

DRAFT

DRAFT

DRAFT

DRAFT

DRAFT

**LAUSD GRADE LEVEL STANDARDS CHART\***

SKILLS THAT SHOULD BE EMPHASIZED ARE NOTED BY A PYRAMID SYMBOL (▲)

SKILLS PREVIOUSLY INTRODUCED OR BEHAVIORS THAT SHOULD BE BUILT-ON AND REINFORCED (■)

CURRICULUMS WITH THIS SYMBOL (●) MUST BE USED TO TEACH THESE STANDARDS. THE OTHER CURRICULUMS LISTED ARE SUPPLEMENTAL

\*The standards are taken directly from the Health Framework for California Public Schools' list of Expectations

**GRADE K**

**Grade: Kindergarten**

**Standard 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

<b>THE HUMAN BODY</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
1.1 Practice good personal hygiene. ▲			Health Textbook
<b>FOOD CHOICES</b>			
1.2 Make healthy food choices.			Health Textbook
1.3 Group foods in different ways.			Health Textbook
1.4 Prepare and try a variety of healthy foods. ▲			Health Textbook
<b>PHYSICAL ACTIVITY</b>			
1.5 Participate regularly in active play and enjoyable physical activities. ▲			Health Textbook
1.6 Observe safety rules during physical activities. ▲			Health Textbook
1.7 Explore out-of-school play activities that promote fitness and health.			Health Textbook
<b>MENTAL AND EMOTIONAL HEALTH</b>			
1.8 Identify and share feelings in appropriate ways. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.9 Avoid self-destructive behaviors and self-control. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.10 Develop and use effective coping strategies.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.11 Demonstrate personal characteristics that contribute to self-confidence and self-esteem.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.12 Develop protective factors that help foster resiliency.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

DRAFT	DRAFT	DRAFT	DRAFT	DRAFT
1.13 Develop and use effective communication skills.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook	

**Standard 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.**

<b>DISEASE PREVENTION</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
2.1 Practice positive health behaviors to reduce the risk of disease.			Health Textbook
2.2 Prepare food as a way of learning about sanitary food preparation and storage.			Health Textbook
2.3 Cooperate in regular health screenings.			Health Textbook
<b>TREATMENT OF DISEASE</b>			
2.4 Take medicines properly under the directions of parents or health care providers. ▲		Title IV TUPE	<b>Too Good for Drugs ●</b> Health Textbook
2.5 Recognize symptoms of common illnesses. ▲			Health Textbook

**Standard 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

<b>POTENTIALLY DANGEROUS SITUATIONS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.1 Practice safe behavior in or near motorized vehicles. ▲			Health Textbook
3.2 Practice safe behavior in or near water. ▲			Health Textbook
3.3 Interact safely with strangers. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
3.4 Develop a new skill to avoid, resolve, and cope with conflicts.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
3.5 Report or obtain assistance when faced with unsafe situations.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
3.6 Practice behaviors that help prevent poisonings. ▲			Health Textbook
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.7 Distinguish between helpful and harmful substances.		Title IV TUPE	<b>Too Good for Drugs ●</b> Health Textbook

DRAFT	DRAFT	DRAFT	DRAFT	DRAFT
<b>CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION</b> <b>(Penal Code 11166[a])</b>				
3.8 Develop and use communication skills to tell others when touching is unwanted. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook	
<b>EMERGENCIES</b>				
3.9 Recognize emergencies and respond appropriately. ▲			Health Textbook	
3.10 Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills. ▲			Health Textbook	

**Standard 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.**

<b>ROLES OF FAMILY MEMBERS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
4.1 Develop and use effective communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
<b>CHANGE WITHIN THE FAMILY</b>			
4.2 Identify feelings related to changes within the family.			Health Textbook

**Standard 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.**

<b>FRIENDSHIP AND PEER RELATIONSHIPS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
5.1 Know and use appropriate ways to make new friends. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
5.2 Demonstrate acceptable actions toward others. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
5.3 Demonstrate positive ways to show or express feelings. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.4 Resolve conflicts in a positive, constructive way. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

DRAFT	DRAFT	DRAFT	DRAFT	DRAFT
5.5 Demonstrate acceptable methods of gaining attention. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ●</b>	Health Textbook
<b>SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</b>				
5.6 Understand and follow school rules related to health. ▲				Health Textbook
5.7 Participate in school efforts to promote health.				Health Textbook
5.8 Assume responsibility for helping to take care of the school.				Health Textbook

**Standard 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

<b>LIFE CYCLE</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
6.1 Describe the cycle of growth and development in humans and other animal species.			Health Textbook

**Standard 7: Students will understand and accept individual differences in growth and development.**

<b>GROWTH AND DEVELOPMENT</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
7.1 Demonstrate an understanding of individual differences.			Health Textbook
7.2 Adapt group activities to include a variety of students. ▲			Health Textbook
<b>MENTAL AND EMOTIONAL DEVELOPMENT</b>			
7.3 Identify, express, and manage feelings appropriately.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ●</b>
7.4 Develop and use effective communication skills.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ●</b>
			Health Textbook

**Standard 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

<b>PRODUCTS AND SERVICES</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
8.1 Identify health care workers. ▲			Health Textbook

## LAUSD GRADE LEVEL STANDARDS CHART\*

SKILLS THAT SHOULD BE EMPHASIZED ARE NOTED BY A PYRAMID SYMBOL (▲)

SKILLS PREVIOUSLY INTRODUCED OR BEHAVIORS THAT SHOULD BE BUILT-ON AND REINFORCED (■)

CURRICULUMS WITH THIS SYMBOL (●) MUST BE USED TO TEACH THESE STANDARDS. THE OTHER CURRICULUMS LISTED ARE SUPPLEMENTAL

\*The standards are taken directly from the Health Framework for California Public Schools' list of Expectations

### GRADE 1

#### Grade: 1

**Standard 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

<b>THE HUMAN BODY</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
1.1 Practice good personal hygiene. ▲			Health Textbook
1.2 Use protective equipment or practice protective behaviors. ▲			Health Textbook
<b>FOOD CHOICES</b>			
1.3 Make healthy food choices.			Health Textbook
1.4 Group foods in different ways. ▲			Health Textbook
1.5 Prepare and try a variety of healthy foods. ▲			Health Textbook
<b>PHYSICAL ACTIVITY</b>			
1.6 Participate regularly in active play and enjoyable physical activities. ▲			Health Textbook
1.7 Observe safety rules during physical activities. ▲			Health Textbook
1.8 Explore out-of-school play activities that promote fitness and health.			Health Textbook
<b>MENTAL AND EMOTIONAL HEALTH</b>			
1.9 Identify and share feelings in appropriate ways. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.10 Avoid self-destructive behaviors and practice self-control. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.11 Develop and use effective coping strategies.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.12 Demonstrate personal characteristics that contribute to self-confidence and self-esteem. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.13 Develop protective factors that help foster resiliency.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b>

			Health Textbook
1.14 Develop and use effective communication skills.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum Too Good for Drugs ●</b> Health Textbook

**Standard 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.**

<b>DISEASE PREVENTION</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
2.1 Practice positive health behaviors to reduce the risk of disease.			Health Textbook
2.2 Prepare food as a way of learning about sanitary food preparation and storage.			Health Textbook
2.3 Cooperate in regular health screenings.			Health Textbook
<b>TREATMENT OF DISEASE</b>			
2.4 Take medicines properly under the directions of parents or health care providers.		Title IV TUPE	<b>Too Good for Drugs ●</b> Health Textbook
2.5 Recognize symptoms of common illnesses. ▲			Health Textbook

**Standard 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

<b>POTENTIALLY DANGEROUS SITUATIONS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.1 Practice safe behavior in or near motorized vehicles.			Health Textbook
3.2 Practice safe behavior in or near water. ▲			Health Textbook
3.3 Interact safely with strangers. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.4 Develop a new skill to avoid, resolve, and cope with conflicts.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
3.5 Report or obtain assistance when faced with unsafe situations. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
3.6 Practice behaviors that help prevent poisonings. ▲		Title IV TUPE	<b>Too Good for Drugs ●</b> Health Textbook
3.7 Practice safe behavior in recreational activities.			Health Textbook
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.8 Distinguish between helpful and harmful substances. ▲		Title IV TUPE	<b>Too Good for Drugs ●</b> Health Textbook

<b>CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION (Penal Code 11166[a])</b>			
3.9 Develop and use communication skills to tell other when touching is unwanted. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ● Health Textbook</b>
<b>EMERGENCIES</b>			
3.10 Recognize emergencies and respond appropriately. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ● Health Textbook</b>
3.11 Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.			Health Textbook

**Standard 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.**

<b>ROLES OF FAMILY MEMBERS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
4.1 Develop and use effective communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ● Health Textbook</b>
<b>CHANGE WITHIN THE FAMILY</b>			
4.2 Identify feelings related to changes within the family.			Health Textbook

**Standard 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.**

<b>FRIENDSHIP AND PEER RELATIONSHIPS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
5.1 Know and use appropriate ways to make new friends. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ● Health Textbook</b>
5.2 Demonstrate acceptable actions toward others. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ● Health Textbook</b>
5.3 Demonstrate positive ways to show or express feelings. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ● Too Good for Drugs ● Health Textbook</b>
5.4 Resolve conflicts in a positive, constructive way. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ● Health Textbook</b>

5.5 Demonstrate acceptable methods of gaining attention. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
<b>SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</b>			
5.6 Understand and follow school rules related to health. ▲			Health Textbook
5.7 Participate in school efforts to promote health.			Health Textbook
5.8 Assume responsibility for helping to take care of the school.			Health Textbook

**Standard 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

<b>LIFE CYCLE</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
6.1 Describe the cycle of growth and development in humans and other animal species. ▲			Health Textbook

**Standard 7: Students will understand and accept individual differences in growth and development.**

<b>GROWTH AND DEVELOPMENT</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
7.1 Demonstrate an understanding of individual differences.			Health Textbook
7.2 Adapt group activities to include a variety of students. ▲			Health Textbook
<b>MENTAL AND EMOTIONAL DEVELOPMENT</b>			
7.3 Identify, express, and manage feelings appropriately.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
7.4 Develop and use effective communication skills.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

**Standard 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

<b>PRODUCTS AND SERVICES</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
8.1 Identify health care workers. ▲			Health Textbook
8.2 Identify a variety of consumer influences and analyze how those influences affect decisions.			Health Textbook



## LAUSD GRADE LEVEL STANDARDS CHART\*

SKILLS THAT SHOULD BE EMPHASIZED ARE NOTED BY A PYRAMID SYMBOL (▲)  
 SKILLS PREVIOUSLY INTRODUCED OR BEHAVIORS THAT SHOULD BE BUILT-ON AND REINFORCED (■)  
 CURRICULUMS WITH THIS SYMBOL (●) MUST BE USED TO TEACH THESE STANDARDS  
 THE OTHER CURRICULUMS LISTED ARE SUPPLEMENTAL

\*The standards are taken directly from the Health Framework for California Public Schools' list of Expectations

### GRADE 2

#### Grade: 2

**Standard 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

<b>THE HUMAN BODY</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
1.1 Practice good personal hygiene.			Health Textbook
1.2 Use protective equipment or practice protective behaviors. ▲			Health Textbook
<b>FOOD CHOICES</b>			
1.3 Make healthy food choices. ▲			Health Textbook
1.4 Group foods in many different ways.			Health Textbook
1.5 Prepare and try a variety of healthy foods. ▲			Health Textbook
1.6 Analyze influences on food choices.			Health Textbook
<b>PHYSICAL ACTIVITY</b>			
1.7 Participate regularly in active play and enjoyable physical activities. ▲			Health Textbook
1.8 Observe safety rules during physical activities. ▲			Health Textbook
1.9 Explore out-of-school play activities that promote fitness and health.			Health Textbook
<b>MENTAL AND EMOTIONAL HEALTH</b>			
1.10 Identify and share feelings in appropriate ways. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.11 Avoid self-destructive behaviors and practice self-control.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.12 Develop and use effective coping strategies. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.13 Demonstrate personal characteristics that contribute to self-confidence and self-esteem.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b>

			Health Textbook
1.14 Develop protective factors that help foster resiliency.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.15 Develop and use effective communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook

**Standard 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.**

<b>DISEASE PREVENTION</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
2.1 Practice positive health behaviors to reduce the risk of disease.			Health Textbook
2.2 Prepare food as a way of learning about sanitary food preparation and storage.			Health Textbook
2.3 Cooperate in regular health screenings.			Health Textbook
<b>TREATMENT OF DISEASE</b>			
2.4 Take medicines properly under the direction of parent or health-care providers.		Title IV TUPE	Too Good For Drugs ● Health Textbook
2.5 Recognize symptoms of common illnesses. ▲			Health Textbook

**Standard 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

<b>POTENTIALLY DANGEROUS SITUATIONS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.1 Practice safe behavior in or near motorized vehicles. ▲			Health Textbook
3.2 Practice safe behaviors in or near water.			Health Textbook
3.3 Interact safely with strangers. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.4 Develop and use skills to avoid, resolve, and cope with conflicts.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.5 Report or obtain assistance when faced with unsafe situations. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.6 Practice behaviors that help prevent poisonings.			Health Textbook
3.7 Practice safe behavior in recreational activities.			Health Textbook
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>			
3.8 Distinguish between helpful and harmful substances.		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook

3.9 Develop and use interpersonal and communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION</b> <b>(Penal Code 11166[a])</b>			
3.10 Develop and use communication skills to tell others when touching is unwanted. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>EMERGENCIES</b>			
3.11 Recognize emergencies and respond appropriately.			Health Textbook
3.12 Practice appropriate behaviors during fire drill, earthquake drill, and other disaster drill.			Health Textbook

**Standard 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.**

<b>ROLES OF FAMILY MEMBERS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
4.1 Develop and use effective communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>CHANGE WITHIN THE FAMILY</b>			
4.2 Identify feelings related to changes within the family. ▲			Health Textbook

**Standard 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.**

<b>FRIENDSHIP AND PEER RELATIONSHIPS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
5.1 Know and use appropriate ways to make new friends. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
5.2 Demonstrate acceptable actions toward others. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
5.3 Demonstrate positive ways to show or express feelings. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

5.4 Resolve conflicts in a positive, constructive way. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.5 Demonstrate acceptable methods of gaining attention. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
<b>SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</b>			
5.6 Understand and follow school rules related to health. ▲			Health Textbook
5.7 Participate in school efforts to promote health.			Health Textbook
5.8 Assume responsibility for helping to take care of school.			Health Textbook

**Standard 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

<b>LIFE CYCLE</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
6.1 Describe the cycle of growth and development in humans and other animal species. ▲			Health Textbook

**Standard 7: Students will understand and accept individual differences in growth and development.**

<b>GROWTH AND DEVELOPMENT</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
7.1 Demonstrate an understanding of individual differences.			Health Textbook
7.2 Adapt group activities to include a variety of students. ▲			Health Textbook
7.3 Identify, express, and manage feeling appropriately.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
7.4 Develop and use effective communication skills.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

**Standard 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

<b>PRODUCTS AND SERVICES</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
8.1 Identify a variety of consumer influences and analyze			Health Textbook

how those influences affect decisions. ▲			
--	--	--	--

## LAUSD GRADE LEVEL STANDARDS CHART\*

SKILLS THAT SHOULD BE EMPHASIZED ARE NOTED BY A PYRAMID SYMBOL (▲)  
 SKILLS PREVIOUSLY INTRODUCED OR BEHAVIORS THAT SHOULD BE BUILT-ON AND REINFORCED (■)  
 CURRICULUMS WITH THIS SYMBOL (●) MUST BE USED TO TEACH THESE STANDARDS  
 THE OTHER CURRICULUMS LISTED ARE SUPPLEMENTAL

\*The standards are taken directly from the Health Framework for California Public Schools' list of Expectations

### GRADE 3

#### Grade: 3

**Standard 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

<b>THE HUMAN BODY</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
1.1 Practice good personal hygiene.			Health Textbook
1.2 Use protective equipment or practice protective behaviors.			Health Textbook
<b>FOOD CHOICES</b>			
1.3 Make healthy food choices. ▲			Health Textbook
1.4 Group foods in many different ways. ▲			Health Textbook
1.5 Prepare and try a variety of healthy foods. ▲			Health Textbook
1.6 Analyze influences on food choices. ▲			Health Textbook
1.7 Establish and maintain healthy eating practices. ▲			Health Textbook
<b>PHYSICAL ACTIVITY</b>			
1.8 Participate regularly in active play and enjoyable physical activities. ▲			Health Textbook
1.9 Observe safety rules during physical activities. ▲			Health Textbook
1.10 Explore out-of-school play activities that promote fitness and health.			Health Textbook
<b>MENTAL AND EMOTIONAL HEALTH</b>			
1.11 Identify and share feelings in appropriate ways. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.12 Avoid self-destructive behaviors and practice self-control.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.13 Develop and use effective coping strategies. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.14 Demonstrate personal characteristics that contribute to Self-confidence and self-esteem.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

1.15 Develop protective factors that help foster resiliency.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook
1.16 Develop and use effective communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good for Drugs ●</b> Health Textbook

**Standard 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.**

<b>DISEASE PREVENTION</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
2.1 Practice positive health behaviors to reduce the risk of disease. ▲			Health Textbook
2.2 Prepare food as a way of learning about sanitary food preparation and storage. ▲			Health Textbook
2.3 Cooperate in regular health screenings.			Health Textbook
<b>TREATMENT OF DISEASE</b>			
2.4 Take medicines properly under the direction of parent or health-care providers.			Health Textbook
2.5 Recognize symptoms of common illnesses. ▲			Health Textbook
2.6 Cooperate with parents and healthcare providers in the treatment or management of disease.			Health Textbook

**Standard 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

<b>POTENTIALLY DANGEROUS SITUATIONS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.1 Practice safe behavior in or near motorized vehicles.			Health Textbook
3.2 Practice safe behavior in or near water.			Health Textbook
3.3 Interact safely with strangers. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.4 Develop and use skills to avoid, resolve, and cope with conflicts. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.5 Report or obtain assistance when faced with unsafe situations.			Health Textbook
3.6 Practice behaviors that help prevent poisonings.			Health Textbook
3.7 Practice safe behavior in recreational activities.			Health Textbook
3.8 Develop and use skills to identify, avoid, and cope with potentially dangerous situations. ▲			<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook

<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>			
3.9 Distinguish between helpful and harmful substances. ▲		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
3.10 Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
3.11 Develop and use interpersonal and communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
3.12 Exercise self-control. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION (Penal Code 11166[a])</b>			
3.13 Identify ways to seek assistance if worried, abused, or threatened.			Health Textbook
3.14 Develop and use communication skills to tell others when touching is unwanted. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
<b>EMERGENCIES</b>			
3.15 Recognize emergencies and respond appropriately.			Health Textbook
3.16 Practice appropriate behaviors during fire drill, earthquake drill, and other disaster drills.			Health Textbook

**Standard 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.**

<b>ROLES OF FAMILY MEMBERS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
4.1 Develop and use effective communication skills. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
4.2 Demonstrate ways to help support positive family interactions, such as listening to and following directions and showing care and concern toward other family members.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
4.3 Support and value all family members.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook



<b>CHANGE WITHIN THE FAMILY</b>			
4.4 Identify feelings related to changes within the family.▲			Health Textbook

**Standard 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.**

<b>FRIENDSHIP AND PEER RELATIONSHIPS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
5.1 Know and use appropriate ways to make new friends. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.2 Demonstrate acceptable actions toward others. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
5.3 Demonstrate positive ways to show or express feelings. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
5.4 Resolve conflicts in a positive, constructive way. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
5.5 Demonstrate acceptable methods of gaining attention. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</b>			
5.6 Understand and follow school rules related to health. ▲			Health Textbook
5.7 Participate in school efforts to promote health.			Health Textbook
5.8 Assume responsibility for helping take care of the school.			Health Textbook

**Standard 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

<b>LIFE CYCLE</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
6.1 Demonstrate an understanding of the aging process (e.g., why older adults may have need different from those of children).			Health Textbook

**Standard 7: Students will understand and accept individual differences in growth and development.**

<b>GROWTH AND DEVELOPMENT</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
7.1 Demonstrate an understanding of individual differences. ▲			Health Textbook
7.2 Adapt group activities to include a variety of students. ▲			Health Textbook
7.3 Identify, express, and manage feelings appropriately.			Health Textbook
7.4 Develop and use effective communication skills.			Health Textbook

**Standard 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

<b>PRODUCTS AND SERVICES</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
8.1 Identify a variety of consumer influences and analyze how those influences affect decisions. ▲		Title IV TUPE	Too Good For Drugs ● Health Textbook
8.2 Identify places for obtaining health and social services and learn what types of services are provided.			Health Textbook
<b>PRODUCTS AND SERVICES/FOOD CHOICES</b>			
8.3 Read and interpret information available on food labels.			Health Textbook
8.4 Use labels to compare the contents of food products.			Health Textbook
8.5 Identify ads and recognize strategies used to influence decisions.			Health Textbook
8.6 Practice various positive responses to those influences.			Health Textbook

**LAUSD GRADE LEVEL STANDARDS CHART\***

SKILLS THAT SHOULD BE EMPHASIZED ARE NOTED BY A PYRAMID SYMBOL (▲)

SKILLS PREVIOUSLY INTRODUCED OR BEHAVIORS THAT SHOULD BE BUILT-ON AND REINFORCED (■)

***CURRICULUMS WITH THIS SYMBOL (●) MUST BE USED TO TEACH THESE STANDARDS***

***THE OTHER CURRICULUMS LISTED ARE SUPPLEMENTAL***

\*The standards are taken directly from the Health Framework for California Public Schools' list of Expectations

**Grade 4**

**Grade: 4**

**Standard 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

<b>THE HUMAN BODY</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
1.1 Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.			Health Textbook
1.2 Use protective equipment and practice protective behaviors.			Health Textbook
<b>FOOD CHOICES</b>			
1.3 Establish and maintain healthy eating practices. ▲			Health Textbook
1.4 Make healthy food choices.			Health Textbook
1.5 Practice kitchen safety.			Health Textbook
<b>PHYSICAL ACTIVITY</b>			
1.6 Participate regularly in a variety of enjoyable physical activities. ▲			Health Textbook
1.7 Set personal fitness goals.			Health Textbook
1.8 Explore out-of-school play activities that promote fitness and health.			Health Textbook
1.9 Obtain a sufficient amount of sleep.			Health Textbook
<b>MENTAL AND EMOTIONAL HEALTH</b>			
1.10 Demonstrate personal characteristics that contribute to self-confidence and self-esteem. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.11 Develop the effective use of communication skills.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
1.12 Identify and share feelings in appropriate ways. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook

**Standard 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.**

<b>DISEASE PREVENTION</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
2.1 Practice positive health behaviors to reduce the risk of disease.			Health Textbook
2.2 Practice good personal hygiene.			Health Textbook
<b>TREATMENT OF DISEASE</b>			
2.3 Recognize symptoms of common illnesses. ▲			Health Textbook
2.4 Cooperate with parents and health care providers in the treatment or management of disease.			Health Textbook

**Standard 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

<b>POTENTIALLY DANGEROUS SITUATIONS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.1 Develop and use skills to avoid, resolve, and cope with conflicts. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
3.2 Develop and use skills to identify, avoid, and cope with potentially dangerous situations.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>			
3.3 Distinguish between helpful and harmful substances. ▲		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
3.4 Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, or other drugs.		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
3.5 Identify ways of obtaining help to resist pressure to use alcohol, tobacco, and other drugs. ▲		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
<b>CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION (Penal Code 11166[a])</b>			
3.6 Identify ways to seek assistance if worried, abused, or threatened.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
<b>EMERGENCIES</b>			
3.7 Recognize and respond appropriately to emergencies, including knowing where to find emergency supplies.			Health Textbook
3.8 Understand the family emergency plan. ▲			Health Textbook

**Standard 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.**

<b>ROLES OF FAMILY MEMBERS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
4.1 Demonstrate ways to help support positive family interactions.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
4.2 Practice health-promoting behaviors with the family.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook

**Standard 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.**

<b>FRIENDSHIP AND PEER RELATIONSHIPS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
5.1 Know and use appropriate ways to make new friends.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.2 Resolve conflicts in a positive, constructive way. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
5.3 Demonstrate positive actions toward others.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
<b>SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</b>			
5.4 Participate in school efforts to promote health.			Health Textbook
5.5 Participate in community efforts to address local health and environmental issues.			Health Textbook
5.6 Understand and follow school rules related to health.			Health Textbook

**Standard 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

<b>LIFE CYCLE</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
6.1 Recognize changes that occur during preadolescence.			Health Textbook
6.2 Practice good hygiene.			Health Textbook
6.3 Manage feelings appropriately.			Health Textbook

**Standard 7: Students will understand and accept individual differences in growth and development.**

<b>GROWTH AND DEVELOPMENT</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
7.1 Demonstrate an understanding of individual differences. ▲			Health Textbook

7.2 Adapt group activities to include a variety of students.			Health Textbook
<b>MENTAL AND EMOTIONAL DEVELOPMENT</b>			
7.3 Identify, express, and manage feelings appropriately.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
7.4 Develop and use effective communication skills.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
7.5 Develop and use strategies, including critical thinking, effective decision making, goal setting, problem solving.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook

**Standard 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

<b>PRODUCTS AND SERVICES</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
8.1 Use critical-thinking skills to analyze marketing and advertising techniques and their influence.		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
8.2 Recognize helpful products and services.			Health Textbook
8.3 Identify health care workers.			Health Textbook
8.4 Seek care from the school nurse or others (e.g., when needed for proper management of asthma.			Health Textbook
<b>PRODUCTS AND SERVICES/FOOD CHOICES</b>			
8.5 Develop basic food preparation skills. ▲			Health Textbook
8.6 Read and interpret information available on food labels.			Health Textbook
8.7 Use valid nutritional information to make healthy food choices.			Health Textbook

**LAUSD GRADE LEVEL STANDARDS CHART\***

SKILLS THAT SHOULD BE EMPHASIZED ARE NOTED BY A PYRAMID SYMBOL (▲)

SKILLS PREVIOUSLY INTRODUCED OR BEHAVIORS THAT SHOULD BE BUILT-ON AND REINFORCED (■)

**CURRICULUMS WITH THIS SYMBOL (●) MUST BE USED TO TEACH THESE STANDARDS**

**THE OTHER CURRICULUMS LISTED ARE SUPPLEMENTAL**

\*The standards are taken directly from the Health Framework for California Public Schools' list of Expectations

**Grade 5**

**Grade: 5**

**Standard 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

<b>THE HUMAN BODY</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
1.1 Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents. ▲			Health Textbook
1.2 Use protective equipment and practice protective behaviors.			Health Textbook
<b>FOOD CHOICES</b>			
1.3 Establish and maintain healthy eating practices. ▲			Health Textbook
1.4 Make healthy food choices.			Health Textbook
1.5 Prepare a variety of foods.			Health Textbook
1.6 Practice kitchen safety.			Health Textbook
<b>PHYSICAL ACTIVITY</b>			
1.7 Participate regularly in a variety of enjoyable physical activities. ▲			Health Textbook
1.8 Set personal fitness goals. ▲			Health Textbook
1.9 Explore out-of-school play activities that promote fitness and health. ▲			Health Textbook
1.10 Obtain a sufficient amount of sleep.			Health Textbook
<b>MENTAL AND EMOTIONAL HEALTH</b>			
1.11 Demonstrate personal characteristics that contribute to self-confidence and self-esteem.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.12 Develop and use effective communication skills. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
1.13 Develop and use effective coping strategies. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook

1.14 Identify and share feelings in appropriate ways.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
---	--	------------------	--

**Standard 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.**

<b>DISEASE PREVENTION</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
2.1 Practice positive health behaviors to reduce the risk of disease.			Health Textbook
2.2 Practice good personal hygiene.			Health Textbook
<b>TREATMENT OF DISEASE</b>			
2.3 Recognize symptoms of common illnesses.			Health Textbook
2.4 Cooperate with parents and health care providers in the treatment or management of disease.			Health Textbook

**Standard 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

<b>POTENTIALLY DANGEROUS SITUATIONS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
3.1 Develop and use skills to avoid, resolve, and cope with conflicts. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.2 Develop and use skills to identify, avoid, and cope with potentially dangerous situations. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
3.3 Understand and follow rules prohibiting possession of weapons at school. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>			
3.4 Distinguish between helpful and harmful substances.		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
3.5 Avoid, recognize, and respond to negative social influences and pressures to use alcohol tobacco, or other drugs. ▲		Title IV TUPE	<b>Too Good For Drugs ●</b> <b>Health Textbook</b>
3.6 Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, or other drugs. ▲		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
3.7 Identify ways of obtaining help to resist pressure to use alcohol, tobacco, and other drugs.		Title IV TUPE	<b>Too Good For Drugs ●</b> Health Textbook
<b>CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION (Penal Code 11166[a])</b>			
3.8 Identify ways to seek assistance if worried, abused, or threatened.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook



<b>EMERGENCIES</b>			
3.9 Recognize and respond appropriately to emergencies, including knowing where to find emergency supplies.			Health Textbook
3.10 Understand the family emergency plan.			Health Textbook

**Standard 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.**

<b>ROLES OF FAMILY MEMBERS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
4.1 Demonstrate ways to help support positive family interactions.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
4.2 Practice health-promoting behaviors with the family.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook

**Standard 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.**

<b>FRIENDSHIP AND PEER RELATIONSHIPS</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
5.1 Know and use appropriate ways to make new friends.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.2 Resolve conflicts in a positive, constructive way. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.3 Demonstrate positive actions toward others. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.4 Demonstrate acceptable methods of gaining attention. ▲		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
5.5 Demonstrate acceptable ways to show or express feelings. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
5.6 Demonstrate how to resist negative peer pressure. ▲		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> <b>Too Good For Drugs ●</b> Health Textbook
<b>SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</b>			
5.7 Participate in school efforts to promote health.			Health Textbook
5.8 Participate in community efforts to address local health and environmental issues.			Health Textbook
5.9 Understand and follow school rules related to health.			Health Textbook

**Standard 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

<b>LIFE CYCLE</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
6.1 Recognize changes that occur during preadolescence. ▲			Health Textbook
6.2 Use correct terminology for body parts. ▲			Health Textbook
6.3 Recognize changing emotions.		Title IV	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
6.4 Practice good personal hygiene. ▲			Health Textbook
6.5 Manage feelings appropriately.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook

**Standard 7: Students will understand and accept individual differences in growth and development.**

<b>GROWTH AND DEVELOPMENT</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
7.1 Develop a realistic body image.			Health Textbook
7.2 Adapt group activities to include a variety of students.			Health Textbook
<b>MENTAL AND EMOTIONAL DEVELOPMENT</b>			
7.3 Identify, express, and manage feelings appropriately.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
7.4 Develop and use effective communication skills.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook
7.5 Develop and use strategies, including critical thinking, effective decision making, goal setting, problem solving.		Title IV TUPE	<b>Second Step: A Violence Prevention Curriculum ●</b> Health Textbook

**Standard 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

<b>PRODUCTS AND SERVICES</b>	<b>CONNECTION</b>	<b>COMPLIANCE</b>	<b>INSTRUCTIONAL RESOURCES</b>
8.1 Use critical-thinking skills to analyze marketing and advertising techniques and their influence. ▲		Title IV TUPE	Too Good For Drugs ● Health Textbook
8.2 Recognize helpful products and services.			Health Textbook
8.3 Identify a variety of consumer influences and analyze how those influences affect decisions.		Title IV TUPE	Too Good For Drugs ● Health Textbook
8.4 Seek care from the school nurse or others (e.g., when needed for proper management of asthma.			Health Textbook
<b>PRODUCTS AND SERVICES/FOOD CHOICES</b>			
8.5 Develop basic food preparation skills. ▲			Health Textbook
8.6 Read and interpret information available on food labels.			Health Textbook

8.7 Use valid nutritional information to make healthy food choices.			Health Textbook
8.8 Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.			Health Textbook
8.9 Use unit pricing to determine the most economical purchases.			Health Textbook