

Too Good for Drugs Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

Kindergarten

Lesson One: *Making My Day*

Objectives: The student will be able to:

- List at least five ways to build a healthy self.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.2. List personal health needs.

Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

E.8.4. Describe ways to encourage and support others in making positive health choices.

Lesson Two: *Be Good to your Body*

Objectives: The student will be able to:

- List at least three internal parts of the body and describe what they do.
- Recite at least three ways to help the body stay healthy.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

- E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.
- E.1.3. Describe the basic structure and functions of the human body system using human body systems using medically accurate terminology and specific functions of body systems.
- E.1.5. Examine how physical, social and emotional environments influence personal health.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

- E.3.1. Identify responsible health behaviors.
- E.3.2. List personal health needs.

Lesson Three: *The Healthy Thing to Do*

Objectives: The student will be able to:

- Differentiate between safe, healthy decisions and unsafe, unhealthy, decisions.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

- E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.
- E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

- E.3.1. Identify responsible health behaviors.
- E.3.3. Compare behaviors that are safe to those that are risky or harmful.
- E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

E.8.4. Describe ways to encourage and support others in making positive health choices.

Lesson Four: *I'm Too Good For Drugs*

Objectives: The student will be able to:

- Define drugs.
- Differentiate between medicine and other drugs.
- Discuss the harmful effects of non-medical drugs on the body.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.5. Examine how physical, social and emotional environments influence personal health.

E.1.6. Identify health problems and illnesses that can be prevented or treated early.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

Lesson Five: *Mr. Big Mouth*

Objectives: The student will be able to:

- Differentiate between substances that are harmful to eat and drink from those that are safe to eat and drink.
- List at least five substances that are safe to eat and drink.
- List at least three harmful substances: tobacco, alcohol, poison.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being personal health behaviors and individual well-being.

E.1.5. Examine how physical, social and emotional environments influence personal health.

E.1.6. Identify health problems and illnesses that can be prevented or treated early.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

Lesson Six: *Goin' Fishin'*

Objectives: The student will be able to:

- Recite at least six feelings: happy, sad, angry, afraid, surprised, excited.
- Discuss three ways that people show their feelings: with faces, body, words.
- Demonstrate feelings non-verbally and express them verbally.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.5. Examine how physical, social and emotional environments influence personal health.

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

E.5.3. Describe emotions and how they can affect an individual's behavior.

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings.

Lesson Seven: *Finding a Friend*

Objectives: The student will be able to:

- Describe three to five ways to initiate conversations.
- Practice verbal and non-verbal communication.
- Describe characteristics of a friend.

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

Lesson Eight: *Stop & Think*

Objectives: The student will be able to:

- Discuss personal responsibility for making positive choices.
- Recite the following steps in the decision-making process: stop and think.
- Perform role plays for decision-making practice.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

Content Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

E.4.3. Explain how family, school and peers influence personal health.

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

Lesson Nine: *All Together Now*

Objectives: The student will be able to:

- Recite at least four ways to resist pressure from friends to do things that are unhealthy or unsafe.
- Recite at least three safe and healthy things to do with friends.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions.

Content Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

E.4.3. Explain how family, school and peers influence personal health.

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

Lesson Ten: *Tuggles the Teddy Bear*

Objectives: The student will be able to:

- Differentiate between safe and harmful substances.
- Discuss personal responsibility for making positive choices.
- Perform role plays for decision-making practice.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.