

Too Good for Drugs Curriculum Correlations

Correlated with Montana Standards for Health Enhancement

Grade 1

Lesson One: *Go for a Healthy Goal*

Objectives: The student will be able to:

- Define healthy.
- Recite at least 5 healthy foods.
- Recite at least 5 healthy leisure activities.
- Recite at least 5 healthy practices.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

4. Set personal health goals and record progress toward achievement.
5. Predict results of positive health decisions.

Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.

Lesson Two: *My Special Feelings*

Objectives: The student will be able to:

- Name at least 6 of the following emotions: happy, sad, angry, afraid, proud, excited, embarrassed.
- Describe how a person might feel in a variety of situations.
- Demonstrate stating feelings clearly and directly: I feel _____.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.

4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.

By the end of Grade 4 students will:

3. Demonstrate healthy ways to express needs, wants, and feelings.

Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.

Lesson Three: *Listening*

Objectives: The student will be able to:

- Demonstrate the skill of listening.

Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.

By the end of Grade 4 students will:

5. Demonstrate active listening skills.

Lesson Four: *Friendship*

Objectives: The student will be able to:

- Discuss how friends are alike but different.
- Describe how differences can enrich a friendship.
- List behaviors of a friend: sharing, taking turns, helping, listening.

Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.

By the end of Grade 4 students will:

1. Describe characteristics needed to be a responsible friend and family member.

2. Demonstrate ways to communicate care, consideration, and respect of self and others.

Lesson Five: *Carmen's Choices*

Objectives: The student will be able to:

- Recite the steps of a decision-making model: Stop and Think.
- Demonstrate effective ways to make decisions through role-plays.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

3. Explain how basic health information and resources are used in setting goals and decision making.

Lesson Six: *Curious Carmen*

Objectives: The student will be able to:

- Describe the harmful effects of using inhalants.
- List the following ways to avoid strong chemical smells: open a window, leave room, tell an adult.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

2. Access valid health information and resources.
3. Explain how basic health information and resources are used in setting goals and decision making.

Lesson Seven: *Safe and Unsafe*

Objectives: The student will be able to:

- Distinguish between safe and unsafe things for children to do.
- Define the harmful effects of smoking tobacco products.
- Define the harmful effects of drinking alcohol.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

3. Explain how basic health information and resources are used in setting goals and decision making.

Lesson Eight: *Telling the Difference*

Objectives: The student will be able to:

- Define drug.
- Define medicine.
- Differentiate between medicine, alcohol, and food.
- List three types of alcoholic beverages: beer, wine, liquor.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

2. Access valid health information and resources.
3. Explain how basic health information and resources are used in setting goals and decision making.

Lesson Nine: *Getting Sick, Getting Well*

Objectives: The student will be able to:

- Describe safe and appropriate ways for children to take medicine.
- Demonstrate the skill of predicting what comes next in a sequence of events.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.

4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

2. Access valid health information and resources.
3. Explain how basic health information and resources are used in setting goals and decision making.

Lesson Ten: *Cool Cats Say No*

Objectives: The student will be able to:

- Differentiate between safe, healthy decisions and unsafe, unhealthy decisions.
- Discuss how peers influence decisions.
- Discuss personal responsibility for making positive choices.

Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.

By the end of Grade 4 students will:

1. Identify problem-solving processes specific to health-related issues.
3. Explain how basic health information and resources are used in setting goals and decision making.
5. Predict results of positive health decisions.

Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.

By the end of Grade 4 students will:

4. Demonstrate refusal skills.

Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.