

RENTON SCHOOL DISTRICT NO. 403

DEPARTMENT OF INSTRUCTION

K-5 HEALTH EDUCATION

Curriculum Guide

**Adopted by the Board of Directors
June 2001**

ACKNOWLEDGEMENTS

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001
ADOPTED: February 3, 1977
Renton School District No. 403
Renton, Washington

RENTON SCHOOL DISTRICT NO. 403
GENERAL INSTRUCTIONAL GOALS
Policy 6010

The Renton Board of Directors fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social Studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to promote lifelong physical, mental, and social well being.

Health and physical education skills, concepts and processes to promote lifelong physical, mental, and social well being.

In order to strengthen the above curricular area, Renton students will understand and apply:

Thinking skills including the ability to gather and analyze information; think logically, critically and creatively; integrate experience and knowledge in making reasoned judgments; and solve problems.

Career and life skills necessary for successful and responsible participation in learning and in family, work, and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates, and modifies these General Instructional Goals to meet the changing needs of students, staff, and community.

POLICY 6010 ADOPTED: January 19, 1978
REVISED: May 21, 1987
April 8, 1998

RENTON SCHOOL DISTRICT NO. 403
Renton, Washington

RENTON SCHOOL DISTRICT STRATEGIC PLAN: MISSION AND BELIEFS

The mission of the Renton School District, a partnership of families, community, and employees, is to instill in each student, knowledge, skills, responsibility, and inspiration to become a life-long learner and a successful contributor to a changing, more technologically advanced, and diverse society by ensuring academic achievement, mutual respect, and positive self-esteem.

We believe...

- Student needs come first.
- All people have worth.
- All people can learn.
- All people have an equal right to quality education.
- Education is key to the future.
- People need to experience the excitement of learning as a life-long process.
- Education includes academic, social, emotional, and character development.
- Diversity is valuable.
- Each student is unique and deserves resources to match his/her needs.
- People learn in different ways which require varied teaching styles.
- Talent and creativity exist in each person and can be developed.
- Students can develop responsibility and accountability.
- It is important to measure and evaluate achievement.
- Learning increases when basic needs are met.
- People with high self-esteem are better able to learn.
- People benefit when acknowledged for their accomplishments.
- An individual's full potential is attainable when perceived limitations are eliminated.
- Shared decision-making and responsibility lead to increased commitment and accountability.
- It is the responsibility of the community to actively participate in the education of children.
- Extra-curricular activities are important.
- Neighborhood schools are desirable.
- Continuous evaluation and refinement of goals and processes are necessary for educational excellence.
- Family involvement and advocacy for students is crucial to academic success.
- Students learn best in a safe environment.
- Students benefit from positive peer support.
- Staff collaboration improves teaching and learning
- A quality education encompasses disciplines that foster development of the whole person.

RENTON SCHOOL DISTRICT NO. 403
HEALTH EDUCATION PROGRAM GOALS

The Renton School District Health Education Program shall:

1. Enable students to achieve a basic knowledge of human growth and development.

Students will know and understand the facts related to anatomy and physiology and the growth and development of the human being from conception to death.
2. Provide for the development and application of knowledge and skills relating to safe living, accident prevention and emergency care.

Students will develop an understanding that a safe environment and the preparedness to deal with emergency situations can contribute to good health. Emphasis shall be given to accident prevention and injury control. Instruction in first aid and CPR (cardiopulmonary resuscitation) instruction will be given so that students will be able to assess conditions and apply appropriate procedures in emergency situations.
3. Provide students with information relative to the importance of the family and its role as the basic unit in today's society.

Students will know and understand that the composition of a family may take many forms; that the family should be the focal point for providing a nurturing environment; that the various family members have different roles; and that each family member has responsibilities to the total unit.

They will understand the factors that influence family standards and values and that these factors result in families holding differing standards and values. They will realize the importance of these standards and values to the family and its role as the basic unit in society.

Students will know the importance of communication, understanding, respect and love between family members, in order for the family to provide a nurturing environment.
4. Enable students to achieve a basic knowledge of physical, emotional, social and sexual relationships.

Students will understand that the characteristics associated with being male and female are influenced by biological, emotional and social factors; that the emotional and social factors vary in different cultures; and that in our society the family and church contribute greatly to the emotional and social factors associated with human sexuality.

Students will understand how good personal development contributes to positive, healthy relationships.

Students will understand the importance of a positive, healthy attitude toward handicapped/disabled persons.

Students will understand the characteristics and benefits of friendships and the generally accepted qualities of a friend, they will recognize that friendships may be established with people of all ages, and that friendships among adolescents have some special characteristics.

Students will understand the factors involved in the dating relationships; in the differences between the attitudes that boys and girls may take toward the relationship, the responsibilities that are involved in such a relationship; and the differences between infatuation and love.

Students will understand the importance of upholding and practicing standards of morality in all relationships, but especially in sexual relationships so that they may be a credit to themselves, their family and community.

Students will know and understand the factors that can contribute to a good marriage or to one in which there may be difficulties. They will know the factors to consider and the responsibilities associated with parenting. They will know the factors to consider in family planning and the various methods by which conception can be avoided.

Students will know and understand the precautions that should be taken against sexual exploitation such as exhibitionism and rape, and they will know the procedures for reporting and obtaining help should such instances occur.

5. Provide students with information relative to nutrition and its importance to healthful living.

Students will know the basic facts related to proper nutrition, including the basic food groups, the importance of proper eating habits and the relationship of nutrition to good health.

They will acquire knowledge in related topics such as chemical additives in foods, food fallacies, nutritional diseases and weight control.

Students will understand that eating patterns are influenced by many factors, and that they can be altered. Students will develop eating patterns that contribute to good health.

6. Provide students with opportunities to develop positive attitudes about themselves and people in general.

Students will realize the importance of a positive attitude; will recognize that all people have strengths and weaknesses; and will understand that all people have basic needs.

Students will understand that mental health is influenced by biological and environmental factors. They will know the characteristics of a mentally healthy person and will develop patterns of behavior which promote mental health.

They will understand that handling emotions in an acceptable way is healthy while, unresolved conflicts involving themselves and/or others often causes stress and anxiety; they will learn to understand and control their emotions in order to maintain a positive outlook and reduce stress.

7. Provide students with knowledge of the products and services available from individuals and/or organizations dedicated to solving health problems.

Students will be knowledgeable about the various personnel, agencies and organizations that provide health care and services. They will be familiar with products available to maintain or improve health.

8. Provide students with the ability and opportunities to make responsible decisions and act in ways which contribute to good personal and community health.

Students will be knowledgeable and practice good habits related to hygiene, exercise, rest, grooming, care of eyes, ears and teeth, and to the use of harmful, illicit non-food substances such as alcohol, drugs, tobacco and narcotics.

Students will be able to evaluate health products; will have an awareness of the economic factors related to health care; and will know and apply preventative health measures.

Students will develop an understanding that throughout an individual's life a continuing relationship exists between personal behavior and good health. Students shall know and apply the facts they have learned and will make responsible decisions regarding their personal health habits.

9. Afford students opportunities to learn about the major local, national and global health problems and some of the ways in which they might be solved.

Students will develop an awareness and an understanding of the health problems that face us both locally and worldwide. They will understand health problems and the need to be concerned about maintaining a healthful environment.

10. Enable students to obtain knowledge about vocational opportunities in health and allied fields.

The students will be apprised of the vocational opportunities in the health field.

11. Reinforce skills and attitudes taught in other curricular areas.

The skills taught in language arts, physical education, science and social studies will be reinforced through the study of health as well as the attitudes regarding physical fitness taught in physical education.

12. students with information regarding the influence of peers on health habits and attitudes.

Approved by the
Board of Directors
November 16, 1978

Instructional Resources Revised May, 1987

Revised June 10, 1982, May 26, 1987, January 16, 1991, June, 1994, June 2001.

HISTORY OF HEALTH EDUCATION PROGRAM DEVELOPMENT

The need for a comprehensive health education program was brought into focus in 1974. A Health Articulation Committee was formed to assess where we were and to develop a K-12 comprehensive health education program.

In 1993-94 a working committee was formed to begin work on revision and updated the 1987 K-5 Health curriculum and materials. In the spring of 1994 this committee proposed the adoption of the following:

- Continue to use the Merrill textbook, *Health Focus on You*, revising the scope and sequence and objectives.
- The Merrill supplemental text, *Your Relationships*, for family life instruction (grade 5 only).
- Continue to use *Here's Looking At You 2000*, (grade 4, a drug abuse prevention program).
- *Talking About Touching* (grades 1 and 3 only), a sexual abuse prevention program.

In 1999, a working committee formed to determine current alignment of the K-5 Health curriculum and the Washington State Essential Academic Learning Requirements for Health and Fitness. This process involved reviewing new K-5 Health Curriculum. A decision was made to pilot two specific curricula, *The Great Body Shop*, published by The Children's Health Market, and McGraw Hill *Health*, during the 2000-2001 school year. In the spring of 2001, the committee decided that McGraw-Hill *Health* provided the comprehensive health education program that clearly aligned with the Washington State EALRS and Renton School District Health Education Program Goals, as well as providing current, updated curriculum and materials.

The committee proposed the adoption of:

- McGraw Hill *Health* K-5 text and materials
- Continue Merrill supplemental text, *Your Relationships*, for family life instruction (grade 5 only)
- Continue *Here's Looking at You* (grade 4), a drug abuse prevention program
- Continue *Talking About Touching* (grades 1 and 3), a sexual abuse prevention curriculum
- Continue Harassment Prevention Curriculum (grades K-5), adopted fall 2000.
- Continue HIV/AIDS health education curriculum (grade 5)

These proposals were reviewed and approved in June of 2001 by the Elementary Health Pilot Committee, Citizens' Advisory Committee for Instruction, District General Instruction Committee, and the Renton School Board Directors.

K-5 HEALTH EDUCATION OVERVIEW

A number of considerations guided the development of the K-5 health education curriculum. They were that the curriculum must:

1. Be consistent with the District Philosophy of Education, the District General Instruction Goals, and the proposed Health Program Goals.
2. Provide a sequential progression that would articulate with the proposed health curriculum at the middle and high school.
3. Be broad in scope in order to meet the needs of students for a total, well-balanced health program.
4. Reflect the limited amount of instructional time allocated to health at this level.
5. Provide guidelines for staff use.

The unit or objectives are required and must be taught unless they are marked with an (O) for optional. Optional units or objectives may be taught depending upon time, student need and other factors.

In the fifth grade, the human reproduction unit is usually taught within the last six months of school. Those units marked with an (A) for alternate are to be used with those students whose parents/guardians ask that they be excused from the human reproduction unit.

**GUIDELINES FOR K-5 HEALTH CURRICULUM
RENTON SCHOOL DISTRICT #403**

1. All teachers shall have inservice on the total health program and materials.
2. Respect for individual and family privacy shall be emphasized when discussing feelings, values, family relationships, and the human reproduction components an AIDS education portion of the curriculum. No student shall be required to participate in discussions of these topics or in assignments which may invade their privacy.
3. Concerns or problems of a highly personal nature volunteered by a student are to be dealt with on a one-to-one basis after class. Teachers may also suggest to students that they discuss these problems or concerns with their parents or guardians.
4. In the human reproduction and AIDS education portion of the curriculum it is recognized that the questions of morality are extremely important. The school will not try to change those moral codes or religious beliefs taught by the home or the church, but will instead stress that the students should have an attitude toward sex that is a credit to themselves, their family and their community.
5. Each elementary school shall notify parents at the beginning of each year that human reproduction and AIDS education are included in the health curriculum. Parents or guardians may request that their children be excused from instruction in that portion of the health curriculum. AIDS education will not be taught until 30 days after the parent preview meeting.
6. The human reproduction portion of health will be taught in two sections. The first section dealing with physical development and maturation will be taught separately to boys and girls. The second section will contain a review of this information, topics such as fertilization, fetal development, etc., general hygiene, and AIDS. To enhance mutual understanding and respect, the second section should be taught with boys and girls together. At grade 5, the AIDS education should follow the human reproduction portion of the curriculum.
7. There will be no formal instruction on masturbation, premarital sex, or abortion at this level. Definitions and references to the various types of sexual inter-course are not considered appropriate at grades 5 and 6. If students volunteer questions on these topics, they will be answered in a general age appropriate manner with possible follow-up and/or referral to the home.
8. In the human reproduction and AIDS education portion of the curriculum teachers will use the curriculum, materials and media that have been formally adopted by the Renton School District.
9. Abstinence outside lawful marriage, fidelity and the avoidance of substance abuse as the most effective protection from HIV exposure must be emphasized in accordance with the Washington State AIDS Omnibus Bill (E2SSB6221).

Revised
June 1994

RENTON SCHOOL DISTRICT NO. 403
K-5 HEALTH CURRICULUM
SCOPE AND SEQUENCE FOR ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

I

SAFETY & INJURY PREVENTION	EALRS	K	1	2	3	4	5
A. Accident Prevention	1.2, 2.3, 3.2, 4.2	R	R				
B. Types	1.2, 2.3, 3.2, 4.2						
1. Pedestrian	1.2, 2.3, 3.2, 4.2	R	R	R			
2. Automobile/Bus	1.2, 2.3, 3.2, 4.2	R	R	R	R		
3. Bicycle	1.2, 2.3, 3.2, 4.2		R	R	R		R
4. Home	1.2, 2.3, 3.2, 4.2			R	O	R	
5. School/Playground	1.2, 2.3, 3.2, 4.2	R	R	R	R	R	R
6. Strangers	1.2, 2.3, 3.2, 4.2	R		R			
7. Fire	1.2, 2.3, 3.2, 4.2	R	R			R	
8. Water	1.2, 2.3, 3.2, 4.2				R	O	
9. Other Recreation	1.2, 2.3, 3.2, 4.2				R		
10. Natural Disasters	1.2, 2.3, 3.2, 4.2	R	R	R	R	R	R
11. Poisons/Poisoning	1.2, 2.3, 3.2, 4.2				R		R
12. Current Safety Issues	1.2, 2.3, 3.2, 4.2	O	O	O	O	O	O
13. Sexual Abuse Prevention	2.3, 4.1, 3.2		R		R		*
14. Violence Prevention	2.3, 3.3				R	R	R
C. Emergency Care/First Aid	2.3, 4.1	O				O	
D. Decision-Making	2.3, 3.3, 3.4	R	R	R	R	R	R
E. Refusal Skills	2.3, 3.3, 3.4	R	R	R	R	R	R

II

COMMUNITY AND ENVIRONMENTAL HEALTH	EALRS	K	1	2	3	4	5
A. Environment	3.1						
1. Home	3.1	O	R	R			
2. School	3.1	R	R	O			
3. Neighborhood	3.1	O	R	R	SC/SS		
B. Pollution (air, water, noise)	3.1						
1. Indoor	3.1	SC	SC	SC	R	SC	O/SC
2. Outdoor	3.1	SC	SC	SC		SC	A/SC
C. Health and Safety Workers	2.1, 4.1	R	O	R	R		O
D. Health Organizations	4.1					O	O
E. Careers	4.2						R

III

PHYSICAL	EALRS	K	1	2	3	4	5
A. Good Health Habits	3.2, 4.1, 4.2	R	R	R	R	R	R
B. Dental care	4.1, 4.2	R	R	R	R	O	R
C. Care of Eyes and Ears	4.1			R		R	
D. Growth and Development	2.1, 2.3						
1. Growing	2.1, 2.3	R	R	R			
2. Body Systems	2.1, 2.3	SC			R	R	R
E. Human Reproduction	2.1, 2.2, 2.3						R
F. Nutrition	1.4, 2.1, 4.2	R	R	R	R	O	R
G. Exercise and Your Body	1.1, 1.2, 1.3, 4.2	R	O	R	R	O	R
H. Illness and Communicable Disease	2.2, 2.3	R	R	R	R	R	R
I. Sexual Abuse Prevention	2.3, 3.2, 4.1, 4.2		R		R		
J. Physical Abuse Prevention	2.3, 3.2, 4.1, 4.2						R

IV

MENTAL/EMOTIONAL HEALTH	EALRS	K	1	2	3	4	5
A. Personal Development	3.3, 3.4						
1. Self-esteem	3.3, 3.4	R	R	R	R	R	R
2. Feelings	3.3, 3.4	R	R	R	R	R	R
3. Positive Qualities	3.3, 3.4	R	R	R	R	R	R
B. Relationships	2.1, 3.3, 3.4						
1. Getting Along With Others	2.1, 3.3, 3.4	R	R	R	R	R	R
2. Family	2.1, 3.3, 3.4	R	R	R	O	R	R
3. Peers	2.1, 3.3, 3.4	R	R	R	O	R	R
4. Persons With Disabilities	2.1, 3.3, 3.4			R			
C. Stress	2.3, 3.4, 4.2		O	R	R	R	R
D. Harassment	2.3, 3.4, 4.2	R	R	R	R	R	R

V

ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE	EALRS	K	1	2	3	4	5
A. Medicine/Drugs & Tobacco	2.2, 2.3, 3.2, 3.4	R	R	R	R	R	R

KEY: R=Required, must be taught SC=Science
O=Optional, may be taught SS=Social Studies
A=Alternate unit to Human Reproduction

HEALTH AND FITNESS – ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
DRAFT DECEMBER 2000

- 1. The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition. To meet this standard, the student will:**

K-GRADE 5

COMPONENTS	BENCHMARK
1.1 Develop fundamental and complex movement skills, as developmentally appropriate.	1.1.a Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency
1.2 Safely participate in a variety of developmentally appropriate physical activities.	1.2.a Follows rules and safety procedures while participating in a variety of physical activities.
1.3 Understand the concepts of health related physical fitness and develop and monitor progress on personal fitness goals.	1.3.a Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.
1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.	1.4.a Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
	1.4.b Recognize the physical benefits of movement, fitness, and nutrition.

HEALTH AND FITNESS – ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
 DRAFT DECEMBER 2000 (Continued).

- 2. The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard the student will:**

K-GRADE 5

COMPONENTS	BENCHMARK
2.1 Recognize patterns of growth and development.	2.1.a Describe the structure and function of human body systems.
	2.1.b Identify hereditary factors that affect growth and development.
	2.1.c Describe the influence of nutrition on health and development.
2.2 Understand the concept of control and prevention of disease.	2.2.a Identify and demonstrate skills that help in the prevention of non-communicable diseases.
	2.2.b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.
2.3 Acquire skills to live safely and reduce health risks.	2.3.a Explain one’s right to personal and physical safety.
	2.3.b Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.
	2.3.c Identify sources to ask for help in an emergency or crisis.

HEALTH AND FITNESS – ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
 DRAFT DECEMBER 2000 (Continued).

2. (Continued) The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard the student will:

K-GRADE 5

COMPONENTS	BENCHMARK
2.3 Acquire skills to live safely and reduce health risks (cont.)	2.3.d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help.
	2.3.e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs and apply skills to resist any harmful use of substances.

3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard the student will:

COMPONENTS	BENCHMARK
3.1 Understand how environmental factors affect one's health. (air, water, noise, chemicals)	3.1.a Identify environmental factors that affect health.
3.2 Gather and analyze health information.	3.2.a Determine reliable sources of health information.
	3.2.b Identify messages about safe and unsafe behaviors such as those found in tobacco or alcohol advertising.
	3.2.c Demonstrate ability to practice health-enhancing behaviors & reduce risk.

HEALTH AND FITNESS – ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
 DRAFT DECEMBER 2000 (Continued)

3. (Continued) The student analyzes and evaluates the impact of real-life influences on health. To meet this standard the student will:

K-GRADE 5

COMPONENTS	BENCHMARK
3.3 Use social skills to promote health and safety in a variety of situations.	3.3.a Express emotions constructively and form safe and respectful relationships.
	3.3.b Recognize social skills to keep out of trouble and resist pressure from others.
3.4 Understand how emotions influence decision-making.	3.4.a Recognize a variety of emotions and how they affect self and others; develop strategies about how to act in emotional situations.

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. To meeting this standard the student will:

COMPONENTS	BENCHMARK
4.1 Analyze health and safety information	4.1.a Identify how fitness and healthy living are required for careers and occupations.
4.2 Develop a health and fitness plan and a monitoring system.	4.2.a Set daily goals for improving health and fitness practices.

**KINDERGARTEN
I
SAFETY & INJURY PREVENTION**

<u>Objectives</u>	<u>McGraw-Hill Health Lesson</u>	<u>EALRS</u>
A. Safety & Injury Prevention	19	2.3
1. Understand that by being careful they can prevent accidents.		
B. Types		
1. Pedestrian	19	2.3
a. Know and practice safe walking habits.		
b. Know and use safe walking route.		
2. Automobile/Bus	19	2.3
a. Know and practice safe school bus habits.		
3. School	19, 21, 22	2.3
a. Follow classroom and school safety rules.		
b. Stay with the group while on field trip.		
c. Follow school fire drill and earthquake drill procedures.		
4. Strangers	20, 22	2.3
a. Define stranger.		
b. Understand the importance of not accepting a ride or going anywhere with strangers.		
c. Understand the importance of not accepting things from strangers.		
d. Understand the importance of telling parents or other trusted adults if strangers do approach them.		
e. Understand how to respond to telephone calls.		
6. Current Safety Problems(O)	19	2.3
a. Know safety practices related to skateboards, off-road recreational vehicles, and other current recreational fads.		
7. Fire	20, 22	2.3
a. Practice making an emergency telephone call.		
b. Describe and practice how to escape from a fire.		
c. Practice the stop-drop-roll techniques to extinguish a fire on clothing.		
d. Identify rules for fire prevention.		
C. Emergency Care/First Aid(O)	22	2.3
1. Identify ways to care for minor wounds.		
D. Decision-Making	throughout lessons	2.3, 3.3, 3.4, 4.2
1. Define the word choice.		
2. Identify ways to make responsible decisions.		
E. Refusal Skills	throughout lessons	2.3, 3.3, 3.4, 4.2

**KINDERGARTEN
II
COMMUNITY & ENVIRONMENTAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health Lesson	<u>EALRS</u>
A. Environment	24	2.1, 3.1
1. Home(O)		
a. Describe ways to keep their homes clean and neat.		
2. School		
a. Develop an awareness of the importance of a clean and safe classroom and playground.		
3. Neighborhood (O)		
a. Describe ways to keep the neighborhood clean and neat.		
B. Pollution	24	2.1, 3.1
1. Outdoor(O)		
a. Define and identify examples of pollution.		
C. Health and Safety Workers	23	2.1, 3.1, 3.2, 4.1,
1. Name the school and community personnel who help us maintain good health.		
2. Meet fire and police personnel and state their role as safety workers.		

**KINDERGARTEN
III
PHYSICAL**

<u>Objectives</u>	McGraw-Hill Health Lesson	<u>EALRS</u>
A. Good Health Habits	1	3.2, 4.1
1. Define good health habits.		
B. Dental Care	3	3.2
1. Participate in a brushing and flossing program.(O)		
2. Tell what a dentist does.		
3. Define the terms: cavity, filling, and x-ray photos.		
C. Growth and Development	6	2.1
1. Growing		
a. Develop an awareness of differences in growth patterns in such things as height and weight.		
D. Nutrition	12	1.4
1. Name and List examples of the five healthful food groups.		
2. Name foods that contain sugar and/or salt.		
3. Identify foods low in sugar and/or salt.		
E. Exercise and Your Body	13	1.1, 1.2, 1.3
1. Define the terms: muscles, exercise, rest and sleep.		
2. Tell why exercise, rest and sleep are healthful.		
F. Illness and Communicable Disease	15	2.2
1. Identify signs and symptoms of a common illness.		
2. Define the word germ and describe how to keep germs from spreading.	16	2.2

**KINDERGARTEN
IV
MENTAL/EMOTIONAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Personal Development		
1. Self Image	7	2.1, 2.3
a. Develop concept of being a unique person.		
b. Accept similarities and differences in themselves and others.		
2. Feelings	7	2.1, 2.3, 3.4
a. Name different feelings and show healthful ways of expressing them.		
b. Understand the importance of discussing feelings with parents/guardians or other trusted adult.		
3. Positive Qualities	7	2.1, 2.3, 3.4
a. Do work required without more than one reminder.		
b. Finish work that they have begun.		
c. Try to do a task more than once before asking for help.		
d. Follow directions.		
e. Use equipment so it will not be damaged.		
f. Withhold comments until others have finished speaking.		
g. Get in line and wait their turn.		
h. Learn to work in a group situation.		
B. Relationships		
1. Getting along with others.	8	2.1, 2.3, 3.4
a. Realize that friendships are affected by their attitudes.		
b. Walk in line without physically or verbally disturbing others.		
c. Accept the products and physical abilities of other children without making derogatory comments.		
2. Family	9	2.1, 2.3, 3.3, 3.4
a. Define family.		
b. Identify different family members and their relationships.		
c. Recognize different family structures.		
3. Peers	8	2.1, 2.3, 3.4
a. Know some ways to be a friend.		
b. Be sensitive to differences in people.		

**KINDERGARTEN
V
ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Medicines/Drugs/Tobacco	17, 18	2.3, 3.4,
1. Develop awareness of medicines/drugs/tobacco and their proper use.		
2. Know that some medicines/drugs/tobacco can be harmful.		
3. Accept and use only those medicines/drugs/tobacco provided by parent, guardian, or recognized authority.		

GRADE 1
I
SAFETY & INJURY PREVENTION

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Accident Prevention	32	2.3, 3.3, 4.1, 4.2
1. Review the importance of trying to prevent accidents by practicing safety.		
B. Types		
1. Pedestrian	30	2.3, 3.3, 4.1
a. Review and practice safe walking practices.		
b. Review and use safe walking routes.		
2. Automobile/Bus	30	2.3, 3.3, 4.1
a. Review and practice safe automobile and school bus habits.		
3. Bicycle	30	2.3, 3.3, 4.1
a. Be aware of safe riding practices.		
4. Home	32	2.3, 3.3, 4.1
a. Describe safe door answering practices.		
b. Describe how to respond to telephone calls.		
5. School	31	2.3, 3.3, 4.1
a. Demonstrate knowledge of classroom and playground safety precautions.		
b. Know and apply school fire drill procedures.		
6. Fire	31	2.3, 3.3, 4.1
a. Continue to practice fire safety rules.		
7. Current Safety Problems(0)	30	2.3, 3.3, 4.1
a. Know safety practices related to skate boards, off-road recreational vehicles, and other current recreational fads.		
8. Sexual Abuse Prevention (Source: <i>Talking About Touching</i> Curriculum)	TAT	2.3, 3.3, 3.4, 4.1, 4.2
a. Personal safety and decision-making		
1) Understand the meaning of the terms: child molester, private body parts, private, public.		
2) Know the meaning of personal safety and who is responsible for your safety.		
3) Identify potentially dangerous situations.		
4) Know alternative courses of action in response to a variety of situations.		
5) Identify safe responses to potentially dangerous situations.		
6) Be able to predict consequences of actions.		
7) Know safety rules for when you are alone at home.		
8) Know safety rules for when walking or playing.		
9) Recognize the meaning and intent of bribery.		
b. Touching (Source: <i>Talking About Touching</i> Curriculum)	TAT	2.3, 3.3, 3.4, 4.1, 4.2
1) Identify the differences between nurturing, confusing, and exploitive touch.		
2) Express an awareness of feelings related to touch.		
3) Identify alternative solutions to a touching problem.		
4) Understand that touching rules should be a part of general safety rules.		
5) Identify a safety rule about touching.		
6) Differentiate between appropriate and inappropriate touching.		

GRADE 1 - I - SAFETY & INJURY PREVENTION CONTINUED

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
7) Know alternatives for coping with a difficult situation.		
8) Recognize the use of secrecy as a way to take advantage of a person.		
9) Develop an awareness of your feelings related to touch.		
10) Identify safe touches.		
c. Assertiveness	TAT	2.3, 3.3, 3.4, 4.1, 4.2
1) Know the meaning of the term assertiveness.		
2) Understand the meaning and use of body language in potentially dangerous situations.		
3) Understand the meaning and use of verbal and nonverbal assertiveness skills.		
d. Support Systems	TAT	2.3, 3.3, 3.4, 4.1, 4.2
1) Know the meaning and importance of a support system.		
2) Know the meaning of child abuse.		
3) Identify resource people in a support system.		

**GRADE 1
II
COMMUNITY & ENVIRONMENTAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Environment	36	2.1, 3.1
1. Home		
a. Describe ways of keeping their homes clean and neat.		
2. School	16	2.1, 3.3
a. Practice procedures for maintaining a clean and safe school.		
3. Neighborhood	36	2.1, 3.1
a. Identify ways of keeping our neighborhoods clean and safe.		
B. Health & Safety Workers(O)	35	2.1, 3.1, 3.2, 4.1
1. Identify health helpers and what they do.		

**GRADE 1
III
PHYSICAL**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Good Health Habits	1	3.2, 4.1
1. Review the importance of good health habits.		
B. Dental Care	3	3.2, 4.1
1. Participate in a brushing and flossing program.(O)		
2. Review the role of a dentist.		
C. Growth and Development		
1. Growing	12	2.1, 2.3, 3.3, 3.4

GRADE 1 – III - PHYSICAL CONTINUED

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
<ul style="list-style-type: none"> a. Understand the meaning of "growing." b. Know that growth may be seen through changes in such things as: <ul style="list-style-type: none"> 1) Height. 2) Weight. 3) Teeth. c. Review concept that children grow at different rates. 		
D. Nutrition	17, 18	1.4
<ul style="list-style-type: none"> 1. Describe why food is important. 2. Identify three foods from each of the five healthful food groups. 3. Identify foods not in the five healthful food groups. 		
E. Exercises and Your Body (O)	21	1.1, 1.2, 1.3
<ul style="list-style-type: none"> 1. Review the concepts of exercise and fitness. <ul style="list-style-type: none"> a. Describe why exercise is important for strong, flexible muscles. b. Describe how exercise keeps the heart and lungs healthy. 		
F. Illness and Communicable Disease (O)	23, 24	2.2
<ul style="list-style-type: none"> 1. Colds <ul style="list-style-type: none"> a. Know colds are caught and spread. b. Know the common methods of treating colds. 		

**GRADE 1
IV
MENTAL/EMOTIONAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Personal Development		
<ul style="list-style-type: none"> 1. Self-image <ul style="list-style-type: none"> a. Review the concept of being a unique person. b. Understand that growing includes such qualities as being able to do more things for themselves. 2. Feelings <ul style="list-style-type: none"> a. Consider how their feelings affect others. b. Understand the importance of communicating feelings with parents/guardians or other trusted adult. 3. Positive Qualities <ul style="list-style-type: none"> a. Review Kindergarten objectives. 	11	2.1, 2.3, 3.3, 3.4
	9	2.1
	11	2.1, 2.3, 3.3, 3.4
B. Relationships		
<ul style="list-style-type: none"> 1. Getting along with others. <ul style="list-style-type: none"> a. By cooperating <ul style="list-style-type: none"> 1) Helping others. 2) Being polite. 3) Sharing 4) Playing with them. 5) Thinking of others' feelings. 	10, 15	2.1, 2.3, 3.3

GRADE 1 - IV - MENTAL/EMOTIONAL HEALTH CONTINUED

	<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
	b. Understand the importance of communicating with parents/guardians or other trusted adults about situations that involve getting along with others.		
2.	Family	13, 14	2.1, 3.3
	a. Review the concept of similarities and differences in families.		
	b. Discuss how family members help and depend upon one another.		
	c. Understand the importance of expressing feelings toward other family members.		
3.	Peers	10	2.3, 3.3, 3.4
	a. Review some ways to be a friend.		
C.	Stress(O)	12	2.1, 2.3, 3.3, 3.4
	1. Review the term "stress."		
	2. Discuss ways to relieve stress.		

GRADE 1

V

ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE

	<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A.	Medicine/Drugs/Tobacco	26, 27, 28	2.3
	1. Develop awareness of medicines/drugs and their proper use.		
	2. Know that some medicines/drugs can be harmful.		
	3. Accept and use only those medicines/drugs provided by parent, guardian, or recognized authority.		
	4. Develop awareness of proper labeling, packaging and storing of medicines/drugs.		

**GRADE 2
I
SAFETY & INJURY PREVENTION**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Types		
1. Pedestrian	29	2.3
a. Review safe walking practices.		
b. Review and use safe walking routes.		
2. Automobile/Bus	29	2.3
a. Review and apply safe automobile and school bus safety rules.		
3. Bicycle	29	2.3
a. Know and practice safe riding practices.		
4. Home	28, 31	2.3
a. Identify some potential safety hazards.		
5. School	15, 29, 30	2.3
a. Demonstrate knowledge of classroom & playground safety precautions.		
b. Know and follow school fire drill procedures.		
6. Strangers	31	2.3, 3.3
a. Review skills for being safe around strangers.		
1) Being safe at home.		
2) Being safe when using the telephone.		
3) Being safe with strangers who are in cars.		
4) Being safe while walking or playing.		
5) Being safe if you are lost.		
7. Natural Disasters	30	2.3
a. Define the terms thunderstorm and shelter.		
b. Discuss safety rules for being in a thunderstorm.		
c. Review and practice district earthquake procedures.		
8. Current Safety Problems(O)	29	2.3
a. Know safety practices related to skate boards, off-road recreational vehicles, and other current recreational fads.		

**GRADE 2
II
COMMUNITY & ENVIRONMENTAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Environment		
1. Home	36	2.1, 3.1, 3.2
a. Review ways to keep their home clean and neat.		
2. School (O)	36	2.1, 3.1, 3.2
a. Practice procedures for maintaining a clean and safe school.		
3. Neighborhood	35, 36	2.1, 3.2
a. Define the term neighborhood.		
b. Know the difference between a healthy and unhealthy neighborhood.		
c. Take actions that promote a healthy neighborhood.		

GRADE 2 – II - COMMUNITY & ENVIRONMENTAL HEALTH

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
B. Pollution		
1. Indoor	35	2.1, 3.2
a. See Science objectives.		
2. Outdoor	35	2.1, 3.2
a. See Science objectives.		
C. Health & Safety Workers	34	2.1, 3.2, 4.1
1. Identify health and safety workers and what they do.		

**GRADE 2
III
PHYSICAL**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Good Health Habits	1	3.2, 4.1
1. Review the importance of good health habits.		
2. Describe and make a good health plan.		
3. Know the elements of a good dental health plan.		
B. Dental Care	3	3.2, 4.1
1. Participate in a brushing and flossing program. (O)		
2. Define the words "plaque" and "cavity".		
3. Demonstrate the correct way to brush and floss teeth.		
C. Care of Eyes & Ears	7	2.1
1. Understand and appreciate the benefits of good eyesight and hearing.		
2. Know some ways that their eyes and ears help them to be safe and healthy.		
D. Growth & Development	5, 7	2.1
1. Growing		
a. Review the variety of growth patterns.		
b. Know that doctors, family members, and other people can help their growth and development.		
c. Realize the importance they play in growing.		
d. Identify the five senses and their importance to good health.		
E. Nutrition	17, 18	1.4
1. Know some examples of each of the basic food groups.		
2. Know some examples of healthy meals.		
3. Understand the importance of eating a variety of foods and know their daily recommended servings.		
4. Name three meals eaten each day.		
5. Recognize that there are foods you do not need.		
G. Illness and Communicable Disease	22, 23, 24	2.2
1. Describe how colds are caught and spread.		
2. Know methods of preventing disease.		
3. Understand the role of a doctor, health care provider in maintaining good health.		

**GRADE 2
IV
MENTAL/EMOTIONAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Personal Development		
1. Self-Image	11	2.1, 2.3, 3.4
a. Review the concept of being a unique person.		
b. Review the idea that there are similarities and differences in people.		
2. Feelings	9	2.1, 2.3, 3.4
a. Identify different feelings and healthful ways to express them.		
3. Positive Qualities	15	2.1, 3.3, 3.4
a. Identify and practice qualities such as:		
1) Being polite.		
2) Helping others.		
3) Sharing.		
4) Being responsible.		
5) Trying their best.		
6) Considering others' feelings.		
7) Being honest.		
B. Relationships	14	2.1, 3.3, 3.4
1. Getting along with others.		
a. Review ways that they can get along better with others.\		
b. Review the importance of discussing relationships with parents/guardians or other trusted adults.		
2. Family	13	2.1, 3.3, 3.4
a. Review the term "family."		
b. Review different family structures.		
c. Understand that happiness in a family can be increased by:		
1) helping one another.		
2) sharing.		
3) having fun together.		
4) showing affection and love.		
5) respecting one another		
3. Peers	14	2.1, 3.3, 3.4
a. Review ways to be a friend.		
4. Handicapped/Disabled	15	2.1, 3.3, 3.4
a. Develop positive attitudes about handicapped/disabled people.		
C. Stress	12	2.1, 2.3, 3.4
1. Identify causes of stress.		
2. Discuss the effects of stress.		
3. Know ways to reduce stress.		

GRADE 2
V
ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE

<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
A. Medicine/Drugs/Tobacco	25, 26, 27	2.3, 3.2, 4.2
1. Know the importance of taking or using medicine only when sick or hurt.		
2. Understand the difference between prescription and over-the-counter drugs.		
3. Understand the role of the doctor/health care provider and pharmacist as it relates to medicine.		
4. Review the purpose of a label on medicine.		
5. Know the importance of taking medicine in only the right amount.		
6. Know that they should take only the medicine that has been prescribed for them.		
7. Know that some medicine/drugs/tobacco may have harmful side effects.		
8. Identify products that contain caffeine, alcohol, and nicotine.		
9. Know the effects of caffeine, alcohol and nicotine on the body.		

GRADE 3
I
SAFETY & INJURY PREVENTION

<u>Objectives</u>	<u>McGraw-Hill Health Chapter/Lesson</u>	<u>EALRS</u>
A. Types		
1. Automobile/bus	9/1	2.3, 3.3, 3.4
a. Know common safety precautions related to:		
1) Safety inside of cars.		
2) Safety when getting out of a car.		
3) Safety near cars.		
b. Review and apply safe automobile and school bus safety practices.		
2. Bicycle	9/4	2.3, 3.3, 3.4
a. Know laws that pertain to bicycle safety.		
b. Know proper hand signals.		
c. Know traffic signs that apply to cyclists.		
d. Know other precautions related to safe cycling such as:		
1) Having a light.		
2) Wearing light colored clothing.		
3) Keeping bicycle in good repair.		
3. Home (O)	9/3	2.3, 3.3, 3.4
a. Review potential safety hazards.		
4. School/Playground	9/3,4	2.3, 3.3, 3.4
a. Demonstrate knowledge of classrooms and playground safety precautions.		
b. Know and follow school fire drill procedures.		
5. Recreation/Outdoor	9/4	2.3, 3.3, 3.4
a. Describe ways to be safe while running during play.		
b. Describe ways to be safe around water		
6. Poisons/Poisoning	9/1	2.3, 3.3, 3.4
a. Describe how poisoning occurs.		
b. Identify poison prevention steps.		
7. Current Safety Problems(O)	9/4	2.3, 3.3, 3.4
a. Know safety practices related to skate boards, off-road recreational vehicles, and other current recreational fads.		
8. Sexual Abuse Prevention (Source: <i>Talking About Touching</i>)	TAT	3.3, 3.4, 4.1
a. Personal safety and decision-making		
1) Review meaning of terms: child molester, private body parts, private, public.		
2) Review the meaning of personal safety and who is responsible for your safety.		
3) Identify potentially dangerous situations.		
4) Review how to answer the phone safely when at home.		
5) Review the importance of not accepting things or help from strangers.		
b. Touching (Source: <i>Talking About Touching</i>)	TAT	3.3, 3.4, 4.1
1) Review the meanings of: safe touch, confusing touch, unsafe touch.		
2) Review the differences between nurturing, confusing, and exploitive touch.		
3) Express an awareness of feelings related to touch and the importance of trusting those feelings.		

GRADE 3 – I - SAFETY & INJURY PREVENTION CONTINUED

	<u>Objectives</u>	McGraw-Hill Health <u>Lesson</u>	<u>EALRS</u>
	4) Be able to differentiate between appropriate and inappropriate touching.		
	5) Identify ways of coping with difficult situations such as: -When tickling becomes uncomfortable. -When someone tries to trick you. -When someone starts fighting with you. -When you are uncomfortable with someone touching you.		
	6) identify safe touches.		
c.	Assertiveness	TAT	3.3, 3.4, 4.1
	1) Review the meaning of: assertiveness, body language.		
	2) Recognize potentially exploitative situations.		
	3) Review the meaning and use of verbal and nonverbal assertiveness skills.		
	4) Review the meaning and use of body language in potentially dangerous situations.		
	5) Recognize the dynamics of exploitation and identify ways to cope with it.		
d.	Support Systems	TAT	3.3, 3.4, 4.1
	1) Review the meaning and importance of a support system.		
	2) Identify some of the possible results of reporting an incident(s) of sexual abuse.		
	3) Identify resource people in a support system.		

**GRADE 3
II**

COMMUNITY & ENVIRONMENTAL HEALTH

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A.	Environment		
	1. Neighborhood	10/2	2.1, 3.1, 3.2
	a. See Science and Social Studies objectives.		
B.	Pollution		
	1. Outdoor	10/2, 3	2.1, 3.1, 3.2
	a. Identify why litter is a health hazard.		
	b. Discuss the relationship between noise and health.		
	c. Describe causes of air and water pollution and their affects on the body.		

GRADE 3 – II - COMMUNITY & ENVIRONMENTAL HEALTH CONTINUED

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
C.	Health & Safety Workers 1. Review community health workers and their jobs.	10/1	2.1, 3.1, 3.2, 4.1

**GRADE 3
III
PHYSICAL**

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A.	Good Health Habits 1. Understand the importance of taking the responsibility for caring for their health. 2. Understand the importance of following good health practices. 3. Identify and practice good grooming habits.	1/1, 2	3.2, 4.1
B.	Dental Care 1. Participate in a brushing and flossing program.(O) 2. Review correct brushing and flossing procedures. 3. Identify the effects that foods have on teeth. 4. Make and follow a good dental health plan.	1/3	3.2, 4.1
C.	Growth and Development 1. Body systems a. Define a "cell" and describe characteristics of different cells. b. Identify and describe the purposes of the muscular and skeletal systems.	2/1, 2	2.1
D.	Nutrition 1. Review the basic food groups. 2. Discuss how foods can be healthful or harmful. 3. Make and follow an eating plan that promotes good health.	5/2, 3, 4	1.4
E.	Exercise and the Body (O) 1. Describe and plan exercises that promote fitness.	6/3	1.3
F.	Illness and Communicable Disease 1. Know the differences between viruses and bacteria and how they are spread. 2. Develop an awareness of the body's defense mechanisms. 3. Know how health care professionals promote wellness and treat illnesses.	7/1	2.2

**GRADE 3
IV
MENTAL/EMOTIONAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Personal Development		
1. Self-Image	3/1	2.1, 2.3, 3.3, 3.4
a. Review the concept of being a unique person.		
b. Understand the meaning of "self-concept."		
c. Know some ways people with positive self-concepts take care of their health.		
2. Feelings	3/3	2.1, 2.3, 3.3, 3.4
a. Review different feelings and healthful ways to express them.		
3. Positive Qualities	3/2	2.1, 2.3, 3.3, 3.4
a. Develop an understanding and consideration of the feelings of others.		
b. Describe and plan ways to get along with others.		
B. Relationships		
1. Getting along with others.	3/2, 4/3	2.1, 2.3, 3.3, 3.4
a. Review ways of making and keeping friends.		
b. Review the importance of talking about friendships with parents/guardians or others.		
2. Family (O)	4/1	2.1, 3.3, 3.4
a. Review the term family and different family structures.		
b. Discuss the importance of family rules.		
3. Peers(O)	3/2, 4/3	2.1, 2.3, 3.3, 3.4
a. Understand the qualities to look for when selecting a friend.		
b. Identify ways to make friends.		
C. Stress	3/4	2.1, 2.3, 3.3, 3.4
1. Describe healthful and unhealthful stress.		
2. Review causes of stress.		
3. Make a plan to reduce unhealthful stress.		
4. Understand that feelings can affect their body and sometimes their health.		

**GRADE 3
V
ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Medicine/Drugs/Tobacco	8/1, 2, 3, 4	2.3, 3.4, 4.1, 4.2
1. Review definitions of medicine/drugs and their proper use.		
2. Know what to do if the medicine/drugs cause a side effect.		
3. Review the effects of caffeine, alcohol and nicotine on the body.		
4. Review the products that contain caffeine, alcohol, and nicotine.		
5. Know that marijuana is a harmful and illegal drug.		

**GRADE 4
I
SAFETY & INJURY PROTECTION**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Types	9/3	2.3, 3.3, 3.4
1. Home		
a. Know ways of preventing accidents related to falls and fires.		
2. School	9/1, 5	2.3, 3.3, 3.4
a. Demonstrate knowledge of classroom, playground and other school related safety rules.		
3. Fire	9/4	2.3, 3.3, 3.4
a. Review how to make an emergency call.		
b. Know the procedures to follow when trying to escape from a fire.		
4. Water	9/5	2.3, 3.3, 3.4
a. Apply water safety rules during "drown proofing".		
5. Current Safety Problems(O)	9/5	2.3, 3.3, 3.4
a. Know safety practices related to skate boards, off-road recreational vehicles, and other current recreational fads.		
6. Violence Prevention (see also Harassment Prevention Curriculum)	9/2	2.3, 3.3, 3.4
B. Emergency Care(O)	9/6	2.3, 3.3, 3.4
1. Know simple first aid practices for cuts, burns, bruises and nosebleeds.		
C. Decision-Making	throughout lessons	3.2, 4.1, 4.2, 3.4
1. Define the word decision and describe decision-making factors.		
2. Recognize healthful choices.		
D. Refusal Skills	throughout lessons	2.3, 3.3, 3.4, 4.2
1. Practice refusal skills.		

**GRADE 4
II
COMMUNITY & ENVIRONMENTAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Pollution	10/2	2.1, 3.1, 3.2
1. Indoor		
a. See Science objectives.		
2. Outdoor		
a. See Science objectives.		
B. Health Organizations (O)	10/1	2.1, 3.1, 3.2
1. Define and describe community health services.		
C. Consumer Health	10/1	2.1, 3.1, 3.2, 4.1
1. Know the importance of valid health information and health services.		
2. Know where to obtain health information and services.		

GRADE 4 – II - COMMUNITY & ENVIRONMENTAL HEALTH

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
3. Know some factors to consider in selecting health information and services.		
D. Health Laws(O)	10/2	2.1, 3.1, 3.2, 4.1
1. Describe how laws are used to control drug use and abuse.		

**GRADE 4
III
PHYSICAL**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Good Health Habits	1/2	3.2, 4.1
1. Review good health practices.		
B. Dental Care(O)	1/3	3.2, 4.1
1. Understand the causes of tooth decay and gum disease.		
2. Understand the relationship between fluoride, diet, and good oral health.		
3. Know the proper procedure for brushing and flossing the teeth.		
4. Understand how dental personnel can help them in the care of their teeth.		
5. Participate in a brushing and flossing program.		
C. Care of Eyes and Ears	1/4	3.2, 4.1
1. Identify signs of eye problems.		
2. Identify causes and treatment of hearing loss.		
D. Growth and Development		
1. Body Systems		
a. Know the function of skin, hair, and nails.	1/5	3.2, 4.1
b. Describe the parts of the brain and their functions.	2/6	2.1
c. Describe the main parts and functions of the circulatory and respiratory systems.	2/4	2.1
d. Review the parts and functions of the muscular and skeletal systems.	2/3	2.1
E. Nutrition (O)	5/2	1.4
1. Know the basic food groups.		
2. Know the basic nutrients obtained from each food group.		
3. Understand the importance of eating a variety of foods.		
4. Know the importance of water in the daily diet.		
F. Exercise and Your Body	6/1, 2, 3	1.1, 1.2, 1.3
1. Develop a daily plan of mental exercises.		
2. Describe why sleep is important to fitness.		
3. Understand and develop a plan to exercise different parts of the body.		
G. Illness and Communicable Disease (O)	7/1, 2, 5	2.2
1. Understand the concept "infectious diseases."		
2. Know some common diseases caused by viruses, bacteria and fungi.		

GRADE 4 – III – PHYSICAL CONTINUED

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
3. Understand how disease agents enter the body and what precautions should be taken against them.		
4. Know how the body fights disease agents.		
5. Understand the importance of vaccines and drugs in preventing and treating infectious diseases.		

**GRADE 4
IV
MENTAL**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Personal Development		
1. Self-Image	3/1	2.1, 2.3, 3.4
a. Review the concept of being a unique person.		
b. Review ways people with a positive self-concept take of their health.		
c. Understand that by trying hard people can improve in many ways.		
d. Understand that there may be some things that cannot be changed and must be accepted.		
2. Feelings	3/3	2.1, 2.3, 3.4
a. Know that feelings may be shown in many ways.		
b. Know that feelings affect your behavior and health.		
3. Positive Qualities	3/2	2.1, 2.3, 3.4
a. Review ways to get along with others.		
b. Know when to be like others and when to be different.		
B. Relationships		
1. Family	4/1	2.1, 2.3, 3.3, 3.4
a. Review the importance of family and family structures.		
b. Respect the rights and privacy of others.		
c. Be aware of the common feelings of children whose parents are no longer together.		
2. Peers	4/3	2.1, 2.3, 3.3., 3.4
a. Understand that situations may occur where they will need to think for themselves and not go along with what the group does.		
b. Review the qualities to consider when selecting friends.		
c. Understand the importance of making healthy choices with friends.		
d. Understand that people can disagree and still be friends.		
e. Know and practice ways of being a good friend.		
C. Stress	3/4	2.1, 2.3, 3.4
1. Know some common causes of stress.		
2. Review the difference between healthful and harmful stress.		
3. Describe mental and physical changes produced by stress.		
4. Identify ways to deal with stress and develop a plan for staying healthy.		

GRADE 4
V
ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE

McGraw-Hill
 Health
Chapter/Lesson

EALRS

Objectives

A.	Medicine/Drugs/Tobacco (See also <i>Here's Looking at You</i> Curriculum for Grade 4)	8/2, 3, 4, 5, 6	2.3, 3.4, 4.1, 4.2
	1. Understand the laws relating to the use of alcohol, tobacco and marijuana.		
	2. Understand how advertising and peer pressure affect decisions about drug use.		
	3. Identify healthy ways to have fun.		
	4. Identify personal strengths.		
	5. Identify other's positive behaviors.		
	6. Identify risk factors and list strategies to reduce young people's use and abuse of drugs.		
	7. Identify inhalants and their harmful effects on the body.		
	8. Review information about alcohol and its effects on the body.		
	9. Describe what it's like to belong to a family with an alcoholic member.		
	10. Know that children are not responsible for causing, controlling or curing alcoholism but can take care of themselves.		
	11. Identify factors that influence decision-making and describe their effects.		
	12. Know and use the steps of saying "NO" and keeping your friends. (Refusal skills)		

**GRADE 5
I
SAFETY & INJURY PROTECTION**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Types		
1. Bicycle	9/1, 5	2.3, 3.3, 3.4
a. Review laws that pertain to bicycle safety.		
b. Review proper hand signals.		
c. Identify traffic signs that apply to cyclists.		
d. Review precautions related to safe cycling.		
e. List and describe major causes of bicycle accidents.		
2. School	9/1, 5	2.3, 3.3, 3.4
a. Follow classroom, playground and other school-related safety rules.		
3. Poisons/Poisoning	9/3	2.3, 3.3, 3.4
a. Review how poisoning occurs.		
b. Review poison prevention steps.		
4. Current Safety Problems (O)	9/1	2.3, 3.3, 3.4
a. Know safety practices related to skate boards, off-road recreational vehicles and other current recreational fads.		
5. Violence Prevention (see also Harassment Prevention Curriculum)	9/2	2.3, 3.3, 3.4
B. Decision-Making.	Throughout lessons	2.3, 3.3, 3.4
C. Refusal Skills	Throughout lessons	2.3, 3.3, 3.4

**GRADE 5
II
COMMUNITY & ENVIRONMENTAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Pollution (O) (A)		
1. Indoor (O)	10/3, 4	2.1, 3.1, 3.2
a. Explain how pollution can occur indoors.		
b. Identify products that are sources of indoor pollution.		
c. Discuss the indicators of indoor pollution.		
2. Outdoor(A)	10/3, 4	2.1, 3.1, 3.2
a. Know the effects pollutants can have on the body.		
b. Understand the causes of air pollution and some possible steps for decreasing the pollution.		
B. Health & Safety Workers	10/1	2.1, 3.1, 3.2, 4.1
1. Review community health and safety workers and their jobs.		
2. Describe ways to choose physicians and dentists.		
C. Health Organizations	10/1	2.1, 3.1, 3.2, 4.1
1. List and identify health associations.		
D. Consumer Health	10/1	2.1, 3.1, 3.2, 4.1
1. Develop a consumer plan for selecting products.		
2. Identify and follow a plan for safe use of home appliances and power tools.		

GRADE 5 – II - COMMUNITY & ENVIRONMENTAL HEALTH

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
	<ol style="list-style-type: none"> 3. Develop a plan for dealing with consumer complaints. 4. Examine the need for health insurance coverage. 		
E.	<p>Health Laws (O) (A)</p> <ol style="list-style-type: none"> 1. Understand the reason for laws related to health. 2. Know the common health problems that have resulted in laws related to: <ol style="list-style-type: none"> a. Immunization. b. Sanitation. c. Food and drugs d. Animals. e. Pests. f. Pollution. 3. Research the health ordinances and laws that apply to them as citizens of Renton, King County and Washington State. 4. Understand the importance of obeying health ordinances and laws. 	10/2	2.1, 3.1, 3.2, 4.1
F.	<p>Careers</p> <ol style="list-style-type: none"> 1. Develop an awareness of careers associated with community health. 2. Know where to find information on these careers. 	10/1	2.1, 3.1, 3.2, 4.1

**GRADE 5
III
PHYSICAL**

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A.	<p>Health Habits</p> <ol style="list-style-type: none"> 1. Review good health practices. 	1/2	3.2, 4.1
B.	<p>Dental Care</p> <ol style="list-style-type: none"> 1. Review proper dental care techniques. 2. Participate in a school brushing and flossing program.(O) 	1/3	3.2, 4.1
C.	<p>Growth & Development</p> <ol style="list-style-type: none"> 1. Growing <ol style="list-style-type: none"> a. Understand the effects that glands and hormones have on growth. b. Understand the concepts "heredity" and "environment" and their relationship to growth. c. Know some physiological problems associated with abnormal patterns. 2. Body Systems <ol style="list-style-type: none"> a. Develop a beginning knowledge of the digestive system. 	2/1, 6	2.1
*D.	<p>Human Reproduction (Family Life Unit and Merrill <i>Your Relationship</i> Textbook)</p> <ol style="list-style-type: none"> 1. Structure <ol style="list-style-type: none"> a. Know the medical names for the male and female reproductive organs. 2. Function <ol style="list-style-type: none"> a. Know the function of the female and male reproductive organs. 	2/5	2.1, 2.2, 2.3

GRADE 5 – III - PHYSICALCONTINUED

Objectives

- 3. Know the psychological and physiological changes that occur in the male and female during puberty, including:
 - a. Emotions.
 - b. May seek more independence.
 - c. Increased interest in the opposite sex.
 - d. Growth.
 - e. Changes in voice quality.
 - f. Growth in pubic and facial hair.

*Parents may request the Alternative curriculum in place of the following units: (D)Human Reproduction, (G)(2)STD's, (H & I) Sexual and Physical Abuse Prevention.

(*D. Human Reproduction (Family Life Unit and Merrill *Your Relationships* Textbook) Continued) 2.1, 2.2, 2.3

- g. Changes in breasts
- h. Menstruation.
 - 1) understand the process and function of menstruation.
 - 2) know the proper health practices related to menstruation.
 - 3) know some exercises that may ease menstrual discomfort.
- i. Seminal emissions or "wet dreams."
 - 1) understand that such emissions are normal.
 - 2) know the cause of these emissions.
- 4. Understand how fertilization occurs.
 - a. Know that sexual intercourse may also be known by terms such as coitus and copulation.
 - b. Understand the importance that love and maturity play in a sexual relationship.
 - c. Understand the importance of developing an attitude toward sex that is a credit to oneself, one's family and community.
- 5. Growth of the embryo and fetus.
 - a. Have a simple understanding of the development of the baby before birth.
- 6. Birth
 - a. Know some of the signs that indicate that the baby is ready to be born.
 - b. Know how the baby is born.
 - c. Have a simple understanding of the care that a baby must receive in its first hours and days after birth.
- 7. Genetics
 - a. Have a simple understanding of the concepts "genes," "chromosomes," "inheritance" and mutation."
 - b. Know which human traits are inherited and which are the result of environment.

E. Nutrition	5/2	1.4
1. Review the importance of eating foods from each of the main food groups daily.		
2. Review the basic nutrients from each food group.	5/2	1.4
3. Make and follow an eating plan that promotes good health.	5/3	1.4

*Parents may request the Alternative curriculum in place of the following units: (D)Human Reproduction, (G)(2)STD's, (H & I) Sexual and Physical Abuse Prevention.

GRADE 5 – III – PHYSICAL CONTINUED

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
F.	Exercise and Your Body		
1.	Define and understand the terms: warm-ups, aerobic, anaerobic, and cool down.	6/3	1.1, 1.2, 1.3
2.	Understand and develop a personal plan to exercise the heart.	6/4	1.1, 1.2, 1.3
*G.	Illness and Communicable Disease (See also HIV/AIDS unit)		
1.	Disease	7/2, 5	2.2
a.	Distinguish between illness, chronic disease and communicable disease.		
b.	Know signs and symptoms of illnesses and leading chronic diseases such as heart disease, cancer, diabetes and emphysema.		
c.	Know complications.		
d.	Know ways of preventing and contracting these illnesses and diseases.		
2.	STDs'-Sexually Transmitted Diseases		
a.	STDs'		
1)	Know signs and symptoms.		
2)	Know detection and treatment.		
3)	Know problems.		
4)	Know prevention (abstinence).		
b.	HIV/AIDS		
1)	Know signs and symptoms of HIV/AIDS.		
2)	Know how HIV/AIDS is transmitted.		
3)	Know myths and misconceptions concerning HIV/ AIDS.		
*H.	Sexual Abuse Prevention		2.3
a.	Personal Safety and Decision-Making.		
1)	Review meaning of terms: Child molester, private body parts, private, public.		
2)	Review the meaning of personal safety and who is responsible for your safety.		
3)	Identify potentially dangerous situations.		
b.	Touching		
1)	Review the meaning of: safe touch, confusing touch, unsafe touch.		
2)	Express an awareness of feelings related to touch and the importance of understanding those feelings.		
3)	Be able to differentiate between appropriate and inappropriate touch.		
c.	Assertiveness		
1)	Review the meaning of assertiveness, body language.		
2)	Review the meaning and use of verbal and nonverbal assertiveness skills.		
3)	Review the meaning and use of body language in potentially dangerous situations.		
d.	Support Systems		
1)	Review the meaning and importance of a support system.		
3)	Be able to differentiate between appropriate and inappropriate touch.		

*Parents may request the Alternative curriculum in place of the following units: (D)Human Reproduction, (G)(2)STD's, (H & I) Sexual and Physical Abuse Prevention.

GRADE 5 – III – PHYSICAL CONTINUED

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
<ul style="list-style-type: none"> c. Assertiveness <ul style="list-style-type: none"> 1) Review the meaning of assertiveness, body language. 2) Review the meaning and use of verbal and nonverbal assertiveness skills. 3) Review the meaning and use of body language in potentially dangerous situations. d. Support Systems <ul style="list-style-type: none"> 1) Review the meaning and importance of a support system. 2) Identify some of the possible results of reporting an incident(s) of sexual abuse. 3) Identify resource people in a support system. 		
*I. Physical Abuse Prevention (See Family Life Unit Curriculum)		2.3
<ul style="list-style-type: none"> a. Personal Safety and Decision-Making <ul style="list-style-type: none"> 1) Review the meaning of personal safety and who is responsible for your safety. 2) Identify potentially dangerous situations. b. Support Systems <ul style="list-style-type: none"> 1) Review the meaning and importance of a support system. 2) Identify some of the possible results of reporting an incident(s) of physical abuse. 		

*Parents may request the Alternative curriculum in place of the following units: (D)Human Reproduction, (G)(2)STD's, (H & I)Sexual and Physical Abuse Prevention.

**GRADE 5
IV
MENTAL/EMOTIONAL HEALTH**

<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A. Personal Development	3/1	2.1, 2.3, 3.4
<ul style="list-style-type: none"> 1. Self-Image <ul style="list-style-type: none"> a. Know methods of obtaining health knowledge and using this knowledge to select healthy actions. b. Recognize that a parent can love them even when disapproving of their actions. 2. Feelings <ul style="list-style-type: none"> a. Review <ul style="list-style-type: none"> 1) The meanings of physical, mental and social health. 2) That people experience different feelings. 3) The effect of feelings on the way they behave, on their health and on their friends. 4) The causes of feelings. 3. Positive Qualities <ul style="list-style-type: none"> a. Understand the importance of: <ul style="list-style-type: none"> 1) being polite. 2) being friendly and helpful. 3) considering the feelings and rights of others. 4) being a good listener. 	3/2	2.1, 2.3, 3.4
	4/2	2.1, 2.3, 3.3, 3.4

GRADE 5 – IV - MENTAL/EMOTIONAL HEALTH

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
	5) being responsible.		
	6) trying one's best.		
	7) being cooperative.		
	8) developing independence.		
B.	Relationships		
1.	Getting along with others.	4/2	2.1, 2.3, 3.3, 3.4
a.	Understand how their feelings and the way they act affect their relationship with others.		
2.	Family	4/1	2.1, 2.3, 3.3, 3.4
a.	Know the importance of discussing their relationships and related questions with family.		
3.	Peers	4/3	2.1, 2.3, 3.3, 3.4
a.	Know ways that their behavior affects others.		
C.	Stress		
1.	Define stress and distress.	3/3	2.1, 2.3, 3.3
2.	Identify stress management skills.		

GRADE 5

V

ALCOHOL, TOBACCO & OTHER DRUG USE & ABUSE

	<u>Objectives</u>	McGraw-Hill Health <u>Chapter/Lesson</u>	<u>EALRS</u>
A.	Medicine/Drugs/Tobacco (Presently taught in some schools by DARE officers from King County and Renton Police)	8/1,3,5,6	2.3, 3.4, 4.2
1.	Know the chemicals in tobacco and alcohol and the harmful effects they have on the body	8/3	2.3, 3.4, 4.2
2.	Define the disease "alcoholism."	8/5	2.3, 3.4, 4.2
3.	Know that help is available for alcoholics and their family members.	8/5	2.3, 3.4, 4.2
4.	Identify illnesses for which drugs are used.		
5.	Review the use of prescription and over-the-counter drugs.	8/1	2.3, 3.4, 4.2
6.	Identify the harmful effects of crack(cocaine).	8/6	2.3, 3.4, 4.2
7.	Identify the harmful effects of marijuana.	8/6	2.3, 3.4, 4.2
8.	Identify the effects of depressants, stimulants, and hallucinogens on the body.	8/6	2.3, 3.4, 4.2

ELEMENTARY HEALTH INSTRUCTIONAL MATERIALS

TEXTBOOKS

BASIC

GRADES K-5	<i>HEALTH (series)</i>	McGraw Hill	2000
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SUPPLEMENTAL

KINDERGARTEN and GRADE 2	Gun Safety Unit		1998
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GRADES 1 & 3	<i>Talking About Touching</i>	Committee for Children	1994
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GRADE 4 & 6	Here's Looking At You (Kits)	CHEF	1999
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GRADE 5	<i>Your Relationships</i> (Family Life Unit)	Merrill	1990
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GRADE 5	<i>DARE</i> - King County & Renton Police Departments		
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KINDERGARTEN – GRADE 5	Harassment Prevention Curriculum		2000
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VIDEOS:

BASIC:

K- GRADE 2	<i>Show and Tell! The Movie</i> (Harass. Prevention Curriculum)	McGrath Systems	2000
	<i>Learning the Game</i>	McGrath Systems	2000

GRADE 2-3	<i>Show and Tell! The Movie</i> (Harass. Prevention Curriculum)	McGrath Systems	2000
	<i>Max/s Magical Machine</i>	McGrath Systems	2000

GRADE 4-5	<i>Respecting Each Other</i> (Harass. Prevention Curriculum)	Aims Multimedia	2000
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GRADE 4-6	<i>Tobacco Free You and Me</i>	Durrin	1994
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GRADE 5	<i>Who Do You Tell</i>	Learning Corp	1978
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GRADE 5	<i>Changing</i>	Proctor & Gamble	1990
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GRADE 5	<i>Lets' Get Growing</i>	Marsh	1988
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GRADE 5	<i>Meet the New You (Girls)</i>	Marsh	1988
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GRADE 5	<i>Meet the New You (Boys),</i>	Marsh	1988
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GRADE 5	<i>Listen To Me</i>	Coronet/MTI	1987
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SUPPLEMENTAL

GRADE 5	<i>Growing Up On Broadway</i>		
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In the Renton School District Film Library numerous other films and videos are available for use as complementary materials.

RESCIND:

GRADE 2	<i>Strangers</i> (Teachers only) Meeks/Heit	Merrill	1984
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KINDERGARTEN – GRADE 5	Health Focus on You (Series)	Merrill	1987
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ASSESSMENT

Student attainment of health objectives will be measured at the close of each lesson through assessment masters, teacher-made test, reports, projects and classroom participation.

Students will not be surveyed, tested or graded on an objective of a subjective nature that would invade their privacy or the privacy of their family.