

# Too Good for Drugs Curriculum Correlations

Correlated with Montana Standards for Health Enhancement

## Kindergarten

### Lesson One: *Making My Day*

**Objectives:** The student will be able to:

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

**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.

**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:

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: *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.

**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.
2. Describe the basic structure and function of the major human body systems, emphasizing growth and development.

**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:

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 Three: *The Healthy Thing to Do***

**Objectives:** The student will be able to:

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

## **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.

## **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.
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 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.

## **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 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.

## **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.
5. Predict results of positive health decisions.

### **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.

## **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:

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

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

## **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.

## **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.
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 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.

## **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.

## **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.
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.

## **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.

**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.
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:

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