs; 12-13 (BB 6; U1, L6)-dental care; 14-15 (BB7; U1, L7)-benefits of exercise; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 26-27 (BB 12; U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 32-33 (BB 15; U2, L15)-eat healthy snacks; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 48-49 (BB 22; U3, L22)-illness, appropriate use of medicine; 56-57 (BB 25; U4, L25)-conflict resolution (family meeting); 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others,	4-5 (U1, L2)-exercise on the way to school; conflict resolution skills; 8-9 (U1, L4)-getting along with others (“recess” sidebar); 10-11 (U1, L5)-hand washing, germs; 12-13 (U1, L6)-dental care; 14-15 (U1, L7)-benefits of exercise; 16-17 (U1, L8)-exercise builds strong muscles; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 32-33 (U2, L15)-eat healthy snacks; 38-39 (U3, L17)-healthy food promotes healthy growth; 46-47 (U3, L21)-eat healthy to stay well; 48-49 (U3, L22)-illness, appropriate use of medicine; 56-57 (U4, L25)-conflict resolution (family meeting); 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills, peer pressure; 68-69 (U5, L30)-

	<p>conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills, peer pressure; 68-69 (BB 30; U5, L30)-appropriate use of medicine; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; 76-77 (BB 33; U6, L33)-take care of your community; 78-79 (BB 34; U6, L34)-environmental health, pollution; 80-81 (BB 35; U6, L35)-don't be a couch potato; 82-83 (BB 36; U6, L36)-exercise; Worksheets: Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-community and environmental health</p>	<p>appropriate use of medicine; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; 76-77 (U6, L33)-take care of your community; 78-79 (U6, L34)-environmental health, pollution; 80-81 (U6, L35)-don't be a couch potato; 82-83 (U6, L36)-exercise; Worksheets: Form 1.3-exercise makes heart healthy; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-community and environmental health; OL: ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems); ext. of U6, L34, form 2.13 (community and environmental health)</p>
<p>2. Describe where to go when you don't feel good (i.e. parent, teacher, school nurse, etc.); demonstrate the importance of hygiene (i.e. washing hands to avoid colds, etc.); recognize personal safety rules (i.e. don't push others, playground safety, don't go with strangers, etc.).</p>	<p>4-5 (BB 2; U1, L2)-safety against strangers, bullies, good touch/bad touch; 6-7 (BB3; U1, L3)-personal safety; 8-9 (BB4; U1, L4)-getting along with others ("recess" sidebar); 10-11 (BB5; U1, L5)-hand washing, germs; 12-13 (BB 6; U1, L6)-dental care; 18-19 (BB9; U1, L9)-pool safety; 28-29 (BB 13; U2, L13)-hand washing; 46-47 (BB 21; U3, L21)-health helpers; 48-49 (BB 22; U3, L22)-illness; 50-51 (BB 23; U3, L23)-avoid spreading germs; 58-59 (BB 26; U4, L26)-tell a teacher when you don't feel good; Worksheets: Form 1.2-strangers; Form 1.3-safety; Form 1.4-hand washing; Form 1.6-safety, fitness, nutrition; Form 3.4-disease prevention; OM: U1, L2 (strangers)</p>	<p>4-5 (U1, L2)-safety against strangers, bullies, good touch/bad touch; 6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-getting along with others ("recess" sidebar); 10-11 (U1, L5)-hand washing, germs; 12-13 (U1, L6)-dental care; 18-19 (U1, L9)-pool safety; 28-29 (U2, L13)-hand washing; 46-47 (U3, L21)-health helpers; 48-49 (U3, L22)-illness; 50-51 (U3, L23)-avoid spreading germs; 58-59 (U4, L26)-tell a teacher when you don't feel good; Worksheets: Form 1.2-safety; Form 1.4-safety, fitness, nutrition; Forms 3.4 and 3.5-health helpers; Form 3.6-avoid spreading germs; Form 3.7-disease prevention; OM: U1, L2 (strangers); OL: ext. of U1, L3 (safety skills and equipment); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of</p>

<p>3. Identify when to report dangerous situations to an adult; identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>4-5 (BB 2; U1, L2)-tell an adult about strangers, bullies, good touch/bad touch; 6-7 (BB3; U1, L3)-personal safety; 20-21 (BB10; U1, L10)-fire safety, calling 911; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 48-49 (BB 22; U3, L22)-appropriate use of medicine; 56-57 (BB 25; U4, L25)-expressing feelings; 66-67 (BB 29; U5, L29)-peer pressure, refusal skills, drugs vs. medicine; 68-69 (BB 30; U5, L30)-appropriate use of medicine; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; Worksheets: Form 1.2-strangers; Form 1.3-safety; Form 1.4-hand washing; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 4.2-dealing with feelings; Form 5.3-awareness of alcohol and drugs, refusal skills</p>	<p>illnesses)</p> <p>4-5 (U1, L2)-tell an adult about strangers, bullies, good touch/bad touch; 6-7 (U1, L3)-personal safety; 20-21 (U1, L10)-fire safety, calling 911; 22-23 (U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 48-49 (U3, L22)-appropriate use of medicine; 56-57 (U4, L25)-expressing feelings; 66-67 (U5, L29)-peer pressure, refusal skills, drugs vs. medicine; 68-69 (U5, L30)-appropriate use of medicine; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; Worksheets: Form 1.2-safety; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; OL: ext. of U1, L3 (safety skills and equipment); ext. of U1, L7 and U1, L11, form 2.1 (substances and behaviors that may be dangerous); ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)</p>
<p>4. Describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. eat fruits and vegetables, exercise, don't smoke, etc.); describe refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco, and other</p>	<p>4-5 (BB 2; U1, L2)-exercise on the way to school, conflict resolution; 6-7 (BB3; U1, L3)-personal safety; 8-9 (BB4; U1, L4)-weather and fire safety, getting along with others; 10-11 (BB5; U1, L5)-hand washing, germs; 12-13 (BB 6; U1, L6)-dental care; 14-15 (BB7; U1, L7)-benefits of exercise, getting along with others; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 18-19 (BB9; U1, L9)-family fitness, pool safety; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 26-27 (BB 12;</p>	<p>4-5 (U1, L2)-exercise on the way to school, conflict resolution; 6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather and fire safety, getting along with others; 10-11 (U1, L5)-hand washing, germs; 12-13 (U1, L6)-dental care; 14-15 (U1, L7)-benefits of exercise, getting along with others; 16-17 (U1, L8)-exercise builds strong muscles; 18-19 (U1, L9)-family fitness, pool safety; 22-23 (U1, L11)-making good choices, good touch/bad touch, medicine vs. candy, guns vs. toys, poison; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition, hand</p>

<p>drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. walk away from a fight, participate in physical activity, identify healthier foods from a list of foods, etc.).</p>	<p>U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 30-31 (BB 14; U2, L14)-healthy foods; 32-33 (BB 15; U2, L15)-eat healthy snacks; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 48-49 (BB 22; U3, L22)-appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs; 56-57 (BB 25; U4, L25)-family relationship, expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills, drugs vs. medicine; 68-69 (BB 30; U5, L30)-appropriate use of medicine; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; 80-81 (BB 35; U6, L35)-don't be a couch potato; 82-83 (BB 36; U6, L36)-exercise; Worksheets: Form 1.3-safety; Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.1-family and responsibility; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; OL: ext. of U3, L18, form 1.3 (setting physical activity goals)</p>	<p>washing, food safety; 30-31 (U2, L14)-healthy foods; 32-33 (U2, L15)-eat healthy snacks; 38-39 (U3, L17)-healthy food promotes healthy growth; 46-47 (U3, L21)-eat healthy to stay well; 48-49 (U3, L22)-appropriate use of medicine; 50-51 (U3, L23)-avoid spreading germs; 56-57 (U4, L25)-family relationship, expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills, drugs vs. medicine; 68-69 (U5, L30)-appropriate use of medicine; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; 80-81 (U6, L35)-don't be a couch potato; 82-83 (U6, L36)-exercise; Worksheets: Form 1.2-safety; Form 1.3-exercise makes heart healthy; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; OL: ext. of U1, L3 (safety skills and equipment); ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)</p>
<p>5. Demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; demonstrate safety rules at home, in school and in the</p>	<p>4-5 (BB 2; U1, L2)-refusal skills, good touch/bad touch; 6-7 (BB3; U1, L3)-personal safety; 8-9 (BB4; U1, L4)-weather and fire safety, getting along with others; 18-19 (BB9; U1, L9)-pool safety; 20-21 (BB10; U1, L10)-fire safety; 22-23</p>	<p>4-5 (U1, L2)-refusal skills, good touch/bad touch; 6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather and fire safety, getting along with others; 18-19 (U1, L9)-pool safety; 20-21 (U1, L10)-fire safety; 22-23 (U1, L11)-good</p>

community.	(BB 11; U1, L11)-good touch/bad touch; 48-49 (BB 22; U3, L22)-appropriate use of medicine; 66-67 (BB 29; U5, L29)-refusal skills, drugs vs. medicine; Worksheets: Form 1.3-safety; Form 1.6-safety; Form 5.3-awareness of alcohol and drugs, refusal skills	touch/bad touch; 48-49 (U3, L22)-appropriate use of medicine; 66-67 (U5, L29)-refusal skills, drugs vs. medicine; Worksheets: Form 1.2-safety; Form 1.4-safety, fitness, nutrition; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; OL: ext. of U1, L3 (safety skills and equipment)
6. Identify trusted adults to go to when faced with a threatening situation.	4-5 (BB 2; U1, L2)-tell an adult about strangers, bullies, good touch/bad touch; 22-23 (BB 11; U1, L11)-tell an adult about stranger, good touch/bad touch; OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help)	4-5 (U1, L2)-tell an adult about strangers, bullies, good touch/bad touch; 22-23 (U1, L11)-tell an adult about stranger, good touch/bad touch; OL: ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional community and safety helpers); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of illnesses)
7. Identify situations that cause stress and recognize that stress is not always negative (i.e. bullies, going to a birthday party, reading out loud, etc.); list activities that help reduce stress (i.e. physical activity, reading, etc.).		

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Recognize similarities and differences in cultures within the community; recognize how the media and culture portrays gender roles (i.e. pink=girls, blue=boys, short hair vs. long hair, different toys, etc.); identify how school and community values relate to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	Cultural diversity is portrayed by the illustrations throughout the story (characters of different ethnicities). 18-19 (BB9; U1, L9)-diversity (families and their different fitness activities); 42-43 (BB 19; U3, L19)-intro to foreign language; 54-55 (BB 24; U4, L24)-individuality, different kinds of families; 60-61 (BB 27; U4, L27)-respect others; 80-81 (BB 35; U6, L35)-understand media influences; Worksheets: Form 6.1-consumer health; OL: ext. of U3, L17, forms 1.2a and 1.2b (individuality, diversity, discouraging stereotypical gender roles)	Cultural diversity is portrayed by the illustrations throughout the story (characters of different ethnicities). Multicultural (peach-colored) sidebars on pp. 3, 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77; 18-19 (U1, L9)-diversity (families and their different fitness activities); 42-43 (U3, L19)-intro to foreign language; 54-55 (U4, L24)-individuality, different kinds of families; 60-61 (U4, L27)-respect others; 80-81 (U6, L35)-understand media influences; Worksheets: Form 3.1-intro to foreign language; Form 4.1-respect; Form 6.2-consumer health
2. Identify different forms of media (i.e. TV, news paper, magazines, radio, etc.); identify the purposes for media (i.e. entertain, sell products,	80-81 (BB 35; U6, L35)-understand media influences; Worksheets: Form 6.1-consumer health; OL: ext. of U6, L35, forms 1.5a and 1.5b	80-81 (U6, L35)-understand media influences; Worksheets: Form 6.2-consumer health; OL: ext. of U3, L23, form 2.11 (identify sources of

<p>promote services, etc.); understand that not all media messages are true; recognize how media influences feeling and thoughts.</p>	<p>(how media and technology affect health)</p>	<p>health information); ext. of U6, L35, form 2.14 (media influences)</p>
<p>3. Identify different forms of technology (i.e. computers, video games, microwaves, cell phones, etc.); identify the purposes for technology (i.e. convenience, entertainment, selling products, promoting services, etc.); understand that technology effects how we live.</p>	<p>44-45 (BB 20; U3, L20)-glasses and hearing aids as forms of technology; 46-47 (BB 21; U3, L21)-immunizations; 48-49 (BB 22; U3, L22)-medical technology; 80-81 (BB 35; U6, L35)-understand media influences, TV, computer, video games; Worksheets: Form 6.1-consumer health; OL: ext. of U6, L35, forms 1.5a and 1.5b (how media and technology affect health)</p>	<p>44-45 (U3, L20)-glasses and hearing aids as forms of technology; 46-47 (U3, L21)-immunizations; 48-49 (U3, L22)-medical technology; 80-81 (U6, L35)-understand media influences, TV, computer, video games; Worksheets: Form 6.2-consumer health; OL: ext. of U3, L23, form 2.11 (identify sources of health information)</p>
<p>4. Recognize health messages families give in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. what types of snacks you eat at home, stranger danger, family activities, etc.); list different types of families (i.e. two parents, single parents, extended families, etc.).</p>	<p>4-5 (BB 2; U1, L2)-big sister warns about strangers, bullies; 6-7 (BB3; U1, L3)-siblings, parents, and friends take care of each other; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 18-19 (BB9; U1, L9)-family fitness, pool safety; 20-21 (BB10; U1, L10)-fire safety, calling 911; 26-27 (BB 12; U2, L12)-good nutrition at home; 28-29 (BB 13; U2, L13)-good nutrition at home, hand washing, food safety; 30-31 (BB 14; U2, L14)-healthy foods at home; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 48-49 (BB 22; U3, L22)-parents oversee appropriate use of medicine; 54-55 (BB 24; U4, L24)-individuality, different kinds of families; 56-57 (BB 25; U4, L25)-family relationship, expressing feelings; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 68-69 (BB 30; U5, L30)-appropriate use of medicine, only take it from trusted adult; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; Worksheets: Form 1.2-strangers; Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.1-family and responsibility; Form 4.2-dealing with feelings; Form 4.3-</p>	<p>4-5 (U1, L2)-big sister warns about strangers, bullies; 6-7 (U1, L3)-siblings, parents, and friends take care of each other; 16-17 (U1, L8)-exercise builds strong muscles; 18-19 (U1, L9)-family fitness, pool safety; 20-21 (U1, L10)-fire safety, calling 911; 26-27 (U2, L12)-good nutrition at home; 28-29 (U2, L13)-good nutrition at home, hand washing, food safety; 30-31 (U2, L14)-healthy foods at home; 38-39 (U3, L17)-healthy food promotes healthy growth; 48-49 (U3, L22)-parents oversee appropriate use of medicine; 54-55 (U4, L24)-individuality, different kinds of families; 56-57 (U4, L25)-family relationship, expressing feelings; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 68-69 (U5, L30)-appropriate use of medicine, only take it from trusted adult; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; Worksheets: Form 1.3-exercise makes heart healthy; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.2-friendship; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; OM: U1, L2 (strangers); OL: ext. of U2, L13, form 2.6 (proper food handling)</p>

	family, friends, communication, emotions, decision making skills; OM: U1, L2 (strangers); OL: ext. of U3, L17, forms 1.2a and 1.2b (individuality, diversity, discouraging stereotypical gender roles)	techniques); ext .of U2, L14, form 2.7 (plan a healthy family meal); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)
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Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Identify the differences between verbal and nonverbal communication; describe how people communicate in different ways; recognize different feelings and the verbal and non-verbal forms of communication associated with them.	4-5 (BB 2; U1, L2)-verbal and nonverbal refusal skills; 56-57 (BB 25; U4, L25)-expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills; Worksheets: Form 3.3-builds communication skills; Form 4.2-dealing with feelings; Form 4.3-communication, emotions, decision making skills; Form 5.3-refusal skills	4-5 (U1, L2)-verbal and nonverbal refusal skills; 56-57 (U4, L25)-expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills; Form 3.3-builds communication skills; Form 4.1-respect; Form 4.3-communication, emotions, decision making skills; Form 5.4-awareness of alcohol and drugs, refusal skills; OL: ext. of U5, L29, form 2.12 (verbal and non-verbal communication skills)
2. List ways a person can show responsibility for their own health behaviors.	8-9 (BB4; U1, L4)-get along with others; 10-11 (BB5; U1, L5)-wash hands to avoid spreading germs; 14-15 (BB7; U1, L7)-getting along with others; 22-23 (BB 11; U1, L11)-making good choices, getting along with others; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 30-31 (BB 14; U2, L14)-practice healthy eating; 32-33 (BB 15; U2, L15)-eat healthy snacks; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 50-51 (BB 23; U3, L23)-avoid spreading germs; 56-57 (BB 25; U4, L25)-conflict resolution, expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (BB 28; U4, L28)-making good choices; being a good friend; 66-67 (BB 29; U5, L29)-refusal skills; 72-73 (BB 32; U5, L32)-making good choices; 76-77 (BB 33; U6, L33)-care about your community; Worksheets: Form 1.4-	8-9 (U1, L4)-get along with others; 10-11 (U1, L5)-wash hands to avoid spreading germs; 14-15 (U1, L7)-getting along with others; 22-23 (U1, L11)-making good choices, getting along with others; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 30-31 (U2, L14)-practice healthy eating; 32-33 (U2, L15)-eat healthy snacks; 46-47 (U3, L21)-eat healthy to stay well; 50-51 (U3, L23)-avoid spreading germs; 56-57 (U4, L25)-conflict resolution, expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (U4, L28)-making good choices/decisions; being a good friend; 66-67 (U5, L29)-refusal skills; 72-73 (U5, L32)-making good choices; 76-77 (U6, L33)-care about your community; Worksheets: Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy

	hand washing; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 4.2-dealing with feelings; Form 4.3-communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-community health; OL: ext. of U3, L18, form 1.3 (setting physical activity goals)	snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 4.1-respect; Form 4.2-friendship; Form 4.3-communication, emotions, decision making skills; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-community health; OL: ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of illnesses); ext. of U6, L34, form 2.13 (community and environmental health)
3. Explain feelings associated with different situations (i.e. conflict – frustration/satisfaction; birthday – happy/excited, etc.); explain how to express feelings in a positive way.	56-57 (BB 25; U4, L25)-expressing feelings; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; Worksheets: Form 4.2-dealing with feelings; Form 4.3-communication, emotions, decision making skills	56-57 (U4, L25)-expressing feelings; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; Worksheets: Form 4.1-respect; Form 4.3-communication, emotions, decision making skills; OL: ext. of U4, L27 (positive and negative communication skills)
4. Demonstrate the ability to appropriately use “I” statements in communication.	Worksheets: Form 4.3-“I” messages, communication, emotions, decision making skills	Worksheets: Form 4.3-“I” messages, communication, emotions, decision making skills
5. Demonstrate listening skills as a tool to enhance relationships; describe when it is appropriate to interrupt for health needs; recognize when someone is telling you to do something that is wrong.	4-5 (BB 2; U1, L2)-strangers, bullies, good touch/bad touch; 22-23 (BB 11; U1, L11)-refusal skills, good touch/bad touch; 62-63 (BB 28; U4, L28)-making good choices; being a good friend; 66-67 (BB 29; U5, L29)-peer pressure; Worksheets: Form 1.2-strangers; Form 3.3-builds listening and communication skills; Form 5.3-awareness of alcohol and drugs, refusal skills; OM: U1, L2 (strangers)	4-5 (U1, L2)-strangers, bullies, good touch/bad touch; 22-23 (U1, L11)-refusal skills, good touch/bad touch; 62-63 (U4, L28)-making good choices/decisions; being a good friend; 66-67 (U5, L29)-peer pressure; Worksheets: Form 3.3-builds communication skills; Form 4.2-friendship; Form 5.4-awareness of alcohol and drugs, refusal skills; OM: U1, L2 (strangers)
6. Explain refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	4-5 (BB 2; U1, L2)-refusal skills with strangers, bullies, good touch/bad touch; 22-23 (BB 11; U1, L11)-refusal skills, good touch/bad touch; 66-67 (BB 29; U5, L29)-refusal skills; Worksheets: Form 1.2-strangers; Form 5.3-awareness of alcohol and drugs, refusal skills; OM: U1, L2 (strangers)	4-5 (U1, L2)-refusal skills with strangers, bullies, good touch/bad touch; 22-23 (U1, L11)-refusal skills, good touch/bad touch; 66-67 (U5, L29)-refusal skills; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; OM: U1, L2 (strangers)
7. Identify common conflict situations that occur among friends, family members and others; describe possible causes of conflict; explain the differences between negative and	4-5 (BB 2; U1, L2)-strangers, bullies, conflict resolution; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-conflict	4-5 (U1, L2)-strangers, bullies, conflict resolution; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-conflict resolution, dealing with feelings; 66-

positive behaviors used in conflict situations.	resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills, peer pressure; Worksheets: Form 1.2-strangers; Form 4.2-dealing with feelings; Form 4.3-communication, emotions, decision making skills; Form 5.3-refusal skills; OM: U1, L2 (strangers)	67 (U5, L29)-refusal skills, peer pressure; Worksheets: Form 4.3-communication, emotions, decision making skills; Form 5.4-refusal skills; OM: U1, L2 (strangers)
8. Identify common conflict situations that occur among friends, family members and others; explain non-violent strategies to resolve conflict.	4-5 (BB 2; U1, L2)-strangers, bullies, conflict resolution; 22-23 (BB 11; U1, L11)-strangers; 56-57 (BB 25; U4, L25)-conflict resolution (meetings); 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills, peer pressure; Worksheets: Form 1.2-strangers; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; OM: U1, L2 (strangers)	4-5 (U1, L2)-strangers, bullies, conflict resolution; 22-23 (U1, L11)-strangers; 56-57 (U4, L25)-conflict resolution (family meetings); 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills, peer pressure; Worksheets: Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.4-awareness of alcohol and drugs, refusal skills; OM: U1, L2 (strangers)

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skill to enhance health.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Identify actions to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.	4-5 (BB 2; U1, L2)-healthy decisions about exercise, strangers, bullies, good touch/bad touch; 6-7 (BB3; U1, L3)-personal safety; 8-9 (BB4; U1, L4)-weather and fire safety, getting along with others; 10-11 (BB5; U1, L5)-hand washing, germs; 14-15 (BB7; U1, L7)-daily exercise; 22-23 (BB 11; U1, L11)-making good choices, good touch/bad touch; 26-27 (BB 12; U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition, hand washing, food safety; 32-33 (BB 15; U2, L15)-eat healthy snacks; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 48-49 (BB 22; U3, L22)-appropriate use of medicine; 50-51 (BB 23; U3, L23)-avoid spreading germs; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-	4-5 (U1, L2)-healthy decisions about exercise, strangers, bullies, good touch/bad touch; 6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather and fire safety, getting along with others; 10-11 (U1, L5)-hand washing, germs; 14-15 (U1, L7)-daily exercise; 22-23 (U1, L11)-making good choices, good touch/bad touch; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition, hand washing, food safety; 32-33 (U2, L15)-eat healthy snacks; 38-39 (U3, L17)-healthy food promotes healthy growth; 46-47 (U3, L21)-eat healthy to stay well; 48-49 (U3, L22)-appropriate use of medicine; 50-51 (U3, L23)-avoid spreading germs; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills, drugs vs.

	<p>respect others, conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills, drugs vs. medicine; 68-69 (BB 30; U5, L30)-appropriate use of medicine; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; ; 78-79 (BB 34; U6, L34)-environmental health, pollution; 80-81 (BB 35; U6, L35)-don't be a couch potato; 82-83 (BB 36; U6, L36)-exercise;</p> <p>Worksheets: Form 1.2-strangers; Form 1.3-safety; Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.4-growth, body systems, disease prevention; Form 4.2-dealing with feelings; Form 4.3-communication, emotions, decision making skills; Form 5.1-practice decision-making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-environmental health; OM: U1, L2 (strangers); OL: ext. of U3, L18, form 1.3 (setting physical activity goals)</p>	<p>medicine; 68-69 (U5, L30)-appropriate use of medicine; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; 78-79 (U6, L34)-environmental health, pollution; 80-81 (U6, L35)-don't be a couch potato; 82-83 (U6, L36)-exercise; Worksheets: Form 1.2-safety; Form 1.3-exercise makes heart healthy; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.1-respect; Form 4.3-communication, emotions, decision making skills; Form 5.1-practice decision-making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-environmental health; OM: U1, L2 (strangers); OL: ext. of U1, L3 (safety skills and equipment); ext. of U2, L13, form 2.6 (proper food handling techniques); ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)</p>
<p>2. Identify when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.).</p>	<p>4-5 (BB 2; U1, L2)-tell an adult about strangers, bullies, good touch/bad touch; 16-17 (BB 11; U1, L11)-strangers, good touch/bad touch; 48-49 (BB 22; U3, L22)-ask for help when taking medicine; 56-57 (BB 25; U4, L25)-expressing feelings; 58-59 (BB 26; U4, L26)-tell a teacher when you're sad;</p> <p>Worksheets: Form 1.2-strangers; Form 1.5-exercise makes heart healthy; Form 4.2-dealing with feelings; OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help)</p>	<p>4-5 (U1, L2)-tell an adult about strangers, bullies, good touch/bad touch; 16-17 22-23 (U1, L11)-strangers, good touch/bad touch; 48-49 (U3, L22)-ask for help when taking medicine; 56-57 (U4, L25)-expressing feelings; 58-59 (U4, L26)-tell a teacher when you're sad; Form 5.2-appropriate use of medicine</p>
<p>3. Describe how decisions effect health in the areas related to</p>	<p>6-7 (BB3; U1, L3)-personal safety; 10-11 (BB5; U1, L5)-hand washing,</p>	<p>6-7 (U1, L3)-personal safety; 10-11 (U1, L5)-hand washing, germs; 12-</p>

<p>sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing. (i.e. eating right and exercising leads to healthy development, etc.).</p>	<p>germs; 12-13 (BB 6; U1, L6)-brushing teeth keeps them healthy; 14-15 (BB7; U1, L7)-benefits of exercise, getting along with others; 26-27 (BB 12; U2, L12)-good nutrition; 28-29 (BB 13; U2, L13)-good nutrition promotes health, hand washing kills germs; 32-33 (BB 15; U2, L15)-healthy snacks give you energy; 38-39 (BB17; U3, L17)-healthy food promotes healthy growth; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 50-51 (BB 23; U3, L23)-avoid spreading germs; 56-57 (BB 25; U4, L25)-expressing feelings makes you feel better; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 66-67 (BB 29; U5, L29)-refusal skills, drugs vs. medicine; 68-69 (BB 30; U5, L30)-appropriate use of medicine; 70-71 (BB 31; U5, L31)-harmfulness of tobacco, secondhand smoke; 72-73 (BB 32; U5, L32)-harmfulness of alcohol, making good choices; ; 78-79 (BB 34; U6, L34)-environmental health, pollution; Worksheets: Form 1.3-safety; Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 1.6-safety, fitness, nutrition; Form 2.1-healthy food examples; Form 2.2-healthy vs. unhealthy fast-food choices; Form 2.3-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition; Form 3.4-growth, body systems, disease prevention; Form 4.2-dealing with feelings; Form 4.3-communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-environmental health; OM: U1, L2 (strangers)</p>	<p>13 (U1, L6)-brushing teeth keeps them healthy; 14-15 (U1, L7)-benefits of exercise, getting along with others; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-good nutrition promotes health, hand washing kills germs; 32-33 (U2, L15)-healthy snacks give you energy; 38-39 (U3, L17)-healthy food promotes healthy growth; 46-47 (U3, L21)-eat healthy to stay well; 50-51 (U3, L23)-avoid spreading germs; 56-57 (U4, L25)-expressing feelings makes you feel better; 58-59 (U4, L26)-dealing with emotions in a positive way; 66-67 (U5, L29)-refusal skills, drugs vs. medicine; 68-69 (U5, L30)-appropriate use of medicine; 70-71 (U5, L31)-harmfulness of alcohol, drugs, tobacco, secondhand smoke; 72-73 (U5, L32)-harmfulness of alcohol, making good choices; ; 78-79 (U6, L34)-environmental health, pollution; Worksheets: Form 1.2-safety; Form 1.3-exercise makes heart healthy; Form 1.4-safety, fitness, nutrition; Form 2.1-healthy food choices; Form 2.3-healthy food choices; Form 2.4-healthy vs. unhealthy snack choices; Form 2.5-fitness, nutrition, food safety; Form 3.6-avoid spreading germs; Form 3.7-growth, body systems, disease prevention; Form 4.3-communication, emotions, decision making skills; Form 5.2-appropriate use of medicine; Form 5.3-abstinence from alcohol, tobacco, and other drugs; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-environmental health; OM: U1, L2 (strangers); OL: ext. of U1, L3 (safety skills and equipment); ext. of U5, L31 (harmfulness of alcohol and tobacco use on body systems)</p>
<p>4. Identify a personal health goal in one of areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.</p>	<p>10-11 (BB5; U1, L5)-hand washing, always use soap; 12-13 (BB 6; U1, L6)-brushing teeth regularly; 14-15 (BB7; U1, L7)-regular ; 16-17 (BB 8; U1, L8)-exercise builds strong muscles; 38-39 (BB17; U3, L17)-eat healthy to grow strong; 46-47 (BB 21; U3, L21)-eat healthy to stay well; 58-59 (BB 26; U4, L26)-</p>	<p>10-11 (U1, L5)-hand washing, always use soap; 12-13 (U1, L6)-brushing teeth regularly; 14-15 (U1, L7)-regular exercise; 16-17 (U1, L8)-exercise builds strong muscles; 38-39 (U3, L17)-eat healthy to grow strong; 46-47 (U3, L21)-eat healthy to stay well; 58-59 (U4, L26)-dealing with emotions in a positive</p>

	dealing with emotions in a positive way; 66-67 (BB 29; U5, L29)-refusal skills; 76-77 (BB 33; U6, L33)-care about your community; 78-79 (BB 34; U6, L34)-promote environmental health; Worksheets: Form 1.4-hand washing; Form 1.5-exercise makes heart healthy; Form 3.4-growth, disease prevention; Form 4.3-communication, emotions, decision making skills; Form 5.3-awareness of alcohol and drugs, refusal skills; Form 6.1-community and environmental health; OL: ext. of U3, L18, form 1.3 (setting physical activity goals)	way; 66-67 (U5, L29)-refusal skills; 76-77 (U6, L33)-care about your community; 78-79 (U6, L34)-promote environmental health; Worksheets: Form 1.3-exercise makes heart healthy; Form 3.7-growth, disease prevention; Form 4.3-communication, emotions, decision making skills; Form 5.4-awareness of alcohol and drugs, refusal skills; Form 6.2-community and environmental health; OL: ext. of U6, L34, form 2.13 (community and environmental health)
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Standard 7: Students will demonstrate the ability to advocate for personal, family, peer, and community health.

Benchmark	Publisher Citation	
	Grade 1	Grade 2
1. Recognize methods to convey accurate health information and ideas.	76-77 (BB 33; U6, L33)-be a community helpers; 78-79 (BB 34; U6, L34)-promote environmental health; 80-81 (BB 35; U6, L35)-understand media influences; Worksheets: Form 6.1-community, environmental, and consumer health; OL: ext. of U3, L23, form 1.4 (share research and findings about health with classmates)	76-77 (U6, L33)-be a community helper; 78-79 (U6, L34)-promote environmental health; 80-81 (U6, L35)-understand media influences; Worksheets: Form 6.1-community helpers; Form 6.2-community, consumer, and environmental health; OL: ext. of U3, L23, form 2.11 (identify sources of health information); ext. of U6, L35, form 2.14 (media influences)
2. Discuss when it is appropriate to express opinions about health issues.	66-67 (BB 29; U5, L29)-peer pressure situations; OL: ext. of U3, L23, form 1.4 (share research and findings about health with classmates)	66-67 (U5, L29)-peer pressure situations
3. List places and people in the school and community you can go to for health information (i.e. school nurse, doctor's office, etc.).	12-13 (BB 6; U1, L6)-dentist; 46-47 (BB 21; U3, L21)-health helpers; 50-51 (BB 23; U3, L23)-school nurse; 58-59 (BB 26; U4, L26)-teacher as counselor; 76-77 (BB 33; U6, L33)-community helpers; Worksheets: Form 6.1-community health; OL: ext. of U1, L10 and U1, L11, forms 1.1a and 1.1b (know safety helpers and how to access help); ext. of U3, L23, form 1.4 (learn how to research health topics)	12-13 (U1, L6)-dentist; 46-47 (U3, L21)-health helpers; 50-51 (U3, L23)-school nurse; 58-59 (U4, L26)-teacher as counselor; 76-77 (U6, L33)-community helpers; Worksheets: Forms 3.4 and 3.5-health helpers; Form 6.1-community helpers; Form 6.2-community health; OL: ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional community and safety helpers); ext. of U3, L22, form 2.10 (tell trusted adult about symptoms of illnesses); ext. of U3, L23, form 2.11 (identify sources of health information)
4. List ways to help others make healthy choices.	6-7 (BB3; U1, L3)-friends practice safety together; 14-15 (BB7; U1,	6-7 (U1, L3)-friends practice safety together; 14-15 (U1, L7)-exercise

	<p>L7)-exercise with friends, family; 30-31 (BB 14; U2, L14)-practice healthy eating with friends and family; 50-51 (BB 23; U3, L23)-avoid spreading germs; 58-59 (BB 26; U4, L26)-dealing with emotions in a positive way; 60-61 (BB 27; U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (BB 28; U4, L28)-making good choices; being a good friend; 66-67 (BB 29; U5, L29)-refusal skills, peer pressure; 76-77 (BB 33; U6, L33)-be a community helper; 78-79 (BB 34; U6, L34)-promote environmental health; Worksheets: Form 1.3-safety; Form 1.6-share info about safety, fitness, nutrition; Form 2.5-share advice about fitness, nutrition; Form 3.4-share information about growth, body systems, disease prevention; Form 4.2-dealing with feelings; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.3-spread awareness about alcohol and drugs, refusal skills; Form 6.1-share information about community, consumer, and environmental health; OL: ext. of U3, L23, form 1.4 (share research and findings about health with classmates)</p>	<p>with friends, family; 30-31 (U2, L14)-practice healthy eating with friends and family; 50-51 (U3, L23)-avoid spreading germs; 58-59 (U4, L26)-dealing with emotions in a positive way; 60-61 (U4, L27)-respect others, conflict resolution, dealing with feelings; 62-63 (U4, L28)-making good choices/decisions; being a good friend; 66-67 (U5, L29)-refusal skills, peer pressure; 76-77 (U6, L33)-be a community helper; 78-79 (U6, L34)-promote environmental health; Worksheets: Form 1.2-safety; Form 1.4-share info about safety, fitness, nutrition; Form 2.5-share advice about fitness, nutrition; Form 3.6-avoid spreading germs; Form 3.7-share info about growth, body systems, disease prevention; Form 4.1-respect; Form 4.2-friendship; Form 4.3-family, friends, communication, emotions, decision making skills; Form 5.4-spread awareness of alcohol and drugs, refusal skills; Form 6.2-share information about community, consumer, and environmental health; OL: ext. of U6, L35, form 2.14 (media influences)</p>
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New Mexico Public Education Department Proposed New Health Education Standards Grade K-12

GRADES 3 AND 4

Grade 3: *WOW! Cody Investigates the World of Wellness: Student Book—Green Level*
WOW! Cody Investigates the World of Wellness Teacher’s Guide—Green Level

Grade 4: *WOW! TJ’s Adventures in the World of Wellness: Student Book—Blue Level*
WOW! TJ’s Adventures in the World of Wellness Teacher’s Guide—Blue Level

KEY:

U1, L1=corresponding unit number and lesson number in the teacher’s guide;

OL=supplementary online lessons and forms;

OM=optional material included in the teacher’s guide

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
1. Identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (i.e. smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety, etc.); identify and describe characteristics of healthy and unhealthy relationships (i.e. describe the unique differences of self and others, etc.); discuss what is meant by good personal hygiene (i.e. describe the importance of hand washing in disease prevention, etc.); list the steps associated with refusal skills and its relationship to the decision making process.	2-3 (U1, L1)-uniqueness; 4-5 (U1, L2)-uniqueness/acceptance, personal hygiene; 6-7 (U1, L3)-importance of daily physical activity;8-9 (U1, L4)-personal safety; 16-17 (U1, L8)-physical fitness, good sportsmanship; 18-19 (U1, L9)-importance of dental care, getting enough rest; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-good nutrition; 28-29 (U2, L13)-cultural diversity; 30-31 (U2, L14)-good nutrition, making healthy food choices; 32-33 (U2, L15)-nutrition and physical activity; 38-39 (U3, L17)-hand washing to prevent spreading of germs; 43 (U3, L19)-healthy choices enhance growth; 50-51 (U4, L22)-being a good friend; 52-53 (U4, L23)-lifetime physical activities; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; 60-61 (U5, L26)-harmfulness of drugs, effects on body systems; 62-63 (U5, L27)-harmfulness of smoking; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid	2-3 (U1, L1)-individuality, uniqueness; 4-5 (U1, L2)-personal hygiene, friendship (sidebar); 6-7 (U1, L3)-dental care; 8-9 (U1, L4)-weather safety, first aid; 10-11 (U1, L5)-conflict resolution, respect; 12-13 (U1, L6)-physical fitness; 14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 24-25 (U2, L11)-healthy food choices; 26-27 (U2, L12)-study food labels; 30-31 (U2, L14)-healthy snacks give you energy; 36-37 (U2, L16)-exercise is good for your heart; 38-39 (U3, L17)-avoiding communicable diseases (bottom blue sidebar); 40-41 (U3, L18)-ways to stay healthy and live longer (blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-refusal skills, recognizing unsafe

	<p>violent situations; 72-73 (U6, L31)-choose to be physically active (blue sidebar); 80-81 (U6, L35)-recycle, conserve, keep earth clean; 82-83 (U6, L36)-importance habitual physical activity; OM: U3, L17-L19 (decision-making skills, disease prevention-HIV/AIDS); Worksheets: Form 1.2 (lifetime physical activities); Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 1.14 (safety, emergencies, importance of physical activity); Form 2.2 (nutrition); Form 3.6 (growth and development, disease prevention); Form 4.3 (decision-making skills); Form 4.4 (friendship); Form 5.5 (secondhand smoke)</p>	<p>situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; 74-75 (U6, L32)-helping others, volunteering in the community; 78-79 (U6, L34)-take care of the environment, pollution; 80-81 (U6, L35)-environmental health; 82-83 (U6, L36)-importance of physical activity; Worksheets: Form 1.2 (weather safety); Form 1.4 (safety rules); Form 1.6 (safety, conflict resolution, importance of physical activity); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Forms 2.5-2.15 (food labels); Form 2.19 (nutrition); Form 3.1 (growth and development, disease prevention); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with feelings and stress); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); Form 6.4 (conservation); OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U3, L18 (compassion, respect); ext. of U4, form 4.17 (feelings, communication, "I" messages, friendship); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention) ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)</p>
2. Understand different emotions;	2-3 (U1, L1)-uniqueness,	6-7 (U1, L3)-dental care; 10-11

<p>recognize compassionate behavior and its relationship to diversity (i.e. bullying, disabilities, other special needs, etc.); identify and understand the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, etc.); understand positive health choices and activities that promote health and help prevent diseases; describe different types of family units and their relationship to health (i.e. single, grandparent, same sex parents, etc.).</p>	<p>different kinds of families; 4-5 (U1, L2)-uniqueness/acceptance, personal hygiene; 6-7 (U1, L3)-importance of daily physical activity; 10-11 (U1, L5)-bullies; 16-17 (U1, L8)-physical fitness, good sportsmanship; 18-19 (U1, L9)-importance of dental care, getting enough rest; 22-23 (U2, L10)-healthy food choices; 28-29 (U2, L13)-cultural diversity; 30-31 (U2, L14)-making healthy food choices; 32-33 (U2, L15)-nutrition and physical activity; 46-47 (U4, L20)-expressing emotions, conflict resolution; 50-51 (U4, L22)-being a good friend; 52-53 (U4, L23)-lifetime physical activities, changes families may go through; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; 60-61 (U5, L26)-harmfulness of drugs; 62-63 (U5, L27)-harmfulness of smoking; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid violent situations; 72-73 (U6, L31)-choose to be physically active (blue sidebar); 80-81 (U6, L35)-recycle, conserve, keep earth clean; 82-83 (U6, L36)-importance habitual physical activity; OM: U3, L17-L19 (decision-making skills, disease prevention-HIV/AIDS); U4, L20 (expressing emotions helps prevent substance abuse); Worksheets: Form 1.2 (lifetime physical activities); Form 1.6 (problem-solving situations); Form 1.14 (safety, emergencies, importance of physical activity, conflict resolution skills); Form 2.2 (nutrition); Form 3.3 (making good decisions); Form 4.3 (decision-making skills); Form 4.4 (families, friends, emotions); Form 5.1 (effects of alcohol and drugs); Form 5.3 (knowledge of alcohol, tobacco, and other drugs); Form 5.5 (secondhand smoke); Form 5.6 (alcohol, tobacco, and other drugs)</p>	<p>(U1, L5)-conflict resolution (bullying), respect; diversity (disability); 12-13 (U1, L6)-physical fitness; 14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 24-25 (U2, L11)-healthy food choices; 26-27 (U2, L12)-study food labels; 36-37 (U2, L16)-diversity (friends with asthma, wheel chairs); 38-39 (U3, L17)-avoiding communicable diseases (bottom blue sidebar); 40-41 (U3, L18)-ways to stay healthy and live longer (blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 55-56 (U4, L24)-recognizing unsafe situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; 74-75 (U6, L32)-helping others, volunteering in the community; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 1.4 (safety rules); Form 1.6 (safety, conflict resolution, importance of physical activity); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Forms 2.5-2.15 (food labels); Form 2.19 (nutrition); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with feelings and stress); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); OM: Growing Up booklets and corresponding optional discussion guides</p>
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		<p>(emotions); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U3, L15-L17, forms 4.10a-c (compassion toward others with health problems); ext. of U3, L18 (compassion, respect); ext. of U4, form 4.17 (feelings, communication, “I” messages, friendship); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)</p>
<p>3. Understand the effects of lifestyle choices on body systems (i.e. alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence, etc.); recognize how stress and emotions affect the body systems; utilize correct terminology for the human body; identify the different changes in body that occur during puberty.</p>	<p>16-17 (U1, L8)-physical fitness; 24-25 (U2, L11)-good nutrition; 32-33 (U2, L15)-nutrition and physical activity; 40-43 (U3, L18)-body systems; 43 (U3, L19)-growth and development; 60-61 (U5, L26)-harmfulness of drugs, effects on body systems; 62-63 (U5, L27)-harmfulness of smoking; 64-65 (U5, L28)-harmfulness of secondhand smoke; OM: U2, L15 (stress management); Worksheets: Form 1.2 (lifetime physical activities); Form 2.2 (nutrition); Form 4.4 (emotions); Form 5.1 (effects of alcohol and drugs); Form 5.3 (knowledge of alcohol, tobacco, and other drugs); Form 5.5 (secondhand smoke); Form 5.6 (alcohol, tobacco, and other drugs)</p>	<p>12-13 (U1, L6)-physical fitness and effect on heart and muscles; 14-15 (U1, L7)-benefits of physical activity; 30-31 (U2, L14)-healthy snacks give you energy; 36-37 (U2, L16)-exercise is good for your heart; 40-41 (U3, L18)-changes a body goes through during life cycle, ways to stay healthy and live longer (blue sidebar); 42-44 (U3, L19)-body systems; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Form 2.19 (nutrition); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); OM: Growing Up booklets and corresponding optional discussion guides (emotions, body changes during puberty); HIV/AIDS optional discussion guide; OL: ext. of U3, L19, forms 4.14, 4.15 (body systems); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28,</p>

		forms 4.22, 4.23a-b (personal safety and substance abuse prevention)
<p>4. Understand the behaviors that could affect other people (i.e. smoking, drinking, physical activity, nutrition, etc.); identify the differences between safe and unsafe situations (i.e. bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances, etc.); know how to access help (i.e. dial 911 in an emergency, trusted adult, etc.); understand the influences of media and peer pressure on health.</p>	<p>6-7 (U1, L3)-importance of daily physical activity; 10-11 (U1, L5)-bullies, strangers; 16-17 (U1, L8)-physical fitness, good sportsmanship; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-good nutrition, media influences food choices; 30-31 (U2, L14)-good nutrition, making healthy food choices; 32-33 (U2, L15)-nutrition and physical activity; 38-39 (U3, L17)-hand washing to prevent spreading of germs; 50-51 (U4, L22)-being a good friend; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; 60-61 (U5, L26)-harmfulness of drugs; 62-63 (U5, L27)-harmfulness of smoking; 64-65 (U5, L28)-harmfulness of secondhand smoke; 66-67 (U5, L29)-media influence on health; 70-71 (U6, L30)-avoid violent situations, media influences on health; 74-75 (U6, L32)-pollution; 76-77 (U6, L33)-environmental health; 78-79 (U6, L34)-pollution laws, promote environmental health; OM: U1, L5 (stranger safety); U3, L17 (decision-making skills, disease prevention-HIV/AIDS); Worksheets: Form 1.2 (lifetime physical activities); Form 1.6 (problem-solving situations); Form 1.14 (safety, emergencies, importance of physical activity); Form 2.2 (nutrition); Form 4.3 (decision-making skills); Form 4.4 (friendship); Form 5.1 (effects of alcohol and drugs); Form 5.3 (knowledge of alcohol, tobacco, and other drugs); Form 5.5 (secondhand smoke); Form 5.6 (alcohol, tobacco, and other drugs); Form 6.2 (pollution laws); Form 6.3 (community, consumer, and environmental health)</p>	<p>6-7 (U1, L3)-media's influence on health (bottom sidebar); 10-11 (U1, L5)-conflict resolution (bullying), respect; 12-13 (U1, L6)-physical fitness; 16-17 (U1, L8)-personal safety; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 22-23 (U2, L10)-nutrition; 24-25 (U2, L11)-healthy food choices; 28-29 (U2, L13)-media influences; 38-39 (U3, L17)-avoid spreading communicable diseases (bottom blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 66-67 (U5, L29)-media influences; 68-69 (U5, L30)-underage drinking, consequences of making a bad choice; 74-75 (U6, L32)-helping others, volunteering in the community; 76-77 (U6, L33)-advertising strategies, media literacy; 78-79 (U6, L34)-take care of the environment, pollution; 80-81 (U6, L35)-environmental health; Worksheets: Form 1.4 (safety rules); Form 1.6 (safety, conflict resolution, importance of physical activity); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Form 2.19 (nutrition); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with</p>

		<p>feelings and stress); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); Form 6.4 (conservation); Form 6.5 (community, consumer, environmental health); OM: HIV/AIDS optional discussion guide; OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U2, L13 and U6, L33 (media, advertising strategies influence health); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)</p>
<p>5. Recognize common physical health issues of children in same age group (i.e. intentional and unintentional injury, personal hygiene, etc.); recognize common social health issues of children in same age group (i.e. peer pressure, relationships, etc.); recognize common emotional health issues of children in same age group (i.e. affects of bullying, when family member is sick, sadness, domestic violence, etc.); recognize common environmental health issues that affect children in same age group (i.e. second hand smoke, litter, noise, etc.).</p>	<p>2-3 (U1, L1)-families, friendship; 4-5 (U1, L2)-uniqueness, acceptance, personal hygiene; 8-9 (U1, L4)-personal safety; 10-11 (U1, L5)-bullies, strangers; 12-13 (U1, L6)-weather safety; 16-17 (U1, L8)-physical fitness, good sportsmanship; 18-19 (U1, L9)-importance of dental care, getting enough rest; 26-27 (U2, L12)-good nutrition; 28-29 (U2, L13)-cultural diversity; 38-39 (U3, L17)-hand washing to prevent spreading of germs; 40-43 (U3, L18)-teamwork; 46-47 (U4, L20)-family roles and responsibilities; 48-49 (U4, L21)-family rules; 50-51 (U4, L22)-being a good friend; 52-53 (U4, L23)-changes families may go through; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 62-63 (U5, L27)-harmfulness of smoking; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid violent situations; 76-77 (U6, L33)-environmental health; 78-79 (U6, L34)-pollution laws, promote environmental health; 80-81 (U6, L35)-recycle, conserve, keep earth clean; OM: U1, L5 (stranger safety); Worksheets: Form 1.2 (lifetime</p>	<p>2-3 (U1, L1)-individuality, uniqueness; 4-5 (U1, L2)-personal hygiene, friendship (sidebar); 6-7 (U1, L3)-dental care; 10-11 (U1, L5)-conflict resolution (bullying), respect; 12-13 (U1, L6)-physical fitness; 14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 22-23 (U2, L10)-nutrition; 24-25 (U2, L11)-healthy food choices; 28-29 (U2, L13)-media influences; 34-35 (U3, L15)-AD/HD, sharing feelings with friends (bottom right sidebar); 36-37 (U2, L16)-diversity, being different from other kids; 38-39 (U3, L17)-illness, communicable diseases (bottom blue sidebar); 40-41 (U3, L18)-changes your body goes through; 46-47 (U4, L20)-dealing with feelings in a positive way, coping with changes in the family; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-recognizing unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-</p>

	<p>physical activities); Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 1.7 (weather safety); Form 2.2 (nutrition); Form 3.6 (growth and development, disease prevention); Form 4.3 (decision-making skills); Form 4.4 (families, friends, emotions); Form 5.5 (secondhand smoke); Form 6.2 (pollution laws); Form 6.3 (community and environmental health)</p>	<p>recognizing unsafe situations; 66-67 (U5, L29)-media influences; 78-79 (U6, L34)-take care of the environment, pollution; 80-81 (U6, L35)-environmental health; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 1.4 (safety rules); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Form 2.19 (nutrition); Form 3.1 (growth and development, disease prevention); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with feelings and stress); Form 6.4 (conservation); Form 6.5 (community and environmental health); OM: Growing Up booklets and corresponding optional discussion guides (emotions, body changes during puberty); OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U3, L18 (compassion, respect); ext. of U4, form 4.17 (feelings, communication, “I” messages, friendship); ext. of U4, L20, form 4.18 (stress management)</p>
<p>6. Recognize symptoms of illness (i.e. runny nose, coughing, fever, stomach ache, sadness, etc.); list individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (i.e. parents, grandparents, teacher, counselor, nurse, doctor, etc.); understand the benefits of following the directions of health care providers; list and understand safety rules for different situations (i.e. playground safety, bus safety, classroom rules, etc.); understand the importance of taking personal responsibility for actions.</p>	<p>8-9 (U1, L4)-personal safety; 10-11 (U1, L5)-safety (bullies, strangers); 12-13 (U1, L6)-weather safety; 36-37 (U3, L16)-illness, importance of staying away from others when sick; OM: U1, L5 (stranger safety); U4, L21 (taking responsibility for actions); Worksheets: Form 1.4 (bike and car safety); Form 1.7 (weather safety); Form 1.14 (safety)</p>	<p>8-9 (U1, L4)-weather safety, first aid; 10-11 (U1, L5)-avoid potentially violent situations; 16-17 (U1, L8)-personal safety; 18-19 (U1, L9)-personal safety; 34-35 (U3, L15)-communicable vs. chronic diseases, sharing feelings with friends (bottom right sidebar); 36-37 (U2, L16)-chronic disease (asthma); 38-39 (U3, L17)-illness, communicable diseases (bottom blue sidebar); 72-73 (U6, L31)-health professionals; Worksheets: Form 1.2 (weather safety); Form 1.4 (safety rules); Form 1.6 (safety); Form 6.1 (community and health helpers); Form 6.2 (health helpers); Form 6.3 (health helpers); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing</p>

		unsafe situations); ext. of U3, L15-L17, forms 4.10a-c (compassion toward others with health problems)
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Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
1. Identify safe and unsafe products in the home and community (i.e. bleach vs. milk, used needles, etc.); demonstrate universal precautions in handling unsafe/contaminated products and materials (i.e. blood borne pathogens, etc.); identify health-promoting products and services (i.e. food choices, community services, physical activity, etc.); identify where to seek valid health information (i.e. doctor, dentist, nurse, counselor, appropriate adult, etc.); analyze health information that may be confusing or contradictory (i.e. from media, peers, siblings, etc.).	18-19 (U1, L9)-importance of dental care; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-analyze how media influences food choices; 26-27 (U2, L12)-healthy food choices; 66-67 (U5, L29)-media influence on health; 74-75 (U6, L32)-valid sources of health information; OM: U6, L35 (don't pick up needles); Form 6.3 (community and consumer health)	6-7 (U1, L3)-dental care, media's influence on health (bottom sidebar); 12-13 (U1, L6)-PE teacher as valid source of health info; 22-23 (U2, L10)-nutrition; 24-25 (U2, L11)-healthy food choices (food labels); 26-27 (U2, L12)-food labels; 28-29 (U2, L13)-media influences; 34-35 (U3, L15)-analyze the benefits/effects of taking medication (AD/HD); 64-65 (U4, L28)-harmfulness of inhalants; 66-67 (U5, L29)-media influences; 72-73 (U6, L31)-health professionals; 76-77 (U6, L33)-advertising strategies, media literacy; 78-79 (U6, L34)-take care of the environment, pollution; 80-81 (U6, L35)-environmental health; Worksheets: Form 2.1 (nutrients); Forms 2.5-2.15 (food labels); Form 6.1 (community and health helpers); Form 6.2 (health helpers); Form 6.3 (health helpers); Form 6.4 (conservation); Form 6.5 (community and consumer health); OL: ext. of U2, L13 and U6, L33 (media, advertising strategies influence health); ext. of U2, L14, forms 4.7, 4.8a-b, 4.9a-b (logging and analyzing personal fitness habits)
2. Demonstrate ability to use emergency phone numbers (i.e. 911, poison control, etc.); identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.); recognize unsafe environments/situations; identify where to seek valid health information; identify location of	10-11 (U1, L5)-recognize unsafe situations (gangs, strangers); 14-15 (U1, L7)-first aid, when to call 911; 70-71 (U6, L30)-avoid violent situations; 74-75 (U6, L32)-valid sources of health information; OM: U1, L5 (stranger safety); Worksheets: Form 1.9 (role-playing situations, first aid); Form 1.14 (safety,	6-7 (U1, L3)-dentist as safe adult; 8-9 (U1, L4)-weather safety, first aid; 10-11 (U1, L5)-avoid potentially violent situations; 18-19 (U1, L9)-personal safety, first aid; 38-39 (U3, L17)-doctor as safe adult; 50-51 (U4, L22)-recognizing unsafe situations; 55-56 (U4, L24)-recognizing unsafe situations; 72-73 (U6, L31)-

first aid kit/station.	emergencies)	health professionals; Worksheets: Form 1.2 (weather safety); Form 1.4 (safety rules); Form 1.6 (safety); Form 6.1 (community and health helpers); Form 6.2 (health helpers); Form 6.3 (health helpers); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations)
3. Identify media messages that may be misleading; identify the goals of media (i.e. sell, entertain, etc.); identify media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	24-25 (U2, L11)-media influences food choices; 66-67 (U5, L29)-media influence on health; 70-71 (U6, L30)-media influences on health; Worksheets: Form 6.3 (consumer health)	6-7 (U1, L3)-media's influence on health (bottom sidebar); 28-29 (U2, L13)-media influences; 66-67 (U5, L29)-media influences; Worksheets: Form 6.5 (consumer health); OL: ext. of U2, L13 and U6, L33, (media, advertising strategies influence health)
4. Explain the role of safety officials (i.e. police, fire, security, crossing guards, etc.); explain the role(s) of safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.).	74-75 (U6, L32)-health professionals as valid sources of health information	6-7 (U1, L3)-dentist as safe adult; 38-39 (U3, L17)-doctor as safe adult; 46-47 (U4, L20)-counselor, teacher as safe adults; 48-49 (U4, L21)-teacher as safe adult; 72-73 (U6, L31)-health professionals; 76-77 (U6, L33)-advertising strategies, media literacy; Worksheets: Form 6.1 (community and health helpers); Form 6.2 (health helpers); Form 6.3 (health helpers)

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
1. Demonstrate responsible health behaviors (i.e. proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seatbelts, abstinence, etc.); role play conflict resolution skills; identify behaviors that promote healthy relationships (i.e. sharing, supporting, caring, listening, etc.).	2-3 (U1, L1)-friendship; 4-5 (U1, L2)-uniqueness/acceptance, personal hygiene; 6-7 (U1, L3)-importance of daily physical activity; 8-9 (U1, L4)-personal safety; 10-11 (U1, L5)-healthy relationships (don't pre-judge others), conflict resolution skills; 16-17 (U1, L8)-physical fitness, good sportsmanship; 18-19 (U1, L9)-importance of dental care, getting enough rest; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-good nutrition; 26-27 (U2, L12)-good nutrition; 30-31 (U2, L14)-good nutrition, making	4-5 (U1, L2)-personal hygiene, friendship (sidebar); 6-7 (U1, L3)-dental care; 8-9 (U1, L4)-know weather safety, first aid; 10-11 (U1, L5)-conflict resolution, respect; 12-13 (U1, L6)-physical fitness; 14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 22-23 (U2, L10)-good nutrition; 24-25 (U2, L11)-healthy food choices; 26-27 (U2, L12)-study food labels; 30-31

	<p>healthy food choices; 32-33 (U2, L15)-nutrition and physical activity; 38-39 (U3, L17)-hand washing to prevent spreading of germs; 43 (U3, L19)-healthy choices enhance growth, being part of a family; 46-47 (U4, L20)-family roles and responsibilities, conflict resolution skills; 50-51 (U4, L22)-being a good friend; 52-53 (U4, L23)-lifetime physical activities; 58-59 (U5, L25)-refusal skills, stay drug free; 70-71 (U6, L30)-avoid violent situations; 72-73 (U6, L31)-choose to be physically active (blue sidebar); 80-81 (U6, L35)-recycle, conserve, keep earth clean; 82-83 (U6, L36)-importance habitual physical activity; OM: U4, L23 (caring about others may help them avoid substance abuse); Worksheets: Form 1.2 (lifetime physical activities); Form 1.4 (bike and car safety); Form 1.9 (role-playing situations, first aid); Form 1.14 (conflict resolution skills); Form 2.2 (nutrition); Form 4.4 (families, friends, emotions); Form 6.3 (community, consumer, and environmental health)</p>	<p>(U2, L14)-healthy snacks give you energy; 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 38-39 (U3, L17)-avoid spreading communicable diseases (bottom blue sidebar); 40-41 (U3, L18)-ways to stay healthy and live longer (blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; 74-75 (U6, L32)-helping others, volunteering in the community; 78-79 (U6, L34)-take care of the environment, pollution; 80-81 (U6, L35)-environmental health; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 1.2 (weather safety); Form 1.4 (safety rules); Form 1.5 (role-playing situations); Form 1.6 (safety, conflict resolution, importance of physical activity); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Form 2.19 (nutrition); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with feelings and stress); Form 6.4 (conservation); Form 6.5 (community, consumer, environmental health); OM: HIV/AIDS optional discussion guide; OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U3, L18 (compassion, respect); ext. of U4, form 4.17 (feelings, communication, "I" messages, friendship); ext. of U4, L20, form 4.18 (stress management); ext. of U4, L22 and all U5 lessons, form 4.19</p>
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<p>2. Identify the relationship between physical activity and nutrition as related to healthy development; identify ways in which diseases are transmitted and are not transmitted (i.e. HIV, common cold, measles, etc.).</p>	<p>32-33 (U2, L15)-nutrition and physical activity; 38-39 (U3, L17)-hand washing to prevent spreading of germs, communicable vs. chronic diseases; 43 (U3, L19)-healthy choices enhance growth; OM: U3, L17-L19 (decision-making skills, disease prevention-HIV/AIDS); Worksheets: Form 1.2 (lifetime physical activities); Form 2.2 (nutrition); Form 3.6 (chronic diseases)</p>	<p>(consequences of risky behaviors) 16-17 (U1, L8)-healthy snacks give you energy; 30-31 (U2, L14)-healthy snacks give you energy; 34-35 (U3, L15)-communicable vs. chronic diseases; Worksheets: Form 2.1 (nutrients); Form 2.19 (nutrition); Form 3.1 (growth and development, disease prevention); Form 3.1 (communicable diseases); OM: HIV/AIDS optional discussion guide</p>
<p>3. Predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>6-7 (U1, L3)-effects of daily physical activity; 8-9 (U1, L4)-personal safety; 12-13 (U1, L6)-weather safety; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 60-61 (U5, L26)-harmfulness of drugs; 62-63 (U5, L27)-harmfulness of smoking; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-consequences of violent situations; Worksheets: Form 1.2 (lifetime physical activities); Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 1.7 (weather safety); Form 1.14 (safety); Form 4.3 (decision-making skills); Form 5.1 (effects of alcohol and drugs); Form 5.3 (knowledge of alcohol, tobacco, and other drugs); Form 5.5 (secondhand smoke); Form 5.6 (alcohol, tobacco, and other drugs)</p>	<p>10-11 (U1, L5)-conflict resolution, avoid potentially violent situations; 12-13 (U1, L6)-monitoring heart rate to ensure safety when exercising; 14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-consequences of not taking safety precautions; 28-29 (U2, L13)-media influences on nutrition; 30-31 (U2, L14)-healthy snacks give you energy; 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 36-37 (U2, L16)-exercise is good for your heart; 38-39 (U3, L17)-communicable diseases (bottom blue sidebar); 40-41 (U3, L18)-ways to stay healthy and live longer (blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 1.4 (safety rules); Form 1.6 (safety,</p>

		<p>conflict resolution, importance of physical activity); Form 2.3 (health-promoting behaviors); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); OM: HIV/AIDS optional discussion guide; OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)</p>
<p>4. Demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. eat fruits and vegetables, exercise, don't smoke, abstinence, etc.); demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence, etc.).</p>	<p>6-7 (U1, L3)-daily physical activity; 8-9 (U1, L4)-personal safety; 14-15 (U1, L7)-when to call 911); 16-17 (U1, L8)-physical fitness, good sportsmanship; 18-19 (U1, L9)-importance of dental care, getting enough rest; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-good nutrition; 26-27 (U2, L12)-good nutrition; 30-31 (U2, L14)-good nutrition, making healthy food choices; 32-33 (U2, L15)-nutrition and physical activity; 38-39 (U3, L17)-hand washing to prevent spreading of germs; 46-47 (U4, L20)-family roles and responsibilities, conflict resolution skills; 52-53 (U4, L23)-lifetime physical activities; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; 60-61 (U5, L26)-know the harmfulness of drugs; 62-63 (U5, L27)-know the harmfulness of smoking; 64-65 (U5, L28)-know the harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid violent situations; 72-73 (U6, L31)-choose to be physically active (blue sidebar); 82-83 (U6, L36)-importance habitual physical activity; OM: U3, L17-L19 (decision-making skills, disease prevention-HIV/AIDS); Worksheets: Form 1.2 (lifetime physical activities);</p>	<p>4-5 (U1, L2)-personal hygiene, friendship (sidebar); 6-7 (U1, L3)-dental care; 8-9 (U1, L4)-weather safety, first aid; 10-11 (U1, L5)-conflict resolution, respect; 12-13 (U1, L6)-physical fitness; 14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 22-23 (U2, L10)-good nutrition; 24-25 (U2, L11)-healthy food choices; 26-27 (U2, L12)-study food labels; 30-31 (U2, L14)-healthy snacks give you energy; 36-37 (U2, L16)-exercise is good for your heart; 38-39 (U3, L17)-avoid spreading communicable diseases (bottom blue sidebar); 40-41 (U3, L18)-ways to stay healthy and live longer (blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 64-65 (U4, L28)-harmfulness of inhalants; 68-69</p>

	<p>Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 1.14 (safety, importance of physical activity, conflict resolution skills); Form 2.2 (nutrition); Form 4.3 (decision-making skills); Form 4.4 (families, friends, emotions); Form 5.1 (effects of alcohol and drugs); Form 5.3 (knowledge of alcohol, tobacco, and other drugs); Form 5.5 (secondhand smoke); Form 5.6 (alcohol, tobacco, and other drugs); Form 6.3 (community, consumer, and environmental health)</p>	<p>(U5, L30)-refusal skills; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 1.2 (weather safety); Form 1.4 (safety rules); Form 1.6 (safety, conflict resolution, importance of physical activity); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Forms 2.5-2.15 (food labels); Form 2.19 (nutrition); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with feelings and stress); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); Form 6.5 (community, consumer, environmental health); OM: HIV/AIDS optional discussion guide; OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U2, L14, forms 4.7, 4.8a-b, 4.9a-b (logging and analyzing personal fitness habits); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)</p>
<p>5. Identify when food is safe to eat (i.e. recognize expiration dates, etc.); demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well being; recognize and demonstrate safety rules at home, in school and in the community.</p>	<p>8-9 (U1, L4)-personal safety; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; Worksheets: Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 1.14 (safety); Form 4.3 (decision-making skills)</p>	<p>8-9 (U1, L4)-weather safety, first aid; 10-11 (U1, L5)-avoid potentially violent situations; 16-17 (U1, L8)-personal safety; 18-19 (U1, L9)-personal safety; 55-56 (U4, L24)-refusal skills; 68-69 (U5, L30)-refusal skills; Worksheets: Form 1.2 (weather safety); Form 1.4 (safety rules); Form 1.6 (safety); Form 4.2 (refusal skills); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)</p>
<p>6. Recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety;</p>	<p>10-11 (U1, L5)-conflict resolution skills; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, tell a</p>	<p>10-11 (U1, L5)-conflict resolution; 18-19 (U1, L9)-personal safety (asking for help); 46-47 (U4, L20)-talk to a safe adult when you're feeling bad;</p>

<p>mental, social and emotional wellbeing; recognize how peer pressure can lead to dangerous or risky situations; demonstrate conflict resolution skills.</p>	<p>safe adult if someone offers you drugs; Worksheets: Form 1.6 (problem-solving situations); Form 1.14 (conflict resolution skills); Form 3.3 (making good decisions); Form 4.3 (decision-making skills)</p>	<p>50-51 (U4, L22)-recognizing peer pressure, unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-peer pressure, refusal skills; 68-69 (U5, L30)-peer pressure, consequences of making a bad choice, refusal skills; Form 1.6 (safety, conflict resolution); Form 4.2 (decision-making skills, conflict resolution); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors)</p>
<p>7. Identify the body’s reaction to stressful situations (i.e. fight or flight, increase heart rate, etc.); demonstrate stress management skills.</p>	<p>10-11 (U1, L5)-reaction to stressful situations (sweaty hands); 32-33 (U2, L15)-physical activity helps with stress management; OM: U2, L15 (stress management)</p>	<p>14-15 (U1, L7)-physical activity as way to manage stress; 18-19 (U1, L9)-dealing with feelings (by exercising); 46-47 (U4, L20)-dealing with feelings in a positive way, stress management (yellow sidebar); 48-49 (U4, L21)-dealing with feelings and stress in a positive way; Worksheets: Form 4.2 (dealing with feelings and stress); OM: Growing Up booklets and corresponding optional discussion guides (emotions, body changes during puberty); OL: ext. of U4, L20, form 4.18 (stress management)</p>

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
<p>1. Describe qualities of different cultures in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; describe how the media and culture portrays gender roles (i.e. pink=girls, blue=boys, short hair vs. long hair, different toys, etc.).</p>	<p>Entire story line shows cultural diversity (ethnicities of characters); multicultural (peach-colored) sidebars on pp. 19, 25, 27, 29, 39, 55, 73; 28-29 (U2, L13)-cultural diversity; 70-71 (U6, L30)-media portrays gender roles, media influence on health; Worksheets: Form 6.3 (media influences consumer health)</p>	<p>Entire story line shows cultural diversity (ethnicities of characters); multicultural (peach-colored) sidebars on pp.3, 5, 7, 23, 25, 27, 29, 31, 35, 37, 39, 47, 49, 53, and 56; 22-23 (U2, L10)-diversity (different cultures have different eating habits); 66-67 (U5, L29)-media influences; Worksheets: Form 6.5 (media influences consumer health); OL: ext. of U3, L18 (compassion, respect)</p>
<p>2. Describe the purposes for media (i.e. entertain, sell</p>	<p>24-25 (U2, L11)-media influences food choices; 66-67</p>	<p>6-7 (U1, L3)-media’s influence on health; 28-29 (U2, L13)-media</p>

<p>products, promote services, etc.); identify how to determine if media messages are true; recognize how media influences feeling, thoughts and health choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity, etc.).</p>	<p>(U5, L29)-media influence on health; 70-71 (U6, L30)-media influences on health; Worksheets: Form 6.3 (media influences consumer health)</p>	<p>influences; 66-67 (U5, L29)-media influences; 76-77 (U6, L33)-advertising strategies, media literacy; Worksheets: Form 6.5 (media influences consumer health); OL: ext. of U2, L13 and U6, L33 (media, advertising strategies influence health)</p>
<p>3. Describe different forms of technology (i.e. computers, video games, microwaves, cell phones, etc.); recognize the purposes for technology in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. medical, conveniences, communication, etc.); describe how technology effects how we live.</p>	<p>72-73 (U6, L31)-technology's effects on health; 76-77 (U6, L33)-technology affects health (pollution); Worksheets: Form 6.1 (effects of technology on health and physical activity); Form 6.2 (pollution laws)</p>	<p>34-35 (U3, L15)-medication to treat AD/HD; 36-37 (U2, L16)-inhalers enable people with asthma to breathe easier; 38-39 (U3, L17)-antibiotics used to cure diseases; OL: ext. of U1, L9, form 4.4 (technology helps us stay safe); ext. of U2, L14, forms 4.7, 4.8a-b, 4.9a-b (technology influences health)</p>
<p>4. Describe health messages families give in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. what types of snacks you eat at home, stranger danger, family activities, etc.); describe different types of families and how this structure influences health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing. (i.e. vegetarian vs. non, working parents and time for family activities and proper nutrition, smoking parents and second hand smoke, etc.); recognize that there are multiple messages about health based on values and beliefs.</p>	<p>2-3 (U1, L1)-different types of families; 8-9 (U1, L4)-personal safety; 18-19 (U1, L9)-importance of dental care, getting enough rest; 22-23 (U2, L10)-healthy food choices at home; 26-27 (U2, L12)-good nutrition at home; 28-29 (U2, L13)-cultural diversity; 43 (U3, L19)-healthy choices enhance growth, being part of a family; 48-49 (U4, L21)-family rules; 52-53 (U4, L23)-lifetime physical activities, changes families may go through; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid violent situations; Worksheets: Form 1.2 (lifetime physical activities); Form 1.4 (bike and car safety); Form 1.14 (safety, emergencies, importance of physical activity, conflict resolution skills); Form 2.2 (nutrition); Form 4.4 (families, friends, emotions); Form 5.1 (effects of alcohol and drugs); Form 5.6 (alcohol, tobacco, and other drugs)</p>	<p>2-3 (U1, L1)-individuality, uniqueness; 4-5 (U1, L2)-personal hygiene, friendship (sidebar); 6-7 (U1, L3)-importance of dental care; 16-17 (U1, L8)-personal safety, consideration toward others; 22-23 (U2, L10)-good nutrition, diversity (different cultures have different eating habits); 24-25 (U2, L11)-healthy food choices; 26-27 (U2, L12)-study food labels; 30-31 (U2, L14)-healthy snacks give you energy; 46-47 (U4, L20)-coping with changes in the family; 48-49 (U4, L21)-how divorce affects kids, dealing with feelings and stress in a positive way; 52-54 (U4, L23)-conflict resolution, listening skills; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; Worksheets: Form 1.4 (safety rules); Form 1.6 (safety, conflict resolution, importance of physical activity); Form 2.1 (nutrients); Forms 2.5-2.15 (food labels);</p>

		Form 2.19 (nutrition); Form 4.2 (refusal skills, decision-making skills, listening skills, conflict resolution, dealing with feelings and stress); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)
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Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
1. Demonstrate the differences between verbal and nonverbal communication; demonstrate how people communicate in different ways; recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.		34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 52-54 (U4, L23)-communication, listening skills; Worksheets: Form 4.1 (verbal vs. nonverbal communication); OL: ext. of U4, form 4.17 (feelings, communication, “I” messages, friendship)
2. Explain the importance of assuming personal responsibility for health behaviors.	6-7 (U1, L3)-importance of daily physical activity; 8-9 (U1, L4)-personal safety; 10-11 (U1, L5)-personal responsibility (don’t pre-judge others); 38-39 (U3, L17)-hand washing to prevent spreading of germs; 46-47 (U4, L20)-family roles and responsibilities, conflict resolution skills; 50-51 (U4, L22)-being a good friend; 58-59 (U5, L25)-refusal skills, stay drug free; 70-71 (U6, L30)-avoid violent situations; 76-77 (U6, L33)-promote environmental health; 78-79 (U6, L34)-pollution laws, promote environmental health; OM: U4, L21 (taking responsibility for actions); Worksheets: Form 1.2 (lifetime	4-5 (U1, L2)-personal hygiene, friendship (sidebar); 10-11 (U1, L5)-conflict resolution, respect, avoid potentially violent situations; 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 38-39 (U3, L17)-avoid spreading communicable diseases (bottom blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 52-54 (U4, L23)-conflict resolution, listening skills; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U4, form 4.17

	physical activities); Form 1.4 (bike and car safety); Form 4.4 (families, friends, emotions)	(feelings, communication, “I” messages, friendship); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors)
3. Demonstrate feelings associated with different situations (i.e. conflict – frustration/satisfaction; birthday – happy/excited, etc.); demonstrate how to express feelings in a positive way; demonstrate how to respond appropriately to other people’s needs, wants and feelings.	2-3 (U1, L1)-feelings (first day of school = excitement); 10-11 (U1, L5)-feelings (nervousness); 43 (U3, L19)-feelings (impatience to grow up); 46-47 (U4, L20)-feelings (conflict, frustration), conflict resolution skills; 50-51 (U4, L22)-being a good friend; 64-65 (U5, L28)-feelings (concern for family members, friends); OM: U4, L20 (expressing emotions helps prevent substance abuse); Worksheets: Form 4.4 (families, friends, emotions)	10-11 (U1, L5)-feelings (respecting others); 18-19 (U1, L9)-dealing with feelings (by exercising), helping others (first aid); 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 36-37 (U2, L16)-feelings (coping with being different from other kids); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 52-54 (U4, L23)-feelings, conflict resolution, listening skills; 72-73 (U6, L31)-listening skills, friendship; Worksheets: Form 4.2 (listening skills, dealing with feelings and stress); OM: Growing Up booklets and corresponding optional discussion guides (emotions, body changes during puberty); OL: ext. of U3, L15-L17, forms 4.10a-c (compassion toward others with health problems); ext. of U3, L18 (compassion, respect); ext. of U4, form 4.17 (feelings, communication, “I” messages, friendship); ext. of U4, L20, form 4.18 (stress management)
4. Identify respectful and caring acts of self and others; demonstrate the ability to appropriately use “I” statements in communication.	10-11 (U1, L5)-respect (don’t pre-judge others); 36-37 (U3, L16)- caring (calling a sick friend); 40-43 (U3, L18)-teamwork; 46-47 (U4, L20)-“I” statements, conflict resolution skills, getting along with others; 50-51 (U4, L22)-being a good friend; 54-55 (U4, L24)-being considerate of others; OM: U4, L20 (expressing emotions and using “I” statements helps prevent substance abuse); U4, L23 (caring about others may help them avoid substance abuse); Worksheets: Form 4.4 (friendship)	10-11 (U1, L5)-respecting others; 16-17 (U1, L8)-kindness toward others; 36-37 (U2, L16)-kindness to friends with health problems; 38-39 (U3, L17)-avoid spreading communicable diseases (bottom blue sidebar); 46-47 (U4, L20)-be kind to friends when they’re feeling bad; 48-49 (U4, L21)-show respect and caring for friends when they feel bad; 52-54 (U4, L23)-conflict resolution, listening skills; 72-73 (U6, L31)-listening skills, friendship; 74-75 (U6, L32)-helping others, volunteering in the community; Worksheets: Form 4.1 (verbal vs. nonverbal communication); Form 4.2 (listening skills, dealing with feelings and stress, “I” statements); OL: ext. of U3, L15-

		L!7, forms 4.10a-c (compassion toward others with health problems); ext. of U3, L18 (compassion, respect); ext. of U4, form 4.17 (feelings, communication, “I” messages, friendship)
5. Describe and demonstrate listening skills as a tool to enhance relationships; demonstrate when it is appropriate to interrupt for health needs; recognize when someone is telling you to do something that is wrong.	54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; Worksheets: Form 1.6 (problem-solving situations); Form 3.3 (making good decisions); Form 4.3 (decision-making skills)	34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 50-51 (U4, L22)-recognizing peer pressure, unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 72-73 (U6, L31)-listening skills, friendship; Worksheets: Form 4.2 (refusal skills, decision-making skills, listening skills); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U4, form 4.17 (feelings, communication, “I” messages, friendship)
6. Demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; Worksheets: Form 1.6 (problem-solving situations); Form 4.3 (decision-making skills)	55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; Worksheets: Form 4.2 (refusal skills); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors)
7. Demonstrate conflict mediation and conflict resolution skills.	10-11 (U1, L5)-conflict resolution skills; 46-47 (U4, L20)-conflict resolution skills; 70-71 (U6, L30)-avoid violent situations; Worksheets: Form 1.14 (conflict resolution skills)	10-11 (U1, L5)-conflict resolution; 52-54 (U4, L23)-conflict resolution, listening skills; Form 1.6 (conflict resolution); Worksheets: Form 4.2 (listening skills, conflict resolution)
8. Demonstrate conflict mediation and conflict resolution skills.	10-11 (U1, L5)-conflict resolution skills; 46-47 (U4, L20)-conflict resolution skills; 70-71 (U6, L30)-avoid violent situations; Worksheets: Form 1.14 (conflict resolution skills)	10-11 (U1, L5)-conflict resolution; 52-54 (U4, L23)-conflict resolution, listening skills; Worksheets: Form 1.6 (conflict resolution); Form 4.2 (listening skills, conflict resolution)

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skill to enhance health.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
1. Demonstrate actions to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.	6-7 (U1, L3)-importance of daily physical activity; 8-9 (U1, L4)-personal safety; 22-23 (U2, L10)-healthy food choices; 26-27 (U2, L12)-healthy food choices; 30-31 (U2, L14)-making healthy food choices; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 70-71 (U6, L30)-avoid violent situations; 72-73 (U6, L31)-choose to be physically active (blue sidebar); Worksheets: Form 1.2 (lifetime physical activities); Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 3.3 (making good decisions); Form 4.3 (decision-making skills); Form 5.1 (effects of alcohol and drugs); Form 5.6 (alcohol, tobacco, and other drugs)	4-5 (U1, L2)-personal hygiene; 10-11 (U1, L5)-avoid potentially violent situations; 14-15 (U1, L7)-be physically active; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 24-25 (U2, L11)-healthy food choices; 26-27 (U2, L12)-study food labels; 30-31 (U2, L14)-healthy snacks give you energy; 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; Worksheets: Form 1.4 (safety rules); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Forms 2.5-2.15 (food labels); Form 4.2 (decision-making skills, listening skills); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); OL: ext. of U1, L2, form 4.1 (personal hygiene); ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U2, L14, forms 4.7, 4.8a-b, 4.9a-b (logging and analyzing personal fitness habits); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28,

		forms 4.22, 4.23a-b (personal safety and substance abuse prevention)
2. Explain when it is appropriate to ask for help in making health-related decisions (i.e. when you are lost, when being bullied, etc.); set health-related goals (i.e. wear seat belts, be active every day, wash hands, etc.).	4-5 (U1, L2)-personal hygiene; 58-59 (U5, L25)-refusal skills, tell a safe adult if someone offers you drugs; Worksheets: Form 1.6 (problem-solving situations); Form 3.3 (making good decisions); Form 4.3 (decision-making skills)	34-35 (U3, L15)-ask for help with tough decisions (whether to take medication for AD/HD); 38-39 (U3, L17)-go to a doctor when you are sick; 46-47 (U4, L20)-talk to a counselor or other safe adult when you're feeling bad; 52-54 (U4, L23)-go to parent for help resolving a conflict; Worksheets: Form 2.3 (goal to choose health-promoting behaviors); OL: ext. of U1, L2, form 4.1 (goal for personal hygiene)
3. Describe how decisions effect health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing. (i.e. saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively effects your thinking, etc.).	6-7 (U1, L3)-effects of daily physical activity; 8-9 (U1, L4)-personal safety; 43 (U3, L19)-healthy choices enhance growth; 54-55 (U4, L24)-decision-making process, refusal skills, peer pressure; 58-59 (U5, L25)-refusal skills, stay drug free; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid violent situations; 72-73 (U6, L31)-choose to be physically active (blue sidebar); 76-77 (U6, L33)-promote environmental health; 78-79 (U6, L34)-pollution laws, promote environmental health; 80-81 (U6, L35)-recycle, conserve, keep earth clean; 82-83 (U6, L36)-importance habitual physical activity; OM: U3, L17-L19 (decision-making skills, disease prevention-HIV/AIDS); Worksheets: Form 1.2 (lifetime physical activities); Form 1.4 (bike and car safety); Form 1.6 (problem-solving situations); Form 3.3 (making good decisions); Form 4.3 (decision-making skills); Form 5.1 (effects of alcohol and drugs); Form 5.5 (secondhand smoke); Form 5.6 (alcohol, tobacco, and other drugs); Form 6.2 (pollution laws)	14-15 (U1, L7)-benefits of physical activity; 16-17 (U1, L8)-personal safety, benefits of being physically fit; 18-19 (U1, L9)-dealing with feelings (by exercising), personal safety; 26-27 (U2, L12)-study food labels; 30-31 (U2, L14)-healthy snacks give you energy; 36-37 (U2, L16)-exercise is good for your heart; 38-39 (U3, L17)-avoid spreading communicable diseases (bottom blue sidebar); 46-47 (U4, L20)-dealing with feelings in a positive way; 48-49 (U4, L21)-dealing with feelings and stress in a positive way; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 55-56 (U4, L24)-refusal skills, recognizing unsafe situations; 58-59 (U5, L25)-harmfulness of alcohol, tobacco, and other drugs, ways to stay drug free; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using drugs (addiction); 64-65 (U4, L28)-harmfulness of inhalants; 68-69 (U5, L30)-consequences of making a bad choice, refusal skills; 82-83 U6, L36)-importance of physical activity; Worksheets: Form 1.4 (safety rules); Form 2.1 (nutrients); Form 2.3 (health-promoting behaviors); Forms 2.5-2.15 (food labels); Form 4.2 (decision-making skills, dealing

		with feelings and stress); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); OM: HIV/AIDS optional discussion guide; OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U4, L22 and all U5 lessons, form 4.19 (consequences of risky behaviors); ext. of U5, L25-L28, form 4.21 (substance abuse prevention); ext. of U5, L25-L28, forms 4.22, 4.23a-b (personal safety and substance abuse prevention)
4. Identify and track progress of a personal health goal in one of areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.		Worksheets: Form 2.3 (goal to choose health-promoting behaviors); OL: ext. of U1, L2, form 4.1 (goal for personal hygiene); ext. of U2, L14, forms 4.7, 4.8a-b, 4.9a-b (logging and analyzing personal fitness habits)

Standard 7: Students will demonstrate the ability to advocate for personal, family, peer, and community health.

Benchmark	Publisher Citation	
	Grade 3	Grade 4
1. Describe how to communicate with others about making healthy choices.	6-7 (U1, L3)-friends motivate each other to be physically active; 8-9 (U1, L4)-talk with friends about personal safety; 24-25 (U2, L11)-media as communication tool; 26-27 (U2, L12)-motivate others to eat healthily; 64-65 (U5, L28)-talk with loved ones about the importance of good health; 66-67 (U5, L29)-talk about media influence on health; 76-77 (U6, L33)-promote environmental health; 78-79 (U6, L34)-promote environmental health; 80-81 (U6, L35)-recycle, conserve, keep earth clean; Worksheets: Form 4.4 (families, friendship)	8-9 (U1, L4)-teamwork in the classroom; 24-25 (U2, L11)-classroom discussion about healthy food choices; 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 46-47 (U4, L20)-talk to a safe adult when you're feeling bad; 48-49 (U4, L21)-talk to a safe adult when you're feeling bad; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 52-54 (U4, L23)-conflict resolution, listening skills; 76-77 (U6, L33)-advertising strategies, media literacy; Worksheets: Form 4.1 (verbal vs. nonverbal communication); OL: ext. of U1, L8 and U1, L9, forms 4.2, 4.3a, 4.3b (personal safety, recognizing unsafe situations); ext. of U4, form 4.17 (feelings, communication, "T" messages, friendship)
2. Describe information and opinions about health issues	6-7 (U1, L3)-importance of daily physical activity; 8-9 (U1, L4)-	24-25 (U2, L11)-classroom discussion about healthy food

<p>in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.</p>	<p>personal safety; 24-25 (U2, L11)-discuss how media influences food choices; 26-27 (U2, L12)-motivate others to eat healthily; 64-65 (U5, L28)-talk with loved ones about the importance of good health; 66-67 (U5, L29)-talk about media influence on health; 76-77 (U6, L33)-promote environmental health; 78-79 (U6, L34)-pollution laws, promote environmental health; 80-81 (U6, L35)-recycle, conserve, keep earth clean; Worksheets: Form 5.1 (effects of alcohol and drugs); Form 5.3 (knowledge of alcohol, tobacco, and other drugs); Form 5.6 (alcohol, tobacco, and other drugs); Form 6.2 (pollution laws)</p>	<p>choices; 26-27 (U2, L12)-study food labels; 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 48-49 (U4, L21)-talk to a safe adult when you're feeling bad; 76-77 (U6, L33)-advertising strategies, media literacy; 78-79 (U6, L34)-take care of the environment, pollution; 80-81 (U6, L35)-environmental health; Forms 2.5-2.15 (food labels); Form 5.2 (alcohol, tobacco, and other drugs, refusal skills); Form 6.4 (conservation); OL: ext. of U2, L13 and U6, L33 (media, advertising strategies influence health)</p>
<p>3. List places, resources, and people in the school and community you can go to for health information (i.e. school nurse, doctor's office, books, etc.).</p>	<p>74-75 (U6, L32)-valid sources of health information</p>	<p>6-7 (U1, L3)-dentist as provider of valid health info; 12-13 (U1, L6)-PE teacher as valid source of health info; 24-25 (U2, L11)-teacher as valid source of health info; 46-47 (U4, L20)-counselor, teacher as sources of valid health info; 72-73 (U6, L31)-health professionals; Worksheets: Form 6.1 (community and health helpers); Form 6.2 (health helpers); Form 6.3 (health helpers)</p>
<p>4. Describe how to help others make healthy choices.</p>	<p>6-7 (U1, L3)-friends motivate each other to be physically active; 8-9 (U1, L4)-talk with friends about personal safety; 26-27 (U2, L12)-motivate others to eat healthily; 50-51 (U4, L22)-be a good friend; 54-55 (U4, L24)-work with friends to stand up to peer pressure; 64-65 (U5, L28)-talk with loved ones about the importance of good health; 66-67 (U5, L29)-talk about media influence on health; 76-77 (U6, L33)-promote environmental health; 78-79 (U6, L34)-promote environmental health; 80-81 (U6, L35)-recycle, conserve, keep earth clean</p>	<p>10-11 (U1, L5)-avoid potentially violent situations; 12-13 (U1, L6)-exercise with friends; 18-19 (U1, L9)-exercise with friends; 30-31 (U2, L14)-share healthy snacks with friends; 34-35 (U3, L15)-sharing feelings with friends (bottom right sidebar); 46-47 (U4, L20)-be supportive of friends when they're feeling bad; 48-49 (U4, L21)-be supportive of friends when they're feeling bad; 50-51 (U4, L22)-decision-making skills, recognizing unsafe situations; 74-75 (U6, L32)-helping others, volunteering in the community; Worksheets: Form 4.2 (listening skills)</p>

New Mexico Public Education Department Proposed New Health Education Standards Grade K-12

GRADE 5

WOW! Sidney Travels Through the World of Wellness: Student Book—Purple Level
WOW! Sydney Travels Through the World of Wellness Teacher’s Guide—Purple Level

KEY:

U1, L1=corresponding unit number and lesson number in the teacher’s guide;
OM=optional material included in the teacher’s guide

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Benchmark	Publisher Citation
1. Describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. abstinence, selection of healthy food choices, “natural highs”, etc.); explain how personal daily choices can affect future health status.	2-3 (U1, L1)-making smart consumer choices; 4-5 (U1, L2)-conflict resolution; 6-7 (U1, L3)-violent situations, personal safety, respecting others; 8-9 (U1, L4)-weather safety, family emergency plan); 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 40-41 (U4, L17)-family relationships, conflict resolution; 42-43 (U4, L18)-coping with change; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stressors and ways to manage stress; 48-49 (U4, L21)-decision-making skills; 50-51 (U4, L22)-communication, conflict resolution; 54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 66-67 (U5, L29)-drug prevention and treatment, don’t yield to negative peer pressure; 70-71 (U6, L30)-media literacy skills; 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; 78-79 (U6, L34)-importance of physical activity; Worksheets: Form 1.3 (conflict resolution role playing); Form 1.4 (decision-making skills); Form 1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 4.5 (conflict resolution); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); Form 6.2 (environmental health); Form 6.3 (environmental health); OM: sexual intercourse (optional discussion guide)
2. Describe the characteristics of	18-19 (U2, L8)-healthy snacks, cultural diversity; 34-35 (U3, L15)-

<p>peer pressure and its impact on mental, emotional, social, and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; describe the impact of family history, cultural values, social systems, and environmental influences on mental, emotional, social, and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; describe how changes during adolescence affect mental, emotional, social, and physical health; identify positive stress reduction techniques and the impact on mental, emotional, social, and physical health during adolescence; describe patterns of addiction and its influence on mental, emotional, social, and physical health during adolescence.</p>	<p>making healthy lifestyle choices, health promotion plan; 40-41 (U4, L17)-family relationships, conflict resolution; 42-43 (U4, L18)-coping with change; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stressors and ways to manage stress; 54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-stress reduction techniques (blue sidebar); 66-67 (U5, L29)-don't yield to negative peer pressure; 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; Worksheets: Form 1.3 (conflict resolution role playing); Form 1.5 (personal safety); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 4.5 (conflict resolution); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); Form 6.2 (environmental health); Form 6.3 (environmental health); OM: Growing Up booklets and corresponding discussion guides and lesson plan (changes during puberty); Growing Up optional lesson (puberty); sexual intercourse (optional discussion guide)</p>
<p>3. Describe the reproductive, circulatory, digestive, nervous, and endocrine systems and their relationships to adolescent health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>32-33 (U3, L14)-body systems; 36-37 (U3, L16)-immune system; Worksheets: Forms 3.1 and 3.2 (body systems); Form 3.3 (body systems); Form 3.7 (growth and development, body systems); OM: Growing Up booklets and corresponding discussion guides and lesson plan (changes during puberty); Growing Up optional lesson (puberty); sexual intercourse (optional discussion guide)</p>
<p>4. Describe how family, peers, media, culture, and others influence adolescent's decision making in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>6-7 (U1, L3)-avoiding potentially violent situations; 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 26-27 (U2, L12)-media influence, advertising techniques; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 44-45 (U4, L19)-friends, media influences; 48-49 (U4, L21)-decision-making skills; 54-55 (U5, L23)-peer pressure; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 66-67 (U5, L29)-negative peer pressure; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; Worksheets: Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.6 (analyzing ads); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); Form 6.1 (advertising); Form 6.3 (consumer health); OM: sexual intercourse (optional discussion guide)</p>

<p>5. Explain how the school, religion, culture, community, society and media along with other outside influences such as federal, state or local laws, policies, etc. impact personal health decisions; understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.</p>	<p>2-3 (U1, L1)-making smart consumer choices; 20-21 (U2, L9)-cultural diversity; 26-27 (U2, L12)-media influence, advertising techniques; 44-45 (U4, L19)-friends, media influences; 48-49 (U4, L21)-decision-making skills; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; Worksheets: Form 1.4 (decision-making skills); Form 2.6 (analyzing ads); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 6.1 (advertising); Form 6.2 (environmental health); Form 6.3 (consumer and environmental health)</p>
<p>6. Identify health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. abstinence, selection of healthy food choices, etc.).</p>	<p>6-7 (U1, L3)-violent situations, personal safety; 8-9 (U1, L4)-weather safety, family emergency plan); 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-healthy snacks; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 36-37 (U3, L16)-illness, spreading germs and diseases; 46-47 (U4, L20)-stressors and ways to manage stress; 54-55 (U5, L23)-peer pressure, harmfulness of tobacco; 56-57 (U5, L24)-harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 66-67 (U5, L29)-drug prevention and treatment, negative peer pressure; 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; Worksheets: Form 1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 3.4 (lifestyle choices); Form 3.5 (communicable diseases); Form 3.7 (growth and development, disease prevention); Form 3.7 (growth and development, disease prevention); Form 4.2 (stress management); Form 4.6 (stress management); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 6.2 (environmental health); Form 6.3 (environmental health); OM: sexual intercourse (optional discussion guide)</p>
<p>7. Identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify ways to access health care providers within the community and state; identify how family history, genetics and preventive health care can affect personal health.</p>	<p>66-67 (U5, L29)-community-based resources for drug prevention and treatment; 70-71 (U6, L30)-government health agencies; Worksheets: Form 6.3 (community health); OM: sexual intercourse (optional discussion guide)</p>
<p>8. Identify how family history, genetics and preventive health care can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify how lifestyle choices can affect personal health in the areas related</p>	<p>4-5 (U1, L2)-daily physical activity (blue sidebar); 6-7 (U1, L3)-avoiding potentially violent situations, respecting others; 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 48-49 (U4, L21)-decision-making skills; 56-57 (U5, L24)-harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants; 60-61 (U5, L26)-addiction,</p>

to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-stress reduction techniques (blue sidebar); 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; 78-79 (U6, L34)-importance of physical activity; Worksheets: Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); Form 6.2 (environmental health); Form 6.3 (environmental health); OM: sexual intercourse (optional discussion guide)
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Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Benchmark	Publisher Citation
1. Identify school and community health resources related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; analyze health-promoting products and services (i.e. food choices, community services, physical activity, etc.); analyze health information that may be confusing or contradictory (i.e. from media, peers, siblings, etc.).	2-3 (U1, L1)-making smart consumer choices; 18-19 (U2, L8)-healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 26-27 (U2, L12)-media influence, advertising techniques; 28-29 (U2, L13)-analyzing food labels; 44-45 (U4, L19)-media influences; 66-67 (U5, L29)-community-based resources for drug prevention and treatment; 70-71 (U6, L30)-government health agencies; Worksheets: Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.5 (food log); Form 2.6 (analyzing ads); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 6.1 (advertising); Form 6.3 (consumer and community health); OM: sexual intercourse (optional discussion guide)
2. Explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	66-67 (U5, L29)-community-based resources for drug prevention and treatment; 70-71 (U6, L30)-government health agencies; Worksheets: Form 6.3 (community health); OM: sexual intercourse (optional discussion guide)
3. Analyze why media messages may be misleading; explain the goals of media (i.e. sell, entertain, etc.); gives examples of media messages that may contain both healthy and unhealthy messages	2-3 (U1, L1)-making smart consumer choices; 26-27 (U2, L12)-media influence, advertising techniques; 44-45 (U4, L19)-media influences; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (analyzing ads); Form 6.1 (advertising); Form 6.3 (consumer health); OM: sexual intercourse (optional discussion guide)

<p>in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	
<p>4. Identify valid health products and resources in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify where to obtain products and services in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>18-19 (U2, L8)-healthy snacks; 66-67 (U5, L29)-community-based resources for drug prevention and treatment; 70-71 (U6, L30)-government health agencies; Worksheets: Form 6.3 (community health); OM: sexual intercourse (optional discussion guide)</p>
<p>5. Identify the availability and costs of health products utilized in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. the availability and cost of the patch for smoking cessation vs. the cost of smoking; diet and exercise vs. diabetes treatment; abstinence vs. having a baby; etc.); identify cost of health resources in the community and compare benefits of those that are more affordable (i.e. walking vs. joining a club for exercise, etc.); analyze different health care products and their effectiveness in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>Worksheets: Form 2.6 (analyzing ads); Forms 2.7a-b (analyzing food labels); OM: sexual intercourse (optional discussion guide)</p>
<p>6. Identify and recognize risk behaviors in situations that may lead to negative physical, social and/or emotional health consequences (i.e. abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STDs/HIV, etc.); identify situations related to health crisis and formulate solutions to intervene and/or prevent the crisis (i.e. a friend tells you they are thinking about suicide; a friend tells you they are</p>	<p>4-5 (U1, L2)-conflict resolution; 6-7 (U1, L3)-avoiding potentially violent situations, personal safety, respecting others; 10-11 (U1, L5)-need for first aid vs. calling 911; 46-47 (U4, L20)-stressors and ways to manage stress; 54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 66-67 (U5, L29)-negative peer pressure; Worksheets: Form 1.3 (conflict resolution role playing); Form 1.5 (personal safety); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 4.5 (conflict resolution); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects</p>

smoking, etc.); recognize and identify professional health services in the community.	of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: HIV/AIDS optional lesson, lesson plan, and discussion guide, form O.1; sexual intercourse (optional discussion guide)
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Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark	Publisher Citation
1. Identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity, personal safety, mental, social and emotional wellbeing; describe the consequences of personal health choices and their effects; describe the relationship between health behaviors and wellbeing in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.	2-3 (U1, L1)-personal hygiene; 4-5 (U1, L2)-being friendly to others, don't pre-judge people; 6-7 (U1, L3)-avoiding potentially violent situations, personal safety, respecting others; 8-9 (U1, L4)-weather safety, family emergency plan); 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-choose healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 36-37 (U3, L16)-illness, spreading germs and diseases; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stressors and ways to manage stress; 48-49 (U4, L21)-decision-making skills; 54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-stress reduction techniques (blue sidebar); 66-67 (U5, L29)-don't yield to negative peer pressure; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; 78-79 (U6, L34)-importance of physical activity; Worksheets: Form 1.2 (personal grooming group discussion); Form 1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Form 2.6 (analyzing ads); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 3.5 (communicable diseases); Form 3.7 (growth and development, disease prevention); Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); Form 6.1 (advertising); Form 6.2 (environmental health); Form 6.3 (consumer and environmental health); OM: sexual intercourse (optional discussion guide)
2. Determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. the relationship between physical activity, nutrition and chronic disease; the	6-7 (U1, L3)-avoiding potentially violent situations, personal safety, respecting others; 8-9 (U1, L4)-weather safety, family emergency plan); 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 36-37 (U3, L16)-illness, spreading germs and diseases; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stressors and ways to manage stress; 54-55

<p>relationship between sexual activity and teen pregnancy, etc.); identify health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing (i.e. physical fitness data, nutrition log, youth reported data for risk and resiliency factors, etc.).</p>	<p>(U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-stress reduction techniques (blue sidebar); 66-67 (U5, L29)-drug prevention and treatment, negative peer pressure; 78-79 (U6, L34)-importance of physical activity; Worksheets: Form 1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 3.5 (communicable diseases); Form 3.7 (growth and development, disease prevention); Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)</p>
<p>3. Identify risky and/or harmful behaviors in relationships and ways to avoid them (i.e. abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.</p>	<p>4-5 (U1, L2)-conflict resolution; 6-7 (U1, L3)-violent situations; 54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 66-67 (U5, L29)-negative peer pressure; Worksheets: Form 1.3 (conflict resolution role playing); Form 3.4 (lifestyle choices); Form 4.5 (conflict resolution); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs)</p>
<p>4. Describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; identify personal, family and cultural healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>6-7 (U1, L3)-respecting others; 8-9 (U1, L4)-weather safety, family emergency plan); 18-19 (U2, L8)-cultural diversity, healthy snacks; 20-21 (U2, L9)-, cultural diversity, healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 36-37 (U3, L16)-illness, spreading germs and diseases; 40-41 (U4, L17)-family relationships, conflict resolution; 44-45 (U4, L19)-friends, media influences; 54-55 (U5, L23)-peer pressure; 56-57 (U5, L24)-refusal skills, peers can help you make good decisions; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-advocating the importance of refusal skills; 66-67 (U5, L29)-negative peer pressure; Worksheets: Form 1.3 (conflict resolution role playing); Form 1.4 (decision-making skills); Form 1.5 (personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 3.5 (communicable diseases); Form 3.7 (growth and development, disease prevention); Form 4.5 (conflict resolution); OM: sexual intercourse (optional discussion guide)</p>
<p>5. Identify factors that contribute to intentional and unintentional injuries (i.e. use of alcohol/other</p>	<p>6-7 (U1, L3)-avoiding potentially violent situations, personal safety; 8-9 (U1, L4)-weather safety, family emergency plan); 10-11 (U1, L5)-need for first aid vs. calling 911; 56-57 (U5, L24)-refusal skills,</p>

drugs, steroid use, food safety, etc.); identify strategies to prevent intentional and unintentional injuries; describe skills related to personal safety in the areas of physical, emotional, or sexual abuse.	harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 64-65 (U5, L28)-advocating the importance of refusal skills; 66-67 (U5, L29)-drug prevention and treatment, negative peer pressure; Worksheets: Form 1.5 (personal safety); Form 3.4 (lifestyle choices); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)
6. Identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; demonstrate refusal skills in the context of dangerous situations (i.e. tobacco, alcohol, other drugs, inappropriate touches, etc.).	6-7 (U1, L3)-violent situations; 54-55 (U5, L23)-peer pressure, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 64-65 (U5, L28)-advocating the importance of refusal skills, positive stress reduction techniques (blue sidebar); 66-67 (U5, L29)-negative peer pressure; Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)
7. Identify stressors and strategies to reduce their harmful effects; identify the immediate and long term effects of stress on the body; identify ways to manage stress.	42-43 (U4, L18)-coping with change; 46-47 (U4, L20)-stressors and ways to manage stress; 64-65 (U5, L28)-positive stress reduction techniques (blue sidebar); Worksheets: Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships)

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Benchmark	Publisher Citation
1. Identify and discuss qualities of cultures (both positive and negative) in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing; describe how the media and culture portray gender roles (i.e. aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.); identify community and cultural factors that influence health (i.e. religion, values, habits, money, gender, ethnicity, etc.); compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and	18-19 (U2, L8)-cultural diversity; 20-21 (U2, L9)-cultural diversity; 26-27 (U2, L12)-media influence, advertising techniques; 44-45 (U4, L19)-media influences; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (analyzing ads); Form 6.1 (advertising); Form 6.3 (consumer health); OM: sexual intercourse (optional discussion guide)

choices.	
<p>2. List examples of health related advertisements (i.e. messages around sexual behavior, STIs/HIV, exercise, nutrition, violence, alcohol, etc.). identify positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. abstinence vs. teenage sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); identify sources that can help to determine if media messages are true or false; apply refusal skills in choices related to media messages.</p>	<p>2-3 (U1, L1)-making smart consumer choices; 26-27 (U2, L12)-media influence, advertising techniques; 44-45 (U4, L19)-media influences; 64-65 (U5, L28)-creating health-related advertisements, advocating the importance of refusal skills; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (analyzing ads); Form 6.1 (advertising); Form 6.3 (consumer health); OM: HIV/AIDS optional lesson, lesson plan, and discussion guide, form O.1; sexual intercourse (optional discussion guide)</p>
<p>3. Recognize the purposes for technology and its impact on personal and family health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing; (i.e. internet, medical, conveniences, communication, etc.); describe advances in technology and how they positively and negatively impact personal and family health (i.e. use of computers and TVs. vs. physical activity time, effects on communication skills, access to medical care, etc.).</p>	<p>18-19 (U2, L8)-technology, e-mail; 20-21 (U2, L9)-technology, e-mail; 71 (U6, L30)- immunization (top sidebar)</p>
<p>4. Recognize that there are multiple messages (positive and negative) about health from peers; describe health messages peers give in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing (i.e. abstinence messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).</p>	<p>54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol, peers can help you make good decisions; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision, your choices can affect others; 64-65 (U5, L28)-health messages from peers, advocating the importance of refusal skills; 66-67 (U5, L29)-negative peer pressure; Worksheets: Form 1.4 (decision-making skills); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.3 (how actions affect others); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)</p>

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark	Publisher Citation
<p>1. Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them; role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p>	<p>40-41 (U4, L17)-family relationships, communication; 42-43 (U4, L18)-feelings, coping with change; 46-47 (U4, L20)-stressors and ways to manage stress; 50-51 (U4, L22)-communication, conflict resolution; 56-57 (U5, L24)-role play saying no; Worksheets: Form 1.3 (conflict resolution role playing); Form 4.1 (dealing with feelings); Form 4.2 (stress management); Form 4.5 (conflict resolution); Form 4.6 (stress management, decision-making skills, positive relationships); OM: sexual intercourse (optional discussion guide)</p>
<p>2. Recognize cultural diversity and it’s influence on verbal and non-verbal communication; identify factors in the community (i.e. faith, values, habits, budgets, etc.) that influence behaviors of families and peers that affect interpersonal communication; describe how values are formed.</p>	<p>Multicultural (peach-colored) sidebars on pp. 13, 15, 19, 21, 22, 23, 24, 27, 41, 57, 65, 73, 6-7 (U1, L3)-diversity, respect; 18-19 (U2, L8)-cultural diversity; 20-21 (U2, L9)-cultural diversity; 50-51 (U4, L22)-communication</p>
<p>3. Recognize feelings associated with different situations (i.e. conflict – frustration / satisfaction; birthday – happy / excited, etc.); describe and demonstrate how to express feelings in a positive way; describe and demonstrate how to respond appropriately to other people’s needs, wants and feelings.</p>	<p>6-7 (U1, L3)-violence leads to fear; 40-41 (U4, L17)-family relationships, communication; 42-43 (U4, L18)-feelings, coping with change; 46-47 (U4, L20)-stressors and ways to manage stress; 50-51 (U4, L22)-communication, conflict resolution; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; 62-63 (U5, L27)-feelings (disappointment); Worksheets: Form 1.3 (conflict resolution role playing); Form 4.1 (dealing with feelings); Form 4.2 (stress management); Form 4.5 (conflict resolution); Form 4.6 (stress management, decision-making skills, positive relationships); OM: Growing Up booklets and optional discussion guides and lesson plan (changes during puberty); Growing Up optional lesson (puberty)</p>
<p>4. Identify and demonstrate, both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing.</p>	<p>4-5 (U1, L2)-being friendly toward others, don’t pre-judge people; 6-7 (U1, L3)-respecting others; 40-41 (U4, L17)-family relationships, communication; 42-43 (U4, L18)-feelings, being kind to others; 50-51 (U4, L22)-communication, conflict resolution; 56-57 (U5, L24)-communication in the form of refusal skills; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; Worksheets: Form 1.3 (conflict resolution role playing); Form 4.1 (dealing with feelings); Form 4.5 (conflict resolution); OM: sexual intercourse (optional discussion guide)</p>
<p>5. Describe and demonstrate communication skills as a tool to enhance relationships; describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing; demonstrate</p>	<p>4-5 (U1, L2)-communication skills, being kind to others; 18-19 (U2, L8)-communicating with others; 40-41 (U4, L17)-family relationships, communication, conflict resolution; 50-51 (U4, L22)-communication, conflict resolution; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 56-57 (U5, L24)-refusal skills; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; Worksheets: Form 1.3 (conflict resolution role playing); Form 4.5 (conflict resolution); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs);</p>

ways how to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing while maintain positive relationships.	OM: sexual intercourse (optional discussion guide)
6. Demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional wellbeing; discuss aggressive, passive and assertive ways to respond to conflict; demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	4-5 (U1, L2)-conflict resolution; 40-41 (U4, L17)-family relationships, conflict resolution; 50-51 (U4, L22)-communication, conflict resolution; 54-55 (U5, L23)-peer pressure, refusal skills; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; Worksheets: Form 1.3 (conflict resolution role playing); Form 4.5 (conflict resolution); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)
7. Discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	4-5 (U1, L2)-conflict resolution, bullies; 6-7 (U1, L3)-violent situations; 40-41 (U4, L17)-family relationships, conflict resolution; 54-55 (U5, L23)-peer pressure; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when a peer needs help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 66-67 (U5, L29)-negative peer pressure; Worksheets: Form 1.3 (conflict resolution role playing); Form 4.5 (conflict resolution); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)
8. Demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	4-5 (U1, L2)-conflict resolution; 40-41 (U4, L17)-family relationships, conflict resolution; 50-51 (U4, L22)-communication, conflict resolution; Worksheets: Form 1.3 (conflict resolution role playing); Form 4.5 (conflict resolution); OM: sexual intercourse (optional discussion guide)

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skill to enhance health.

Benchmark	Publisher Citation
1. Demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.	2-3 (U1, L1)-making smart consumer choices; 6-7 (U1, L3)-avoid potentially violent situations, personal safety, respecting others; 8-9 (U1, L4)-weather safety, family emergency plan); 10-11 (U1, L5)-need for first aid vs. calling 911; 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-choose healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food

	<p>labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stressors and ways to manage stress; 48-49 (U4, L21)-decision-making skills; 54-55 (U5, L23)-peer pressure, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 64-65 (U5, L28)-advocating the importance of refusal skills, positive stress reduction techniques (blue sidebar); 66-67 (U5, L29)-don't yield to negative peer pressure; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; 78-79 (U6, L34)-importance of physical activity; Worksheets: Form 1.4 (decision-making skills); Form 1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Form 2.6 (analyzing ads); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); Form 6.1 (advertising); Form 6.3 (consumer health); OM: sexual intercourse (optional discussion guide)</p>
<p>2. Describe the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing; describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p>	<p>2-3 (U1, L1)-relationship between siblings; 4-5 (U1, L2)-relationship between friends and siblings; 18-19 (U2, L8)-cultural diversity; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 40-41 (U4, L17)-family relationships, communication; 48-49 (U4, L21)-decision-making skills; 54-55 (U5, L23)-peer pressure, refusal skills; 56-57 (U5, L24)-refusal skills, friends can help you make good decisions; 58-59 (U5, L25)-knowing when to go to a trusted adult for help; 64-65 (U5, L28)-advocating the importance of refusal skills; Worksheets: Form 1.4 (decision-making skills); OM: sexual intercourse (optional discussion guide)</p>
<p>3. Draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing (i.e. the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.); summarize how personal decisions in the areas related to</p>	<p>6-7 (U1, L3)-avoid potentially violent situations; 8-9 (U1, L4)-weather safety, family emergency plan); 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 18-19 (U2, L8)-choose healthy snacks; 20-21 (U2, L9)-healthy foods, nutrients, cultural diversity; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 44-45 (U4, L19)-choosing friends; 48-49 (U4, L21)-decision-making skills; 54-55 (U5, L23)-peer pressure, harmfulness of tobacco; 56-57 (U5, L24)-harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-advocating the importance of refusal skills, positive stress reduction techniques (blue sidebar); Worksheets: Form 1.4 (decision-making skills); Form</p>

<p>sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing contribute to the well being of self, family, peers, and communities (i.e. the decision to do physical activity as a family will lead to better physical and social health, etc.).</p>	<p>1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.5 (food log); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 3.4 (lifestyle choices); Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)</p>
<p>4. Explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing; set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.</p>	<p>8-9 (U1, L4)-weather safety, family emergency plan); 12-13 (U1, L6)-importance of physical activity; 14-15 (U1, L7)-importance of safe physical activity; 20-21 (U2, L9)-healthy foods, nutrients; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food choices, portion control; 28-29 (U2, L13)-analyzing food labels; 34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stressors and ways to manage stress; 54-55 (U5, L23)-peer pressure, refusal skills, harmfulness of tobacco; 56-57 (U5, L24)-refusal skills, harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants, knowing when to go to a trusted adult for help; 60-61 (U5, L26)-addiction, harmfulness of drugs and alcohol; 62-63 (U5, L27)-consequences of making a bad decision; 64-65 (U5, L28)-positive health goals, advocating the importance of refusal skills; 78-79 (U6, L34)-importance of physical activity; Worksheets: Form 1.5 (personal safety); Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.1 (food guide pyramid); Form 2.2 (healthy foods); Forms 2.3a-b (nutrients); Form 2.4 (personal fitness plan); Form 2.5 (food log); Forms 2.7a-b (food labels); Form 2.8 (healthy food label); Form 2.10 (importance of good nutrition); Form 4.2 (stress management); Form 4.6 (stress management, decision-making skills, positive relationships); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.5 (alcohol, tobacco, and other drugs); OM: sexual intercourse (optional discussion guide)</p>
<p>5. Evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing change as individuals grow older (i.e. as a child, teenager, adult, etc.); evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing may change as information, abilities, priorities and responsibilities change.</p>	<p>Worksheets: Form 2.4 (personal fitness plan); Form 2.5 (food log); Form 5.1 (pledge to stay drug free); OM: sexual intercourse (optional discussion guide)</p>
<p>6. Identify personal strengths, needs and health risks; develop a personal wellness plan that addresses a personal health need</p>	<p>34-35 (U3, L15)-making healthy lifestyle choices, health promotion plan; Worksheets: Forms 1.7 and 1.8 (personal fitness log); Form 1.9 (importance of physical activity, personal safety); Form 2.4 (personal fitness plan); Form 2.5 (food log); Form 5.1 (pledge to stay drug free)</p>

and/or goal.	
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Standard 7: Students will demonstrate the ability to advocate for personal, family, peer, and community health.

Benchmark	Publisher Citation
1. Examine different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	18-19 (U2, L8)-communication through e-mail; 40-41 (U4, L17)-communication; 50-51 (U4, L22)-communication; 56-57 (U5, L24)-communication in the form of refusal skills; 64-65 (U5, L28)-advocating the importance of refusal skills, creating health-related advertisements; 74-75 (U6, L32)-promoting environmental health; 76-77 (U6, L33)-promoting environmental health; Worksheets: Form 6.2 (environmental health); Form 6.3 (environmental health); OM: sexual intercourse (optional discussion guide)
2. Recognize information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional wellbeing.	26-27 (U2, L12)-media influence, advertising techniques; 50-51 (U4, L22)-communication; 70-71 (U6, L30)-media literacy skills; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (analyzing ads); Form 6.1 (advertising); Form 6.3 (consumer health); OM: sexual intercourse (optional discussion guide)
3. Describe barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing and demonstrate ways to overcome those barriers.	40-41 (U4, L17)-disagreement as communication barrier; 42-43 (U4, L18)-feelings as communication barriers; 50-51 (U4, L22)-communication; OM: sexual intercourse (optional discussion guide)
4. Role play how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	56-57 (U5, L24)-role play refusal skills; Worksheets: Form 1.3 (conflict resolution role playing)
5. Role play how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional wellbeing.	56-57 (U5, L24)-role play refusal skills; Worksheets: Form 1.3 (conflict resolution role playing)