

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

## KINDERGARTEN HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.</p>	<p><b>Accessing Information</b> Demonstrate ability to access valid health and safety related information.</p> <p><b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><b>Goal Setting</b> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><b>Decision Making</b> Demonstrate ability to use decision making skills to enhance health and safety.</p> <p><b>Advocacy</b> Demonstrate the ability to</p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p> <p>Demonstrate positive communication skills.</p> <p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p><b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b></p> <p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to</p>	<p>Look under each topic below (ATOD, environmental health, etc.) for specific examples related to the general content standards listed here under “Health Skills,” because these recur throughout the various topics:</p> <ul style="list-style-type: none"> <li>- Accessing Information</li> <li>- Self-Management</li> <li>- Analyzing Influences</li> <li>- Interpersonal Communication</li> <li>- Goal Setting</li> <li>- Decision making</li> <li>- Advocacy</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

advocate for personal, family and community health and safety.

make positive health and safety decisions.

Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION:** Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12) (OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.)]

Common Curriculum Goals	Content Standards	Student Edition <sup>1</sup> (Teacher Edition) On-line marked with "OL"
Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.	Explain the impact of alcohol, tobacco and other drug use on health and well-being.	<p><b>See Unit 5, esp:</b></p> <ul style="list-style-type: none"> <li>• 31 (U5: L31)</li> <li>• 32 (U5: L32)</li> <li>• 29 (U5: L29)</li> <li>• (Optional Materials tab—pp. 1-3, "Substance Abuse Prevention Connection" entries)</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p><b>Story line models throughout.</b></p> <p><b>Focus of:</b></p> <ul style="list-style-type: none"><li>• 29 (U5: L29)—refusal skills</li><li>• 27 (U4: L27)—conflict resolution</li><li>• 28 (U4: L28)—listening skills</li><li>• 32 (U5: L32) &amp; 28 (U4: L28)—making good choices</li><li>• <b>(Optional Materials</b> tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29, &amp; L31)</li></ul> <p>(Taking each <b>Family Newsletter</b> home conveys the importance of communicating with others, see esp. Forms 4.1, 5.1.)</p> <p><b>Nonverbal communication in art:</b> see esp. refusal—29.</p>
<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p><b>Story line models throughout.</b></p> <p><b>Focus of:</b></p> <ul style="list-style-type: none"><li>• 29 (U5: L29)—peer pressure</li><li>• 14 (U2:L14) &amp; 35 (U6: L35)—being a smart consumer</li><li>• 30 (U5: L30)—“drugs” vs. “medicine”</li></ul> <p><b>Influence of Family/Culture, General:</b></p> <ul style="list-style-type: none"><li>• <b>OL:</b> ext. of U2:L14 with form—influence of family traditions/culture, general</li></ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

Demonstrate the ability to advocate for personal, family and community health and safety.

## Family Involvement:

- **OL:**  
ext. of U2: L13 with form—eating more healthfully  
ext. of U3: L18 with form—getting more physical activity
- (Taking each **Family Newsletter** home is an act of advocacy, see esp., Form 5.1.)

## Story line models throughout, esp:

- 32 (U5: L32)—better ideas
- 3 (U1:L3)—friends practice safety together
- 2 (U1: L2)—stranger safety

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PREVENTION AND CONTROL OF DISEASE:** Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C (OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.)]

Common Curriculum Goals	Content Standards	Student Edition <sup>1</sup> (Teacher Edition) On-line marked with "OL"
<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of:</b></p> <ul style="list-style-type: none"> <li>• 1 (U1: L1)—positive behaviors (blue sidebar)</li> <li>• 3 (U1: L3)—safety</li> <li>• 5 (U1: L5)—hand-washing</li> <li>• 6 (U1: L6)—dental health</li> <li>• 7-8 (U1: L7-8) &amp; 36 (U6: L36)—importance of exercise</li> <li>• 9 (U1: L9)—family fitness</li> <li>• 11 (U1: L11)—healthy choices</li> <li>• 12-15 (U2: L12-15)—healthy food</li> <li>• 21 (U3: L21)—staying healthy</li> <li>• 22 (U3: L22)—taking medicine safely</li> <li>• 23 (U3: L23)—preventing spread of germs</li> <li>• 29 (U5: L29)—refusal skills</li> <li>• 34 (U6: L34)—environmental health.</li> <li>• Optional Materials <b>tab—pp. 1-3, "Disease Prevention Connection" entries</b></li> </ul> <p><b>(Family Newsletters reinforce, e.g., Forms 1.1, 2.1, 3.1, 5.1, 6.1.)</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of:</b></p> <ul style="list-style-type: none"> <li>• 5 (U1: L5)—hand-washing</li> <li>• 7 (U1: L7) &amp; 8 (U1: L8)—importance of exercise</li> <li>• 22 (U3: L22)—sickness, taking medicine safely</li> <li>• 23 (U3: L23)—prevent spreading of germs</li> <li>• 29 (U5: L29)—refusal skills</li> <li>• 34 (U6: L34)—promoting environmental health</li> </ul> <p>(<b>Family Newsletters</b> reinforce, e.g., Forms 1.1, 3.1, 5.1.)</p>
<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p><b>Family Involvement:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U2: L13 with form—eating more healthfully ext. of U3: L18 with form—getting more physical activity</li> <li>• (Taking each <b>Family Newsletter</b> home is an act of advocacy: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1.)</li> </ul> <p><b>Story line models throughout, esp:</b></p> <ul style="list-style-type: none"> <li>• 3 (U1: L3)—tell others about safety</li> <li>• 34 (U6: L34)—promote environmental health</li> <li>• 7 (U1: L7) &amp; 8 (U1: L8)—exercise with friends</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF ENVIRONMENTAL HEALTH:** Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) ON-LINE MARKED WITH "OL"
Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.	Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.	34 (U6: L34)—community cleanup 4 (U1: L4)—weather safety
	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	<p><b>Culture of peers, school and families for a healthier environment:</b> 34 (U6: L34)—leading by example in community cleanup</p> <p><b>Story line models throughout text.</b></p> <p><b>Influence of Family/Culture, General:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U2:L14 with form—food traditions</li> </ul> <p><b>Media, General:</b> 14 (U2:L14) &amp; 35 (U6: L35)—being a smart consumer</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Story line models throughout.**

**General Info:**

- **OL:**
- 3 (U1:L3)—friends practice safety together
- 2 (U1: L2)—stranger safety
- 28 (U4: L28)—listening skills
- 29 (U5: L29)—refusal skills
- 32 (U5: L32)—better ideas

**Nonverbal communication modeled in art**, e.g., happy—p. 34.

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 6.1.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF HEALTHY EATING:** Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with "OL"
Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.	Explain the components of a balanced diet and their importance to growth and wellness.	6 (U1: L6)—diet and healthy teeth 12 (U2: L12)—diet and brain/optimal learning 13 (U2: L13), 16 (U2: L16), 17 (U3: L17), 21 (U3: L21)—diet and growth 14 (U2: L14)—diet and balance 15 (U2: L15)—diet and energy
	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	<b>Story line models throughout, esp:</b> <ul style="list-style-type: none"> <li>• 14 (U2: L14)—child preparing simple healthy meal</li> <li>• 15 (U2: L15)—choosing healthy snacks</li> <li>• 6 (U1: L6)—healthy teeth choices</li> <li>• 12 (U2: L12)—choosing for optimal learning</li> <li>• 13 (U2: L13), 16 (U2: L16), 17 (U3: L17), 21 (U3: L21)—choosing optimal growth</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

## **Influence of Family/Culture:**

- **OL:** ext. of U2:L14 with form—influence of family food traditions

32 (U5: L32)—making good choices

(See <http://www.wowhealth.org/teacher/#MyPyramid> for the latest dietary guidelines and food guide pyramid.)

## **OL:**

14 (U2:L14) & 35 (U6: L35)—being a smart consumer

Demonstrate ability to use goal setting skills to enhance health and safety.

## **OL:**

- ext. of U2: L13 with form—goal-setting, eating healthy snacks
- <http://www.wowhealth.org/teacher/#MyPyramid>—the latest dietary guidelines and food guide pyramid.
- See also ext. of U3: L18 with form—goal-setting, general (physical activity)

## **Ruby, the main character, sets goals/standards and a good example, e.g:**

- 17 (U3: L17)—positive peer “pressure” to want to eat healthy
- 21 (U3: L21)—to follow doctor’s instructions
- 32 (U5: L32)—making good choices, including what you drink

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

## Family Involvement:

- **OL:**  
ext. of U2: L13 with form—eating more healthfully  
ext. of U3: L18 with form—getting more physical activity
- (Taking each **Family Newsletter** home is an act of advocacy, esp. Form 2.1, see also Forms 1.1, 3.1, 4.1, 5.1, 6.1.)

## Story line models throughout, esp:

- 14 (U2: L14)—child preparing simple healthy meal
- 15 (U2: L15)—choosing healthy snacks
- 6 (U1: L6)—healthy teeth choices
- 12 (U2: L12)—choosing for optimal learning
- 13 (U2: L13), 16 (U2: L16), 17 (U3: L17), 21 (U3: L21)—choosing optimal growth

29 (U5: L29)—refusal skills, general

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH:** Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>STUDENT EDITION<sup>1</sup> (TEACHER EDITION) ON-LINE MARKED WITH "OL"</b>
Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.	Explain the key components of mental, social and emotional health.	Story line models throughout text.  Focus of Unit 4: <ul style="list-style-type: none"><li>• <b>24 (U4: L24)—families</b></li><li>• <b>25 (U4: L25)—communication skills</b></li><li>• <b>26 (U4: L26)—feelings</b></li><li>• <b>27 (U4: L27)—feelings, conflict resolution skills, respect</b></li><li>• <b>28 (U4: L28)—friends, making good choices, listening skills</b></li><li>• <b>OL: ext. of U4: L28 with form—respecting personal space</b></li></ul> (Family Newsletter reinforces—Form 4.1.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

Story line models throughout, **esp. peer characters accessing information e.g., Unit 1—pp. 2-11 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 23, teacher—e.g., pp. 26, and other trusted adults—e.g., pp. 21, 22.**

**Community agencies as resources:**

- 33 (U6: L33)—community and health helpers
- (Family Newsletter reinforces: Form 4.1.)
- OL: **ext. of U6: L33 with form—community and health helpers**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Story line models throughout.**

**Focus of:**

- 25 (U5: L25)—family meetings, verbal communication
- 26 (U4: L26)—communicating your feelings to others
- 27 (U4: L27)—conflict resolution, verbal communication
- 28 (U4: L28)—listening skills
- 29 (U5: L29)—verbal and setting healthy boundaries, nonverbal refusal skills
- **(Optional Materials** tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29, & L31)

Nonverbal—Art Models Throughout, **e.g., to enhance student understanding and use of:**

**Happy, excited—1, 36**

**Sad—26**

**Listening or not—28**

**Refusal—29**

**Disappointed—35**

**Serious—4, 10**

**Dismayed—5**

**Proud—6**

**Tired—8**

**Silly—23**

**(Family Newsletter reinforces—Form 4.1)**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF PHYSICAL ACTIVITY:** Acquire knowledge and skills to understand the role physical activity has in promoting health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information skills while understanding the components of physical activity.</p>	<p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p>	<p>[[edit:(U1: L7), (U1: L8), (U6: L36)—importance of exercise (U4: L26)—exercise helps you deal with strong feelings positively]]</p> <p>Blue sidebars focus especially on explaining relationship to health and/or well-being: <b>7, 8, 9, 11, 17, 25, 31, 35</b></p> <p>Yellow sidebar encourages physical activity: <b>36</b></p> <p>Story line and art model participation throughout.</p> <p><b>(See also "Don't Forget the Kinesthetic Classroom" section of each lesson plan: L1-L36 and Appendix B)</b></p> <p><b>(Family Newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1.)</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

OL:

Story line models throughout, esp. peer characters accessing information e.g., pp. 2-11 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 23, teacher—e.g., pp. 26, and other trusted adults—e.g., pp. 21, 22.

**Community agencies as resources:**

- 33 (U6: L33)—community and health helpers
- (Family Newsletter reinforces: Form 1.1, 6.1.)
- **OL:** ext. of U6: L33 with form—community and health helpers

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF SEXUAL HEALTH:** Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C Related ORS: ORS 336.455 Human sexuality education courses.]

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>STUDENT EDITION<sup>1</sup> (TEACHER EDITION) ON-LINE MARKED WITH "OL"</b>
--------------------------------	--------------------------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.

Explain the key components to sexual health and their relationship to lifetime health and wellness.

(Optional Materials tab—pp. 1-3:

- **“Disease Prevention Connection” entries—HIV/AIDS**
- **“Substance Abuse Prevention Connection” entries—stay drug-free to make health-promoting decisions**
- **“Mental and Emotional Health Connection” entries—well-being and stress management help a person take personal responsibility, make health-promoting decisions)**

Unit 3 provides foundation for health promotion and disease prevention, esp:

- **23 (U3: L23)**
- **21 (U3: L21)**
- **22 (U3: L22).**

Unit 4 provides foundation for emotional, social, mental wellness, esp.

- **24-28 (U4: L24-L28)—families, respect, conflict resolution, dealing with feelings, listening.**
- **OL: ext. of U4: L28—respecting personal space**

**General refusal skills: 29 (U5: L29)**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

Story line models throughout, esp. peer characters accessing information, **e.g., pp. 2-11 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 23, teacher—e.g., pp. 26, and other trusted adults—e.g., pp. 21, 22.**

**Community agencies as resources:**

- 33 (U6: L33)—community and health helpers
- (**Family Newsletters** reinforce: Form 3.1, 6.1.)
- **OL:** ext. of U6: L33 with form—community and health helpers

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

(**Optional Materials** tab—pp. 1-3, “Disease Prevention Connection” entries, giving information to encourage appropriate choices, esp. L26: L27: L28—last paragraph of each & L31.)

**Story line models throughout.**

**OL:**

**General info:**

3 (U1:L3)—friends practice safety together

2 (U1: L2)—stranger safety

28 (U4: L28)—listening skills

29 (U5:L29)—refusal skills

32 (U5: L32)—better ideas/decision-making

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 3.1.)

Nonverbal—Art Models Throughout, **e.g., to enhance student understanding and use of:**

**Sad—26**

**Listening or not—28**

**Refusal—29**

**Disappointed—35**

**Serious—4, 10**

**Dismayed—5**

**Tired—8**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use decision making skills to enhance health and safety.

(Optional Materials **tab—pp. 1-3, “Disease Prevention Connection” entries, giving information to encourage appropriate choices.**)

**General Disease Prevention & Decision-Making:**

- 23 (U3: L23)—prevent spreading of germs
- 26 (U4: L26)—dealing with feelings positively
- 29 (U5: L29)—refusal skills

(**Family Newsletters** reinforce, e.g., Forms 3.1 & 5.1.)

**General Decision-Making Skills to Enhance Health & Safety:**

- 2 (U1: L2)—bullies, stranger safety
- 3 (U1: L3)—personal safety
- 5 (U1: L5)—hand-washing
- 6 (U1: L6)—dental health
- 7 (U1: L7)—importance of exercise
- 8 (U1: L8)—importance of exercise
- 11 (U1: L11)—make good choices, recognize hazardous substances
- 12 (U2: L12), 13 (U2: L13), 14 (U2: L14)—healthy food choices
- 15 (U2: L15)—health foods give you energy
- 22 (U3: L22)—taking medicine safely
- 31 (U5: L31)—harmfulness of tobacco
- **32 (U5: L32)—harmfulness of alcohol**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**UNINTENTIONAL INJURY PREVENTION:** Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>STUDENT EDITION<sup>1</sup> (TEACHER EDITION) ON-LINE MARKED WITH "OL"</b>
<p>Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.</p>	<p>Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.</p>	<p>3 (U1: L3)—personal safety            4 (U1: L4)—weather safety            9 (U1: L9)—pool safety            10 (U1: L10)—fire safety, calling 911            11 (U1: L11)—making good choices, recognize hazardous substances            29 (U5: L29)—refusal skills            30 (U5: L30)—taking medicine safely  <b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U5: L29 with form—poison control, identifying unsafe products</li> <li>• ext. of U5: L30 with form—identifying harmful household products</li> </ul> <p>(Family Newsletter reinforces: Form 1.1.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health related information.

Story line models throughout, esp. peer characters accessing information e.g., e.g., pp. 2-11 (**U1: L2-L11**), and adults as **reliable sources of info: school nurse—pp. 23, teacher—e.g., pp. 26, and other trusted adults—e.g., pp. 21, 22.**

OL:

- ext. of U5: L29 with form—poison control, identifying unsafe products
- ext. of U5: L30 with form—identifying harmful household products

**Community agencies as resources:**

- 33 (U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 1.1, 6.1.)
- **OL:** ext. of U6: L33 with form—community and health helpers

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

3 (U1: L3)—personal safety

4 (U1: L4)—weather safety

9 (U1: L9)—pool safety

10 (U1: L10)—fire safety, calling 911

11 (U1: L11)—make good choices, recognize hazardous substances

29 (U5: L29)—refusal skills

30 (U5: L30)—taking medicine safely

**OL:**

- ext. of U5: L29 with form—poison control, identifying unsafe products
- ext. of U5: L30 with form—identifying harmful household products

(**Family Newsletter** reinforces: Form 1.1.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Story line models throughout.**

10 (U1:L10)—calling 911

**OL:**

3 (U1:L3)—friends practice safety together

2 (U1: L2)—stranger safety

28 (U4: L28)—listening skills

29 (U5: L29)—refusal skills

32 (U5: L32)—better, safer ideas

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 1.1.)

General Nonverbal—Art Models Throughout, **e.g., to enhance student understanding and use of:**

**Happy, excited—1, 36**

**Sad—26**

**Listening or not—28**

**Refusal—29**

**Disappointed—35**

**Serious—4, 10**

**Dismayed—5**

**Proud—6**

**Tired—8**

**Silly—23**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use goal setting skills to enhance health and safety.</p>	<p><b>General Goal-Setting Practice and Models</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> <ul style="list-style-type: none"> <li>○ ext. of U2: L13 with form—goal-setting, eating healthy snacks</li> <li>○ ext. of U3: L18 with form—goal-setting, general (physical activity)</li> </ul> </li> </ul> <p><b>Ruby, the main character, sets goals/standards and a good example, e.g:</b></p> <ul style="list-style-type: none"> <li>• 17 (U3: L17)—positive peer “pressure” to want to eat healthy</li> <li>• 21 (U3: L21)—to follow doctor’s instructions</li> <li>• 32 (U5: L32)—making good choices</li> </ul>
	<p>Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.</p>	<p>3 (U1: L3)—personal safety            4 (U1: L4)—weather safety            9 (U1: L9)—pool safety            10 (U1: L10)—fire safety, calling 911            11;U1: L11)—making good choices, recognize hazardous substances            29 (U5: L29)—refusal skills            30 (U5: L30)—taking medicine safely</p> <p><b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U5: L29 with form—poison control, identifying unsafe products</li> <li>• ext. of U5: L30 with form—identifying harmful household products</li> </ul> <p><b>(Family Newsletter reinforce: Form 1.1.)</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**VIOLENCE AND SUICIDE PREVENTION:** Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Story line models throughout text.</p> <p>Violence prevention:</p> <ul style="list-style-type: none"> <li>• 2 (U1: L2)—stranger safety</li> <li>• (U1: L4)—“Recess Rules” <b>[[confirm]]</b></li> <li>• 11 (U1: L11)—good touch/bad touch, making good choices, stranger safety</li> <li>• (<b>Family Newsletter</b> reinforces—Form 1.1.)</li> <li>• 29 (U5: L29)—<b>refusal skills</b></li> </ul> <p>Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:</p> <ul style="list-style-type: none"> <li>• <b>24 (U4: L24)—families</b></li> <li>• <b>25 (U4: L25)—communication skills</b></li> <li>• <b>26 (U4: L26)—feelings</b></li> <li>• <b>27 (U4: L27)—feelings, conflict resolution skills, respect</b></li> <li>• <b>28 (U4: L28)—friends, making good choices, listening skills</b></li> <li>• (Family Newsletter reinforces—<b>Form 4.1</b>)</li> <li>• (Optional Materials <b>tab—pp. 2-3, “Substance Abuse Prevention Connection”</b> entries for <b>L26: L27: L29, &amp; L31</b>)</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p>Story line models throughout text.</p> <p>Violence prevention:</p> <ul style="list-style-type: none"><li>• 2 (U1: L2)—stranger safety</li><li>• 8 4 (U1: L4)—“Recess Rules”</li><li>• 11 (U1: L11)—good touch/bad touch, making good choices, stranger safety</li><li>• <b>(Family Newsletter reinforces—Form 1.1)</b></li><li>• 29 (U5: L29)—refusal skills</li></ul> <p>Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:</p> <ul style="list-style-type: none"><li>• <b>25 (U4: L25)—communication skills</b></li><li>• <b>26 (U4: L26)—feelings</b></li><li>• <b>27 (U4: L27)—feelings, conflict resolution skills, respect</b></li><li>• <b>28 (U4: L28)—friends, making good choices, listening skills</b></li><li>• <b>(Family Newsletter reinforces—Form 4.1)</b></li></ul>
	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p><b>General analyzing:</b></p> <ul style="list-style-type: none"><li>• 32 (U5: L32)—making good choices</li><li>• 14 (U2:L14) &amp; 35 (U6: L35)—being a smart consumer</li></ul> <p><b>Influence of Family/Culture, General:</b></p> <ul style="list-style-type: none"><li>• <b>OL: ext. of U2:L14 with form—influence of family traditions/culture, general</b></li></ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	<p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p><b>Family Involvement:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U2: L13 with form—eating more healthfully ext. of U3: L18 with form—getting more physical activity</li> <li>• (Taking each <b>Family Newsletter</b> home is an act of advocacy, see esp. Forms 1.1 and 4.1, see also 2.1, 3.1, 5.1, 6.1.)</li> </ul> <p><b>Story line models throughout, esp:</b></p> <ul style="list-style-type: none"> <li>• 3 (U1: L3)—telling others about safety</li> <li>• 29 (U5: L29)—general refusal skills</li> </ul>
--	--	---

## 1<sup>st</sup> GRADE HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.</p>	<p><b>Accessing Information</b> Demonstrate ability to access valid health and safety related information.</p> <p><b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><b>Interpersonal Communication</b></p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p><b>Use</b></p>	<p>Look under each topic below (ATOD, environmental health, etc.) for specific examples related to the general content standards listed here under “Health Skills,” because these recur throughout the various topics:</p> <ul style="list-style-type: none"> <li>- Accessing Information</li> <li>- Self-Management</li> <li>- Analyzing Influences</li> <li>- Interepersonal Communication</li> <li>- Goal Setting</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><b>Goal Setting</b> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><b>Decision Making</b> Demonstrate ability to use decision making skills to enhance health and safety.</p> <p><b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Demonstrate positive communication skills.</p> <p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p><b>communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b></p> <p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to make positive health and safety decisions.</p> <p>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</p>	<ul style="list-style-type: none"> <li>- Decision making</li> <li>- Advocacy</li> </ul>
--	---	---	--	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION:** Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

Common Curriculum Goals	Content Standards	Student Edition 1 (Teacher Edition) On-line marked with "OL"
<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Explain the impact of alcohol, tobacco and other drug use on health and well-being.</p>	<p><b>See Unit 5, esp:</b>            70-71 (BB 31; U5: L31)            72-73 (BB 32; U5: L32 with Form 5.2)            66-67 (BB 29; U5: L29 with Form 5.1)  <b>(Optional Materials</b> tab—pp. 1-3, "Substance Abuse Prevention Connection" entries)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p><b>Story line models throughout.</b></p> <p><b>Focus of:</b> 66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills 60-61 (BB27; U4: L27)—conflict resolution 72-73 (BB 32; U5: L32 with Form 5.2) &amp; 62-63 (BB 28; U4: L28)—making good choices <b>(Optional Materials</b> tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29, &amp; L31)</p> <p><b>OL:</b> ext. of U3: L23, with form 1.4—convey health info effectively (Taking each <b>Family Newsletter</b> home conveys the importance of communicating with others, see esp. Forms 4.3, 5.3.) Nonverbal communication in <b>art:</b> see esp. refusal—65, 66.</p>
<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p><b>Story line models throughout.</b></p> <p><b>Focus of:</b> 66-67 (BB 29; U5: L29 with Form 5.1)—peer pressure 30-31 (BB 14; U2:L14) &amp; 80-81 (BB 35; U6: L35)—being a smart consumer 68-69 (BB 30; U5: L30)—“drugs” vs. “medicine”</p> <p><b>OL:</b> ext. of U6: L35 with forms—reducing media time (and therefore influence)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

Demonstrate the ability to advocate for personal, family and community health and safety.

## **Family Involvement:**

- **OL:**  
ext. of U6: L35 with forms—reducing media time (and therefore influence)  
ext. of U3: L18, with form—work with parent to become more physically active.
- (Taking each **Family Newsletter** home is an act of advocacy, see esp. Form 5.3.)

## **Story line models throughout, esp:**

72-73 (BB 32; U5: L32 with Form 5.2)—better ideas

6-7 (BB3; U1:L3 with Form 1.3)—friends practice safety together

4-5 (BB 2; U1: L2)—stranger safety

**OL:** ext. of U3: L23 with form—effective communication strategies for health topics

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PREVENTION AND CONTROL OF DISEASE:** Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of:</b> 2-3 (BB 1; U1: L1)—positive behaviors (blue sidebar) 6-7 (BB 3; U1: L3 with Form 1.3)—safety 10-11 (BB 5; U1: L5 with Form 1.4)—hand-washing 12-13 (BB 6; U1: L6)—dental health 14-17 (BB 7-8; U1: L7-8 with Form 1.5) &amp; 82-83 (BB 36; U6: L36)—importance of exercise 18-19 (BB 9; U1: L9)—family fitness 22-23 (BB 11; U1: L11)—healthy choices 26-33 (BB 12-15; U2: L12-15 with Forms 2.1-2.3)—healthy food 46-47 (BB 21; U3: L21)—staying healthy 48-49 (U3: L22)—taking medicine safely 50-51 (BB 23; U3: L23)—preventing spread of germs 66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills 78-79 (BB 34; U6: L34)—environmental health. <b>Optional Materials tab</b>—pp. 1-3, “Disease Prevention Connection” entries</p> <p>(<b>Family Newsletters</b> reinforce, e.g., Forms 1.6, 2.5, 3.4, 5.3, 6.1.)</p>
---	--	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of:</b>            10-11 (BB 5; U1: L5 with Form 1.4)—hand-washing; 14-15 (BB 7; U1: L7 with Form 1.5) &amp; 16-17 (BB 8; U1: L8)—importance of exercise            48-49 (BB 22; U3: L22)—sickness, taking medicine safely            50-51 (BB 23; U3: L23)—prevent spreading of germs            66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills            78-79 (BB 34; U6: L34)—promoting environmental health</p> <p>(<b>Family Newsletters</b> reinforce, e.g., Forms 1.6, 3.4, 5.3.)</p>
	<p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p><b>Family Involvement:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b>              ext. of U6: L35 with forms—reducing media time (and therefore influence)              ext. of U3: L18, with form—work with parent to become more physically active.</li> <li>• (Taking each <b>Family Newsletter</b> home is an act of advocacy: Forms 1.6, 2.5, 3.4, 4.3, 5.3, 6.1.)</li> </ul> <p><b>Story line models throughout, esp:</b>            6-7 (BB 3; U1: L3 with Form 1.3)—tell others about safety            78-79 (BB 34; U6: L34)—promote environmental health            14-15 (BB 7; U1: L7 with Form 1.5) &amp; 16-17 (BB 8; U1: L8)—exercise with friends</p> <p><b>OL:</b> ext. of U3: L23 with form—effective communication strategies for health topics</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF ENVIRONMENTAL HEALTH:** Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.	Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.	78-79 (BB 34; U6: L34) 8-9 (BB 4; U1: L4)—weather safety
	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	<p><b>Culture of peers, school and families for a healthier environment:</b> 78-79 (BB 34; U6: L34)—leading by example in community cleanup</p> <p><b>Story line models throughout text.</b></p> <p><b>General Info:</b> 30-31 (U2:L14) &amp; 80-81 (BB 35; U6: L35)—being a smart consumer</p> <p><b>OL:</b> ext. of U6: L35 with forms—reducing media time (and therefore influence)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Story line models throughout.**

**General Info:**

- 62-63 (BB 28; U4: L28)—listening skills
- **OL:** ext. of U3: L23, with form—convey health info effectively
- 6-7 (BB3; U1:L3 with Form 1.3)—friends practice safety together
- 4-5 (BB 2; U1: L2)—stranger safety
- 72-73 (BB 32; U5: L32 with Form 5.2)—better ideas
- **Nonverbal communication modeled in art**, e.g., happy—p.78.
- (Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 6.1.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF HEALTHY EATING:** Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH “OL”
<p>Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.</p>	<p>Explain the components of a balanced diet and their importance to growth and wellness.</p>	<p>(See <a href="http://www.wowhealth.org/teacher/#MyPyramid">http://www.wowhealth.org/teacher/#MyPyramid</a> for the latest dietary guidelines and food guide pyramid.)            12-13 (BB 6; U1: L6)—diet and healthy teeth            26-27 (BB 12; U2: L12)—diet and brain/optimal learning            28-29 (BB 13; U2: L13 with Form 2.1), 34-35 (BB 16; U2: L16 with Form 2.4), 38-39 (BB 17; U3: L17 with Form 3.1), 46-47 (BB 21; U3: L21)—diet and growth            30-31 (BB 14; U2: L14 with Form 2.2)—diet and balance            32-33 (BB 15; U2: L15 with Form 2.3)—diet and energy</p>
	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p><b>Story line models throughout, esp:</b></p> <ul style="list-style-type: none"> <li>• 30-31 (BB 14; U2: L14 with Form 2.2)—child preparing simple healthy meal</li> <li>• 32-33 (BB 15; U2: L15 with Form 2.3)—choosing healthy snacks</li> <li>• 12-13 (BB 6; U1: L6)—healthy teeth choices</li> <li>• 26-27 (BB 12; U2: L12)—choosing for optimal learning</li> <li>• 28-29 (BB 13; U2: L13 with Form 2.1), 34-35 (BB 16; U2: L16 with Form 2.4), 38-39 (BB 17; U3: L17 with Form 3.1), 46-47 (BB 21; U3: L21)—choosing optimal growth</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p>72-73 (BB 32; U5: L32 with Form 5.2)—making good choices (See <a href="http://www.wowhealth.org/teacher/#MyPyramid">http://www.wowhealth.org/teacher/#MyPyramid</a> for the latest dietary guidelines and food guide pyramid.)</p> <p><b>OL:</b> ext. of U3: L17, second half, re: foods and culture with form 1.2b; ext. of U6: L35 with forms—reducing media time (and therefore influence)</p> <p>30-31 (U2:L14) &amp; 80-81 (BB 35; U6: L35)—being a smart consumer</p>
	<p>Demonstrate ability to use goal setting skills to enhance health and safety.</p>	<p><b>OL:</b> ext. of U3: L18 with Form 3.2—goal-setting, including healthy diet</p> <p><b>Ruby, the main character, sets goals/standards and a good example, e.g:</b></p> <ul style="list-style-type: none"><li>• 38-39 (BB 17; U3: L17 with Form 3.1)—positive peer “pressure” to want to eat healthy</li><li>• 46-47 (BB 21; U3: L21)—to follow doctor’s instructions</li><li>• 72-73 (BB 32; U5: L32 with Form 5.2)—making good choices, including what you drink</li></ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

## Family Involvement:

- **OL:**  
ext. of U6: L35 with forms—reducing media time (and therefore influence)  
ext. of U3: L18, with form—work with parent to become more physically active.
- (Taking each **Family Newsletter** home is an act of advocacy, see esp. Form 2.5, see also Forms 1.6, 3.4, 4.3, 5.3, 6.1.)

## Story line models throughout, esp:

- 30-31 (BB 14; U2: L14 with Form 2.2)
- 32-33 (BB 15; U2: L15 with Form 2.3)
- 12-13 (BB 6; U1: L6)
- 26-27 (BB 12; U2: L12)
- 28-29 (BB 13; U2: L13 with Form 2.1), 34-35 (BB 16; U2: L16 with Form 2.4), 38-39 (BB 17; U3: L17 with Form 3.1), 46-47 (BB 21; U3: L21)

66-67 (BB 29; U5: L29 with Form 5.1)—general refusal skills

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH:** Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"</b>
Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.	Explain the key components of mental, social and emotional health.	<b>Story line models throughout text.</b>  <b>Focus of Unit 4:</b> <ul style="list-style-type: none"><li>• 54-55 (BB 24; U4: L24)—families</li><li>• 56-57 (BB 25; U4: L25 with Form 4.1)—communication skills</li><li>• 58-59 (BB 26; U4: L26 with Form 4.2)—feelings</li><li>• 60-61 (BB 27; U4: L27)—feelings, conflict resolution skills, respect</li><li>• 62-63 (BB 28; U4: L28)—friends, making good choices, listening skills</li><li>• (<b>Family Newsletter</b> reinforces—Form 4.3.)</li></ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

**OL:** ext. of U3: L23 with form—effective communication strategies for health topics

**Story line models throughout, esp.** peer characters accessing information e.g., pp. 4-23 (BB 2-11; U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51 (BB 23), teacher—e.g., pp. 58-59 (BB 26), and other trusted adults—e.g., pp. 46-49 (BB 21-22).

**Community agencies as resources:**

- 76-77 (BB 33; U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 4.3.)
- **OL:** ext. of U1: L10 and U1: L11, forms 1.1a, 1.1b—general safety helpers; ext. of U6: L35 with form.

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Story line models throughout.**

**Focus of:**

- 56-57 (BB 25; U5: L25 WITH FORM 4.1)—family meetings, verbal communication
- 58-59 (BB 26; U4: L26 with Form 4.2)—communicating your feelings to others
- 60-61 (BB 27; U4: L27)—conflict resolution, verbal communication
- 62-63 (BB 28; U4: L28)—listening skills
- 66-67 (BB 29; U5: L29 with Form 5.1)—setting healthy boundaries, verbal and setting healthy boundaries, nonverbal refusal skills
- **(Optional Materials** tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29, & L31)

**Nonverbal—Art Models Throughout**, e.g., to enhance student understanding and use of:

Happy, excited—2, 82

Sad—58

Listening or not—62

Refusal—65, 66

Disappointed—80

Serious—8-9, 20

Dismayed—10

Proud—12

Tired—16

Silly—50

**(Family Newsletter** reinforces—Form 4.3)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF PHYSICAL ACTIVITY:** Acquire knowledge and skills to understand the role physical activity has in promoting health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information skills while understanding the components of physical activity.</p>	<p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p>	<p>[[edit:14-15 (U1: L7), 16-17 (U1: L8), 82-83 (U6: L36)—importance of exercise 58-59 (U4: L26)—exercise helps you deal with strong feelings positively]]</p> <p><b>Blue sidebars focus especially on explaining relationship to health and/or well-being:</b> 15, 17, 19, 23, 33, 39 (left), 57, 71, 80-81</p> <p><b>Yellow sidebars encourage physical activity:</b> 3, 5, 11, 13, 21, 27, 31, 35, 45, 49, 51, 55, 61, 63, 69, 73, 77, 83.</p> <p><b>Story line and art model participation throughout.</b></p> <p>(See also Forms 2.3, 3.1, 4.1, 5.2 and "Don't Forget the Kinesthetic Classroom" section of each lesson plan: L1-L36; Appendix B)</p> <p><b>(Family Newsletters encourage:</b> Forms 1.6, 2.5, 3.4, 4.3, 5.3, 6.1.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

**OL:** ext. of U3: L23 with form

**Story line models throughout, esp. peer characters accessing information** e.g., Unit 1—pp. 4-23 (BB 2-11; U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51 (BB 23), teacher—e.g., pp. 58-59 (BB 26), and other trusted adults—e.g., pp. 46-49 (BB 21-22).

**Community agencies as resources:**

- 76-77 (BB 33; U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 1.6, 6.1.)
- **OL:** ext. of U1: L10 and U1: L11, forms 1.1a, 1.1b—general safety helpers; ext. of U3: L23 with form; ext. of U6: L35 with form.

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF SEXUAL HEALTH:** Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.</p>	<p>Explain the key components to sexual health and their relationship to lifetime health and wellness.</p>	<p><b>(Optional Materials tab—pp. 1-3:</b></p> <ul style="list-style-type: none"> <li>• "Disease Prevention Connection" entries—HIV/AIDS</li> <li>• "Substance Abuse Prevention Connection" entries—stay drug-free to make health-promoting decisions</li> <li>• "Mental and Emotional Health Connection" entries—well-being and stress management help a person take personal responsibility, make health-promoting decisions)</li> </ul> <p><b>Unit 3 provides foundation for health promotion and disease prevention, esp.</b></p> <ul style="list-style-type: none"> <li>• 50-51 (BB 23; U3: L23)</li> <li>• 46-47 (BB 21; U3: L21)</li> <li>• 48-49 (BB 22; U3: L22).</li> </ul> <p><b>Unit 4 provides foundation for emotional, social, mental wellness, esp.</b> pp. 56-61 (BB 25-27; U4: L25: L26 with Form 4.2 &amp; L27)—dealing with feelings, respect, conflict resolution.</p> <p>General <b>refusal skills:</b> 66-67 (BB 29; U5: L29 with Form 5.1)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

**OL:** ext. of U3: L23 with form—effective communication strategies for health topics

**Story line models throughout, esp. peer characters accessing information**, e.g., Unit 1—pp. 4-23 (BB 2-11; U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51 (BB 23), teacher—e.g., pp. 58-59 (BB 26), and other trusted adults—e.g., pp. 46-49 (BB 21-22).

**Community agencies as resources:**

- 76-77 (BB 33; U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 3.4, 6.1.)
- **OL:** ext. of U1: L10 and U1: L11, forms 1.1a, 1.1b—general safety helpers; ext. of U6: L35 with form.

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

(**Optional Materials** tab—pp. 1-3, “Disease Prevention Connection” entries, giving information to encourage appropriate choices, esp. L26: L27: L28—last paragraph of each & L31.)

**Story line models throughout.**

**OL:** ext. of U3: L23 with form—effective communication strategies for health topics

6-7 (BB3; U1:L3 with Form 1.3)—friends practice safety together

4-5 (BB 2; U1: L2)—stranger safety

62-63 (BB 28; U4: L28)—listening skills

66-67 (U5:L29 with Form 5.1)—refusal skills

72-73 (BB 32; U5: L32 with Form 5.2)—better ideas

(Taking each **Family Newsletter** home conveys the importance of communicating with others: See esp. Form 3.4.)

**General Nonverbal—Art Models Throughout**, e.g., to enhance student understanding and use of:

Refusal—65, 66

Sad—58

Listening or not—62

Disappointed—80

Serious—8-9, 20

Dismayed—10

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use decision making skills to enhance health and safety.

(**Optional Materials tab**—pp. 1-3, “Disease Prevention Connection” entries, giving information to encourage appropriate choices.)

**General Disease Prevention & Decision-Making:**

- 50-51 (BB 23; U3: L23)—prevent spreading of germs
- 58-59 (BB 26; U4: L26 with Form 4.2)—dealing with feelings positively
- 66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills

(**Family Newsletters** reinforce, e.g., Forms 3.4 & 5.3.)

**General Decision-Making Skills to Enhance Health & Safety:**

- 4-5 (BB 2; U1: L2)—bullies, stranger safety
- 6-7 (BB 3; U1: L3 with Form 1.3)—personal safety
- 10-11 (BB 5; U1: L5 with Form 1.4)—hand-washing
- 12-13 (BB 6; U1: L6)—dental health
- 14-15 (BB 7; U1: L7 with Form 1.5)—importance of exercise
- 16-17 (BB 8; U1: L8)—importance of exercise; 22-23 (BB 11; U1: L11)—make good choices, recognize hazardous substances
- 26-27 (BB 12; U2: L12), 28-29 (BB 13; U2: L13 with Form 2.1), 30-31 (BB 14; U2: L14 with Form 2.2)—healthy food choices
- 32-33 (BB 15; U2: L15 with Form 2.3)—health foods give you energy
- 48-49 (BB 22; U3: L22)—taking medicine safely
- 70-71 (BB 31; U5: L31)—harmfulness of tobacco
- 72-73 (BB 32; U5: L32 with Form 5.2)—harmfulness of alcohol

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**UNINTENTIONAL INJURY PREVENTION:** Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH “OL”
Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.	Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.	6-7 (BB 3; U1: L3 with Form 1.3)—personal safety 8-9 (BB 4; U1: L4)—weather safety 18-19 (BB 9; U1: L9)—pool safety 20-21 (BB 10; U1: L10)—fire safety, calling 911 22-23 (BB 11;U1: L11)—making good choices, recognize hazardous substances 66-67(BB 29; U5: L29 with Form 5.1)—refusal skills 68-69 (BB 30; U5: L30)—taking medicine safely;  <b>(Family Newsletter reinforce: Form 1.6.)</b>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to access valid health related information.</p>	<p><b>OL:</b> ext. of U3: L23 with form—effective communication strategies for health topics</p> <p><b>Story line models throughout, esp. peer characters accessing information</b> e.g., Unit 1—pp. 4-23 (BB 2-11; U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51 (BB 23), teacher—e.g., pp. 58-59 (BB 26), and other trusted adults—e.g., pp. 12-13, 46-49.</p> <p><b>Community agencies as resources:</b></p> <ul style="list-style-type: none"> <li>• 76-77 (BB 33; U6: L33)—community and health helpers</li> <li>• <b>(Family Newsletter</b> reinforces: Form 1.6, 6.1.)</li> <li>• <b>OL:</b> ext. of U1: L10 and U1: L11, forms 1.1a, 1.1b—general safety helpers; ext. of U6: L35 with form.</li> </ul>
	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p>6-7 (BB 3; U1: L3 with Form 1.3)—personal safety              8-9 (BB 4; U1: L4)—weather safety              18-19 (BB 9; U1: L9)—pool safety              20-21 (BB 10; U1: L10)—fire safety, calling 911              22-23 (BB 11; U1: L11)—make good choices, recognize hazardous substances              66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills              68-69 (BB 30; U5: L30)—taking medicine safely</p> <p><b>(Family Newsletter</b> reinforces: Form 1.6.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

## Story line models throughout.

20-21 (U1:L10)—calling 911

**OL:** ext. of U3: L23 with form—effective communication strategies for health topics

6-7 (BB3; U1:L3 with Form 1.3)—friends practice safety together

4-5 (BB 2; U1: L2)—stranger safety

62-63 (BB 28; U4: L28)—listening skills

72-73 (BB 32; U5: L32 with Form 5.2)—better, safer ideas

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 1.6.)

**General Nonverbal—Art Models Throughout**, e.g., to enhance student understanding and use of:

Happy, excited—2, 82

Sad—58

Listening or not—62

Refusal—65, 66

Disappointed—80

Serious—8-9, 20

Dismayed—10

Proud—12

Tired—16

Silly—50

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use goal setting skills to enhance health and safety.</p>	<p><b>General Goal-Setting Practice and Models</b></p> <ul style="list-style-type: none"><li>• <b>OL:</b> ext. of U3: L18 with form—goal-setting</li></ul> <p><b>Ruby, the main character, sets goals/standards and a good example, e.g:</b></p> <ul style="list-style-type: none"><li>• 38-39 (BB 17; U3: L17 with Form 3.1)—positive peer “pressure” to want to eat healthy</li><li>• 46-47 (BB 21; U3: L21)—to follow doctor’s instructions</li><li>• 72-73 (BB 32; U5: L32 with Form 5.2)—making good choices</li></ul>
	<p>Demonstrate ability to use decision making skills to enhance health and safety.</p>	<p>4-5 (U1: L2)—bullies, stranger safety 6-7 (U1: L3)—personal safety 22-23 (BB 11; U1: L11)—make good choices, recognize hazardous substances</p> <p><b>General Decision-Making Skills to Enhance Health &amp; Safety:</b></p> <ul style="list-style-type: none"><li>• 10-11 (U1: L5)—hand-washing</li><li>• 12-13 (U1: L6)—dental health</li><li>• 14-15 (U1: L7)—importance of exercise</li><li>• 16-17 (U1: L8)—importance of exercise</li><li>• 26-27 (U2: L12), 28-29 (U2: L13), 30-31 (U2: L14)—healthy food choices</li><li>• 32-33 (U2: L15)—health foods give you energy</li><li>• 48-49 (U3: L22)—taking medicine safely</li><li>• 70-71 (U5: L31)—harmfulness of tobacco</li><li>• 72-73 (U5: L32)—harmfulness of alcohol</li></ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**VIOLENCE AND SUICIDE PREVENTION:** Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Violence prevention:</b></p> <ul style="list-style-type: none"> <li>• 4-5 (BB 2; U1: L2)—stranger safety</li> <li>• 8 (BB 4; U1: L4)—“Recess Rules”</li> <li>• 22-23 (BB 11; U1: L11)—good touch/bad touch, making good choices, stranger safety</li> <li>• (Family Newsletter reinforces—Form 1.6.)</li> <li>• 66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills</li> </ul> <p><b>Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:</b></p> <ul style="list-style-type: none"> <li>• 54-55 (BB 24; U4: L24)—families</li> <li>• 56-57 (BB 25; U4: L25 WITH FORM 4.1)—communication skills</li> <li>• 58-59 (BB 26; U4: L26 with Form 4.2)—feelings</li> <li>• 60-61 (BB 27; U4: L27)—feelings, conflict resolution skills, respect</li> <li>• 62-63 (BB 28; U4: L28)—friends, making good choices, listening skills</li> <li>• (Family Newsletter reinforces—Form 4.3)</li> <li>• (Optional Materials tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29, &amp; L31)</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

**Story line models throughout text.**

**Violence prevention:**

- 4-5 (BB 2; U1: L2)—stranger safety
- 8 (BB 4; U1: L4)—“Recess Rules”
- 22-23 (BB 11; U1: L11)—good touch/bad touch, making good choices, stranger safety
- (**Family Newsletter** reinforces—Form 1.6)
- 66-67 (BB 29; U5: L29 with Form 5.1)—refusal skills

**Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:**

- 56-57 (BB 25; U4: L25 with Form 4.1)—communication skills
- 58-59 (BB 26; U4: L26 with Form 4.2)—feelings
- 60-61 (BB 27; U4: L27)—feelings, conflict resolution skills, respect
- 62-63 (BB 28; U4: L28)—friends, making good choices, listening skills
- (**Family Newsletter** reinforces—Form 4.3)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

## General analyzing:

72-73 (BB 32; U5: L32 with Form 5.2)—making good choices  
30-31 (U2:L14) & 80-81 (BB 35; U6: L35)—being a smart consumer

## OL:

- ext. of U3: L17 with forms—celebrating individual differences and challenging stereotypical beliefs.
- ext. of U6: L35 with forms—reducing media time (and therefore influence)

Demonstrate the ability to advocate for personal, family and community health and safety.

## Family Involvement:

- **OL:**  
ext. of U6: L35 with forms—reducing media time (and therefore influence)  
ext. of U3: L18, with form—work with parent to become more physically active.
- (Taking each **Family Newsletter** home is an act of advocacy: esp., Forms 1.6 and 4.3, see also Forms 2.5, 3.4, 5.3, 6.1.)

## Story line models throughout, esp:

- 6-7 (BB 3; U1: L3 with Form 1.3)—telling others about safety
- 66-67 (BB 29; U5: L29 with Form 5.1)—general refusal skills

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

## 2<sup>ND</sup> GRADE

### HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	STUDENT EDITION (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.</p>	<p><b>Accessing Information</b> Demonstrate ability to access valid health and safety related information.</p> <p><b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><b>Goal Setting</b> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><b>Decision Making</b> Demonstrate ability to use decision making skills to enhance health and safety.</p> <p><b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p> <p>Demonstrate positive communication skills.</p> <p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p><b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b></p> <p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to make positive health and safety decisions.</p> <p>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</p>	<p>Look under each topic below (ATOD, environmental health, etc.) for specific examples related to the general content standards listed here under “Health Skills,” because these recur throughout the various topics:</p> <ul style="list-style-type: none"> <li>- Accessing Information</li> <li>- Self-Management</li> <li>- Analyzing Influences</li> <li>- Interepersonal Communication</li> <li>- Goal Setting</li> <li>- Decision making</li> <li>- Advocacy</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION:** Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with "OL"
Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.	Explain the impact of alcohol, tobacco and other drug use on health and well-being.	<p><b>See Unit 5, esp:</b></p> <ul style="list-style-type: none"> <li>• 70-71 (U5: L31)</li> <li>• 72-73 (U5: L32 with Form 5.3)</li> <li>• 66-67 (U5: L29 with Form 5.1)</li> <li>• <b>OL:</b> ext. of U5:L31/L32 with role-playing of healthy &amp; damaged organs</li> </ul> <p>(<b>Optional Materials</b> tab—pp. 1-3, "Substance Abuse Prevention Connection" entries)</p> <p><b>OL</b>, general: ext. of U1:L7/L11 with form—substances and behaviors that may be dangerous</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Story line models throughout.**

**Nonverbal communication in art:** see esp. refusal—65, 66.

**Focus of:**

- 62-63 (U4: L28 with Form 4.2)—listening skills
- 66-67 (U5: L29 with Form 5.1); 22-23 (U1:L11)—refusal skills
- 60-61 (U4: L27 with Form 4.1)—conflict resolution
- 72-73 (U5: L32 with Form 5.3) & 62-63 (U4: L28 with Form 4.2)—making good choices
- (**Optional Materials** tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26, L27: L29: L31)

**OL: Nonverbal:**

- ext. of U5:L31/L32 with role-playing of healthy & damaged organs;
- ext. of U5:L29—role-playing nonverbal communication.

**OL, general:** ext. of U3:L22 with form—practicing reporting symptoms of illness

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Forms 4.3, 5.4.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

## Story line models throughout.

### Focus of:

- 66-67 (U5: L29 with Form 5.1)—peer pressure
- 30-31 (U2:L14) & 80-81 (U6: L35)—being a smart consumer
- 68-69 (U5: L30 with Form 5.2)—“drugs” vs. “medicine”

### OL:

- ext. of U5:L31/L32 with peer teaching and tech options—healthy/damaged organs;
- ext. of U6: L35 with form—researching commercials

### Culture, general:

Multicultural (peach-colored) sidebars on pp. 3, 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77; 18-19 (U1: L9)—each family is unique; 42-43 (U3: L19 with Form 3.1)—introduction to foreign language; 54-55 (U4: L24)—uniqueness, different kinds of families

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

## Family Involvement:

- **OL:**  
ext. of U2:L14 with form—planning balanced meal  
ext. of U2:L15 with forms—logging & assessing snacks & physical activity
- (Taking each **Family Newsletter** home is an act of advocacy, see esp. Form 5.4, see also Forms 1.4, 2.5, 3.7, 4.3, 5.4, 6.2.)

## Story line models throughout, esp:

- 72-73 (U5: L32 with Form 5.3)—better ideas
- 6-7 (U1:L3 with Form 1.2)—friends practice safety together
- 4-5 (U1: L2)—stranger safety

**OL:** ext. of U5:L31/L32 with peer teaching and tech options.

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PREVENTION AND CONTROL OF DISEASE:** Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with "OL"
<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of:</b></p> <ul style="list-style-type: none"> <li>• 2-3 (U1: L1)—positive behaviors (blue sidebar)</li> <li>• 6-7 (U1: L3 with Form 1.2)—safety</li> <li>• 10-11 (U1: L5)—hand-washing</li> <li>• 12-13 (U1: L6)—dental health</li> <li>• 14-17 (U1: L7 with Form 1.3-L8) &amp; 82-83 (U6: L36)—importance of exercise</li> <li>• 18-19 (U1: L9)—family fitness</li> <li>• 22-23 (U1: L11)—healthy choices</li> <li>• 26-33 (U2: L12-15 with Forms 2.1-2.4)—healthy food</li> <li>• 46-47 (U3: L21 with Forms 3.4 &amp; 3.5)—staying healthy</li> <li>• 48-49 (U3: L22)—taking medicine safely</li> <li>• 50-51 (U3: L23 with Form 3.6)—preventing spread of germs</li> <li>• 66-67 (U5: L29 with Form 5.1)—refusal skills</li> <li>• 78-79 (U6: L34)—environmental health.</li> <li>• <b>(Optional Materials</b> tab—pp. 1-3, "Disease Prevention Connection" entries)</li> </ul> <p><b>(Family Newsletters</b> reinforce, e.g., Forms 1.4, 2.5, 3.7, 5.4, 6.2.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

**OL:**

- ext. of U3:L22 with form—practicing reporting symptoms of illness;
- ext. of U3:L23 with form—finding health info

**Story line models throughout text.**

**Focus of:**

- 10-11 (U1: L5)—hand-washing
- 14-15 (U1: L7 with Form 1.3) & 16-17 (U1: L8)—importance of exercise
- 48-49 (U3: L22)—sickness, taking medicine safely
- 50-51 (U3: L23 with Form 3.6)—prevent spreading of germs
- 66-67 (U5: L29 with Form 5.1)—refusal skills
- 78-79 (U6: L34)—promoting environmental health

**(Family Newsletters reinforce, e.g., Forms 1.4, 3.7, 5.4.)**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

**Story line models throughout, esp:**

- 4-5 (U1: L3 with Form 1.2)—tell others about safety
- 78-79 (U6: L34)—promoting environmental health
- 14-15 (U1: L7 with Form 1.3) & 16-17 (U1: L8)—exercise with friends

(Taking each **Family Newsletter** home is an act of advocacy: Forms 1.4, 2.5, 3.7, 4.3, 5.4, 6.2.)

**OL:**

- ext. of U6:L34—promoting environmental health;
- ext. of U5:L31/L32 with peer teaching and tech options—healthy/damaged organs

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF ENVIRONMENTAL HEALTH:** Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.</p>	<p>Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.</p>	<p>78-79 (U6: L34)  <b>OL:</b> ext. of U6:L34—promoting environmental health            8-9 (U1: L4)—weather safety</p>
	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p><b>Culture of peers, school and families for a healthier environment:</b>            78-79 (U6: L34)—leading by example in community cleanup</p> <p><b>Story line models throughout text.</b></p> <p><b>Media, General:</b></p> <ul style="list-style-type: none"> <li>• 80-81 (U6: L35)—being a smart consumer</li> <li>• 30-31 (U2: L14)—dealing with restaurant media</li> <li>• <b>OL:</b> ext. of U6:L35—researching commercials</li> </ul> <p><b>Culture, general:</b>            Multicultural (peach-colored) sidebars on pp. 3, 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77; 18-19 (U1: L9)—each family is unique; 42-43 (U3: L19 with Form 3.1)—introduction to foreign language; 54-55 (U4: L24)—uniqueness, different kinds of families</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

## Story line models throughout text.

### General Info:

- **OL:**
  - ext. of U3:L23 with form—reporting symptoms of illness
  - ext. of U4:L29—role-playing **nonverbal** communication.
- 6-7 (U1:L3 with Form 1.2)—friends practice safety together
- 4-5 (U1: L2)—stranger safety
- 62-63 (U4: L28 with Form 4.2)—listening skills
- 72-73 (U5: L32 with Form 5.3)—better, safer ideas
- **Nonverbal communication modeled in art**, e.g., happy—p.78.

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 6.2.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF HEALTHY EATING:** Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.</p>	<p>Explain the components of a balanced diet and their importance to growth and wellness.</p>	<p>(See <a href="http://www.wowhealth.org/teacher/#MyPyramid">http://www.wowhealth.org/teacher/#MyPyramid</a> for the latest dietary guidelines and food guide pyramid.)  <b>OL:</b> ext. of U2:L14 with form—planning balanced meal            12-13 (U1: L6)—diet and healthy teeth            26-27 (U2: L12 with Forms 2.1 &amp; 2.2)—diet and brain/optimal learning            28-29 (U2: L13 with Form 2.3)            34-35 (U2: L16); 38-39 (U3: L17); 46-47 (U3: L21 with Forms 3.4 &amp; 3.5)—diet and growth            30-31 (U2: L14)—diet and balance            32-33 (U2: L15 with Form 2.4)—diet and energy</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

**OL:**

- ext. of U2:L15 with forms—logging & assessing snacks & physical activity;
- ext. of U2:L14 with form—planning balanced meal;
- ext. of U2:L13 with form—food safety.

**Characters in story line model self-management skills and choices throughout text, esp:**

- 30-31 (U2: L14)—child preparing simple healthy meal
- 32-33 (U2: L15 with Form 2.4)—choosing healthy snacks
- 12-13 (U1: L6)—healthy teeth choices
- 26-27 (U2: L12 with Forms 2.1 & 2.2)—choosing for optimal learning
- 28-29 (U2: L13 with Form 2.3), 34-35 (U2: L16), 38-39 (U3: L17), 46-47 (U3: L21 with Forms 3.4 & 3.5)—choosing optimal growth

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

**OL:**

- ext. of U6:L35—researching commercials;
- ext. of U2:L14 with form—influence of personal and family/cultural preferences, re: planning balanced meal;
- ext. of U2:L15 with forms—sedentary activities, e.g., watching TV, playing video games.

72-73 (U5: L32 with Form 5.3)—making healthy choices **re: what to drink**

(See also <http://www.wowhealth.org/teacher/#MyPyramid> for the latest dietary guidelines and food guide pyramid.)

**Media, General:**

- 30-31 (U2:L14) & 80-81 (U6: L35)—being a smart consumer, general
- **OL:** ext. of U6:L35—researching commercials

**Culture, General:**

- Multicultural (peach-colored) sidebars on pp. 3, 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77
- 18-19 (U1: L9)—each family is unique
- 42-43 (U3: L19 with Form 3.1)—introduction to foreign language
- 54-55 (U4: L24)—uniqueness, different kinds of families

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use goal setting skills to enhance health and safety.

**OL:** ext. of U2:L15 with forms—logging & assessing snacks & physical activity

**Ruby, the main character, sets goals/standards and a good example, e.g:**

- 38-39 (U3: L17)—positive peer “pressure” to want to eat healthy
- 46-47 (U3: L21 with Forms 3.4 & 3.5)—to follow doctor’s instructions
- 72-73 (U5: L32 with Form 5.3)—making good choices, including what you drink

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

## Family Involvement:

- **OL:**  
ext. of U2:L14 with form—planning balanced meal  
ext. of U2:L15 with forms—logging & assessing snacks & physical activity
- (Taking each **Family Newsletter** home is an act of advocacy, see esp. Form 2.5, see also Forms 1.4, 3.7, 4.3, 5.4, 6.2.)

## Story line models throughout, esp:

- 30-31 (U2: L14)
- 32-33 (U2: L15 with Form 2.4)
- 12-13 (U1: L6)
- 26-27 (U2: L12 with Forms 2.1 & 2.2)
- 28-29 (U2: L13 with Form 2.3), 34-35 (U2: L16), 38-39 (U3: L17), 46-47 (U3: L21 with Forms 3.4 & 3.5)

66-67 (U5: L29 with Form 5.1)—refusal skills, general

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH:** Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH “OL”
<p>Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.</p>	<p>Explain the key components of mental, social and emotional health.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of Unit 4:</b></p> <ul style="list-style-type: none"> <li>• 54-55 (U4: L24)—families</li> <li>• 56-57 (U4: L25)—communication skills</li> <li>• 58-59 (U4: L26)—feelings</li> <li>• 60-61 (U4: L27 with Form 4.1)—feelings, conflict resolution skills, respect</li> <li>• 62-63 (U4: L28 with Form 4.2)—friends, making good choices, listening skills</li> <li>• <b>OL:</b> ext. of U4:L27—sounds like a friend or not</li> </ul> <p>(<b>Family Newsletter</b> reinforces—Form 4.3.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

**OL:**

- ext. of U3: L22 with form—using info in a chart
- ext. of U6:L35—researching commercials

**Story line models throughout, esp.** peer characters accessing information e.g., Unit 1—pp. 4-23 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51, teacher—e.g., pp. 58-59, and other trusted adults—e.g., pp. 46-49.

(**Family Newsletter** reinforces: Form 4.3.)

**Community health helpers and agencies as resources:**

- 76-77 (U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 6.2.)
- **OL:** ext. of U6:L34 with form—health agencies and helpers

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

## Story line models throughout.

### Focus of:

- 56-57 (U5: L25)—family meetings, verbal communication
- 58-59 (U4: L26)—communicating your feelings to others
- 60-61 (U4: L27 with Form 4.1)—conflict resolution, verbal communication
- 62-63 (U4: L28 with Form 4.2)—listening skills
- 66-67 (U5: L29 with Form 5.1)—setting healthy boundaries, verbal and setting healthy boundaries, nonverbal refusal skills
- **(Optional Materials** tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29: L31)

### Nonverbal

- **OL:** ext. of U4:L29—role-playing nonverbal communication
- **Art Models Throughout**, e.g., to enhance student understanding and use of:
  - Happy, excited—2, 82
  - Sad—58
  - Listening or not—62
  - Refusal—65, 66
  - Disappointed—80
  - Serious—8-9, 20
  - Dismayed—10
  - Proud—12
  - Tired—16
  - Silly—50

**(Family Newsletter** reinforces—Form 4.3)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF PHYSICAL ACTIVITY:** Acquire knowledge and skills to understand the role physical activity has in promoting health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information skills while understanding the components of physical activity.</p>	<p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p>	<p><b>OL:</b> ext. of U2:L15 with physical activity form—logging physical activity            14-15 (U1: L7 with Form 1.3), 16-17 (U1: L8), 18-19 (U1:L9); 70-71 (U5:L31); 82-83 (U6: L36); 40-41 (U3: L18)—importance of exercise            58-59 (U4: L26)—exercise helps you deal with strong feelings positively</p> <p><b>Blue sidebars focus especially on explaining relationship to health and/or well-being:</b> 15, 17, 19, 39 (left), 41 (lower), 57, 83 (lower)</p> <p><b>Yellow sidebars encourage physical activity:</b> 3, 5, 11, 21, 35, 45, 49, 51, 55, 59, 61, 69, 73, 77, 81, 83.</p> <p><b>Story line and art model participation throughout.</b></p> <p>(See also Form 5.3 and "Don't Forget the Kinesthetic Classroom" section of each lesson plan: L1-L36; Appendix B)</p> <p><b>(Family Newsletters encourage:</b> Forms 1.4, 2.5, 3.7, 4.3, 5.4, 6.2.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

## General Access-Learning:

- **OL:**
  - ext. of U3: L22 with form—using info in a chart;
  - ext. of U6:L35—researching commercials.

**Story line models throughout, esp.** peer characters accessing information e.g., Unit 1—pp. 4-23 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51, teacher—e.g., pp. 58-59, and other trusted adults—e.g., pp. 46-49.

## Community health helpers and agencies as resources:

- 76-77 (U6: L33)—community and health helpers
- (**Family Newsletters** reinforce: Forms 1.4, 2.5, 3.7, 4.3, 5.4, 6.2.)
- **OL:** ext. of U6:L34 with form—health agencies and helpers

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF SEXUAL HEALTH:** Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) On-Line marked with “OL”
Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.	Explain the key components to sexual health and their relationship to lifetime health and wellness.	<p>(Optional Materials tab—pp. 1-3:</p> <ul style="list-style-type: none"> <li>• “Disease Prevention Connection” entries—HIV/AIDS</li> <li>• “Substance Abuse Prevention Connection” entries—stay drug-free to make health-promoting decisions</li> <li>• “Mental and Emotional Health Connection” entries—well-being and stress management help a person take personal responsibility, make health-promoting decisions)</li> </ul> <p><b>Unit 3 provides foundation for health promotion and disease prevention, esp:</b></p> <ul style="list-style-type: none"> <li>• 50-51 (U3: L23 with Form 3.6);</li> <li>• 46-47 (U3: L21 with Forms 3.4 &amp; 3.5);</li> <li>• 48-49 (U3: L22).</li> </ul> <p><b>Unit 4 provides foundation for emotional, social, mental wellness, esp:</b> 56-61 (U4: L25: L26 &amp; L27 with Form 4.1)—dealing with feelings, respect, conflict resolution.</p> <p>66-67 (U5: L29 with Form 5.1)—<b>refusal skills</b>, general</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

## General Access-Learning:

- **OL:**
  - ext. of U3: L22 with form—using info in a chart;
  - ext. of U6:L35—researching commercials.

**Story line models throughout, esp.** peer characters accessing information e.g., Unit 1—pp. 4-23 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51, teacher—e.g., pp. 58-59, and other trusted adults—e.g., pp. 46-49. **Family Newsletters** reinforce, e.g., Forms 1.6, 3.7.

## Community health helpers and agencies as resources:

- 76-77 (U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 6.2.)
- **OL:** ext. of U6:L34 with form—health agencies and helpers

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

(**Optional Materials** tab—pp. 1-3, “Disease Prevention Connection” entries, encouraging appropriate choices, esp. L26: L27: L28—last paragraph of each & L31.)

### **Story line models throughout.**

**OL:** ext. of U4:L29 with Form 5.1—role-playing nonverbal communication, including refusal skills.

6-7 (U1:L3 with Form 1.2)—friends practice safety together

4-5 (U1: L2)—stranger safety

62-63 (U4: L28 with Form 4.2)—listening skills

66-67 (U5:L29 with Form 5.1)—refusal skills, general

72-73 (U5: L32 with Form 5.3)—better ideas

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Forms 3.7, 4.3.)

**General Nonverbal—Art Models Throughout**, e.g., to enhance student understanding and use of:

Refusal—65, 66

Sad—58

Listening or not—62

Disappointed—80

Serious—8-9, 20

Dismayed—10

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use decision making skills to enhance health and safety.

(**Optional Materials** tab—pp. 1-3, “Disease Prevention Connection” entries, giving information to encourage appropriate choices.)

**General Disease Prevention & Decision-Making:**

- 50-51 (U3: L23 with Form 3.6)—prevent spreading of germs
- 58-59 (U4: L26)—dealing with feelings positively
- 66-67 (U5: L29 with Form 5.1)—refusal skills

(**Family Newsletters** reinforce, e.g., Forms 3.7 & 5.4.)

**General Decision-Making Skills to Enhance Health & Safety:**

- 4-5 (U1: L2)—bullies, stranger safety
- 6-7 (U1: L3 with Form 1.2)—personal safety
- 10-11 (U1: L5)—hand-washing
- 12-13 (U1: L6)—dental health
- 14-15 (U1: L7 with Form 1.3)—importance of exercise
- 16-17 (U1: L8)—importance of exercise; 22-23 (BB 11; U1: L11)—make good choices, recognize hazardous substances
- 26-27 (U2: L12 with Forms 2.1 & 2.2), 28-29 (U2: L13 with Form 2.3), 30-31 (U2: L14)—healthy food choices
- 32-33 (U2: L15 with Form 2.4)—health foods give you energy
- 48-49 (U3: L22)—taking medicine safely
- 70-71 (U5: L31)—harmfulness of tobacco
- 72-73 (U5: L32 with Form 5.3)—harmfulness of alcohol

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**UNINTENTIONAL INJURY PREVENTION:** Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (BIG BOOK; TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.</p>	<p>Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.</p>	<p>4-5 (U1: L2)—bullies, stranger safety            6-7 (U1: L3 with Form 1.2)—personal safety            8-9 (U1: L4)—weather safety            18-19 (U1: L9)—pool safety            20-21 (U1: L10)—fire safety, calling 911            22-23 (U1: L11)—making good choices, recognize hazardous substances            66-67(U5: L29 with Form 5.1)—refusal skills            68-69 (U5: L30 with Form 5.2)—taking medicine safely  <b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U1:L3 with Form 1.2—role-playing personal safety;</li> <li>• ext. of U1:L7/L11 with form &amp; tech connection—assessing personal safety;</li> <li>• ext. of U1:L9—first aid; ext. of U1: L10/U6:L33 with forms—safety helpers;</li> <li>• ext. of U1:L11 with forms—poison control</li> </ul> <p>(Family Newsletters reinforce: Forms 1.4, 6.2.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health related information.

## General Access-Learning:

- **OL:**
  - ext. of U3: L22 with form—using info in a chart;
  - ext. of U6:L35—researching commercials.

**Story line models throughout, esp. peer characters accessing information** e.g., Unit 1—pp. 4-23 (U1: L2-L11), and adults as reliable sources of info: school nurse—pp. 50-51, teacher—e.g., pp. 58-59, and other trusted adults—e.g., pp. 12-13, 46-49.

## Community agencies as resources:

- 76-77 (U6: L33)—community and health helpers
- (**Family Newsletter** reinforces: Form 1.x, 6.x.)
- **OL:**
  - ext. of U1:L9—first aid; ext. of U1: L10/U6:L33 with forms—safety helpers;
  - ext. of U1:L11 with forms—poison control

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

4-5 (U1: L2)—bullies, stranger safety  
6-7 (U1: L3 with Form 1.2)—personal safety  
8-9 (U1: L4)—weather safety  
18-19 (U1: L9)—pool safety  
20-21 (U1: L10)—fire safety, calling 911  
22-23 (U1: L11)—make good choices, recognize hazardous substances  
66-67(U5: L29 with Form 5.1)—refusal skills  
68-69 (U5: L30 with Form 5.2)—taking medicine safely

**OL:**

- ext. of U1:L3 with Form 1.2—personal safety;
- ext. of U1:L7/L11 with form & tech connection—safety helpers;
- ext. of U1:L9—first aid;
- ext. of U1:L11 with forms—poison control

(**Family Newsletters** reinforce: Forms 1.4, 6.2.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

## Story line models throughout.

20-21 (U1:L10)—calling 911

6-7 (U1:L3 with Form 1.2)—friends practice safety together

4-5 (U1: L2)—stranger safety

62-63 (U4: L28 with Form 4.2)—listening skills

72-73 (U5: L32 with Form 5.3)—better ideas

### OL:

- ext. of U1:L3 with Form 1.2—role-playing;
- ext. of U1:L11 with forms—calling for help

(Taking each **Family Newsletter** home conveys the importance of communicating with others, see esp. Form 1.4.)

**General Nonverbal—Art Models Throughout**, e.g., to enhance student understanding and use of:

Happy, excited—2, 82

Sad—58

Listening or not—62

Refusal—65, 66

Disappointed—80

Serious—8-9, 20

Dismayed—10

Proud—12

Tired—16

Silly—50

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use goal setting skills to enhance health and safety.

## **General Goal-Setting Practice and Models:**

- **OL:** ext. of U2:L15 with forms—logging & assessing snacks & physical activity

## **Ruby, the main character, sets goals/standards and a good example, e.g:**

- 38-39 (U3: L17)—positive peer “pressure” to want to eat healthy
- 46-47 (U3: L21 with Forms 3.4 & 3.5)—to follow doctor's instructions
- 72-73 (U5: L32 with Form 5.3)—making good choices

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use decision making skills to enhance health and safety.

4-5 (U1: L2)—bullies, stranger safety  
6-7 (U1: L3 with Form 1.2)—personal safety  
22-23 (BB 11; U1: L11)—make good choices, recognize hazardous substances

**OL:**

- ext. of U1:L3 with Form 1.2—role-playing personal safety;
- ext. of U1:L7/L11 with form & tech connection—assessing personal safety;
- ext. of U1:L9—first aid;
- ext. of U1: L10/U6:L33 with forms—safety helpers;
- ext. of U1:L11 with forms—poison control

**General Decision-Making Skills to Enhance Health & Safety:**

- 10-11 (U1: L5)—hand-washing
- 12-13 (U1: L6)—dental health
- 14-15 (U1: L7 with Form 1.3)—importance of exercise
- 16-17 (U1: L8)—importance of exercise
- 26-27 (U2: L12 with Forms 2.1 & 2.2), 28-29 (U2: L13 with Form 2.3), 30-31 (U2: L14)—healthy food choices
- 32-33 (U2: L15 with Form 2.4)—health foods give you energy
- 48-49 (U3: L22)—taking medicine safely
- 70-71 (U5: L31)—harmfulness of tobacco
- 72-73 (U5: L32 with Form 5.3)—harmfulness of alcohol

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**VIOLENCE AND SUICIDE PREVENTION:** Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with “OL”
<p>Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Violence prevention:</b></p> <ul style="list-style-type: none"> <li>• 4-5 (U1: L2)—bullies, stranger safety</li> <li>• 8 (U1: L4)—“Recess Rules”</li> <li>• 22-23 (U1: L11)—good touch/bad touch, making good choices, stranger safety</li> <li>• (Family Newsletter reinforces—Form 1.4.)</li> <li>• 66-67 (U5: L29 with Form 5.1)—refusal skills</li> </ul> <p><b>Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:</b></p> <ul style="list-style-type: none"> <li>• 54-55 (U4: L24)—families</li> <li>• 56-57 (U4: L25)—communication skills</li> <li>• 58-59 (U4: L26)—feelings</li> <li>• 60-61 (U4: L27 with Form 4.1)—feelings, <b>conflict resolution skills</b>, respect</li> <li>• 62-63 (U4: L28 with Form 4.2)—friends, making good choices, listening skills</li> <li>• (Family Newsletter reinforces—Form 4.3)</li> <li>• (Optional Materials tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29: L31)</li> <li>• <b>OL:</b> ext. of U4:L27—sounds like a friend or not</li> <li>• <b>Importance of Effective Nonverbal Communication</b> <ul style="list-style-type: none"> <li>○ <b>OL:</b> ext. of U4:L29—role-playing nonverbal communication</li> <li>○ <b>Art Models Throughout</b>, e.g., to enhance student understanding and use of:               <ul style="list-style-type: none"> <li>Happy, excited—2, 82</li> <li>Sad—58</li> <li>Listening or not—62</li> <li>Refusal—65, 66</li> <li>Disappointed—80</li> <li>Serious—8-9, 20</li> <li>Dismayed—10</li> <li>Proud—12</li> <li>Tired—16</li> <li>Silly—50</li> </ul> </li> </ul> </li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

**Story line models throughout text.**

**Violence prevention:**

- 4-5 (U1: L2)—bullies, stranger safety
- 8 (U1: L4)—“Recess Rules”
- 22-23 (U1: L11)—good touch/bad touch, making good choices, stranger safety
- **(Family Newsletter** reinforces—Form 1.4)
- 66-67 (U5: L29 with Form 5.1)—refusal skills
- **OL:**
  - ext. of U1:L7/L11 with form and tech connection—personal safety;
  - ext. of U4:L27—sounds like a friend or not

**Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:**

- 56-57 (U4: L25)—communication skills
- 58-59 (U4: L26)—feelings
- 60-61 (U4: L27 with Form 4.1)—feelings, **conflict resolution skills**, respect
- 62-63 (U4: L28 with Form 4.2)—friends, making good choices, listening skills
- **(Family Newsletter** reinforces—Form 4.3)
- **(Optional Materials** tab—pp. 2-3, “Substance Abuse Prevention Connection” entries for L26: L27: L29: L31)
- **OL:** ext. of U4:L27—sounds like a friend or not

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p><b>Media, General:</b></p> <ul style="list-style-type: none"> <li>• 72-73 (U5: L32 with Form 5.3)—making good choices</li> <li>• 80-81 (U6: L35)—being a smart consumer</li> <li>• <b>OL:</b> ext. of U6:L35—researching commercials</li> </ul> <p><b>Culture, General:</b>            Multicultural (peach-colored) sidebars on pp. 3, 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77; 18-19 (U1: L9)—each family is unique; 42-43 (U3: L19 with Form 3.1)—introduction to foreign language; 54-55 (U4: L24)—uniqueness, different kinds of families</p>
	<p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p><b>Family Involvement:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b>              ext. of U2:L14 with form—planning balanced meal              ext. of U2:L15 with forms—logging &amp; assessing snacks &amp; physical activity</li> <li>• (Taking each <b>Family Newsletter</b> home is an act of advocacy, see esp. Forms 1.4 and 4.3, see also Forms 2.5, 3.7, 5.4, 6.2.)</li> </ul> <p><b>Story line models throughout, esp:</b></p> <ul style="list-style-type: none"> <li>• 4-5 (U1: L3 with Form 1.2)—telling others about safety</li> <li>• 66-67 (U5: L29 with Form 5.1)—general refusal skills</li> <li>• <b>OL:</b> <ul style="list-style-type: none"> <li>○ ext. of U4:L27—sounds like a friend or not;</li> <li>○ ext. of U1:L7/L11 with form and tech connection—personal safety</li> </ul> </li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

## 3<sup>RD</sup> GRADE

### HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.</p>	<p><b>Accessing Information</b> Demonstrate ability to access valid health and safety related information.</p> <p><b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><b>Goal Setting</b> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><b>Decision Making</b> Demonstrate ability to use decision making skills to enhance health and safety.</p> <p><b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p> <p>Demonstrate positive communication skills.</p> <p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p><b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b></p> <p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to make positive health and safety decisions.</p> <p>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</p>	<p>Look under each topic below (ATOD, environmental health, etc.) for specific examples related to the general content standards listed here under “Health Skills,” because these recur throughout the various topics:</p> <ul style="list-style-type: none"> <li>- Accessing Information</li> <li>- Self-Management</li> <li>- Analyzing Influences</li> <li>- Interepersonal Communication</li> <li>- Goal Setting</li> <li>- Decision making</li> <li>- Advocacy</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION:** Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with “OL”
Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.	Explain the impact of alcohol, tobacco and other drug use on health and well-being.	Identify that alcohol and tobacco, including cigarettes, cigars, pipes, and smokeless tobacco are harmful to ones’ health.	<p><b>Focus of Unit 5:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U5: L27—harmfulness of all forms of tobacco</li> <li>• 58-59 (U5: L25)—staying drug free, drugs vs. medicine</li> <li>• 60-61 (U5: L26 with Forms 5.1 &amp; 5.2)—harmfulness of drugs and alcohol</li> <li>• 62-63 (U5: L27 with Forms 5.3 &amp; 5.4)—harmfulness of nicotine</li> <li>• 64-65 (U5: L28 with Form 5.5)—harmfulness of secondhand smoke</li> <li>• <b>(Family Newsletter reinforces—Form 5.6.)</b></li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.	Demonstrate refusal skills around the use of tobacco and alcohol products.	54-55 (U4: L24 with Form 4.3)—role-playing using refusal skills, decision-making skills, including nonverbal communication 58-59 (U5: L25)—giving verbal message about staying drug-free 10-11 (U1: L5 with Form 1.6a-g)—giving a role-playing skit re: dealing with bullies, conflict resolution, using “The WOW! Solution” 46-47 (U4: L20 with Form 4.1)—communication skills, conflict resolution ( <b>Family Newsletter</b> reinforces—Form 4.4.)
--	---	--	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	[None]	<p><b>Media literacy re: ATOD prevention:</b></p> <ul style="list-style-type: none"><li>• 66-67 (U5: L29)—advertising strategies &amp; creating “saying no” ads</li><li>• 64-65 (U5: L28 with Form 5.5)—TV commercials</li><li>• 70-71 (U6: L30)—TV, movies, video &amp; computer games</li></ul> <p><b>Media literacy, see also:</b></p> <ul style="list-style-type: none"><li>• 24-25 (U2: L11)—media influences re: food</li><li>• (Family Newsletter reinforces—Form 6.3.)</li></ul> <p><b>Culture &amp; family influences, modeled throughout; focus:</b></p> <ul style="list-style-type: none"><li>• 16-17 (U1: L8 with Forms 1.11 &amp; 1.12)—PE teacher emphasizes importance of physical fitness</li><li>• 26-27 (U2: L12) &amp; 28-29 (U2: L13)—family/cultural influences re: food</li><li>• 48-49 (U4: L21)—family rules</li></ul> <p><b>Technology:</b> 72-73 (U6: L31 with Form 6.1)—ways technology influences health with technology research project</p>
--	--	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

[None]

## Advocacy practice:

- 74-75 (U6: L32)—communicating about health information through writing and sharing a report
- 76-77 (U6: L33)—writing and sharing a poem to communicate health information

## Modeled throughout, e.g:

- 58-59 (U5: L25)—give verbal message about staying drug-free
- 60 (U5: L26 with Forms 5.1 & 5.2)—illustration shows students posting reasons that drugs and alcohol are harmful
- 63 (U5: L27 with Forms 5.3 & 5.4)—illustration shows students making a poster about good vs. bad choices
- 22-23 (U2: L10)—talking to your family about healthy food choices
- 78-79 (U6: L34 with Form 6.2) & 80-81 (U6: L35)—leading by example with actual community cleanup activity

(Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Forms 5.6, 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PREVENTION AND CONTROL OF DISEASE:** Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Student Edition (Teacher Edition) On-line marked with “OL”
Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.	Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.	[None]	<p>18-19 (U1: L9 with Form 1.13)—completing a health web for self</p> <p><b>Illness, germs, communicable disease and prevention:</b></p> <ul style="list-style-type: none"> <li>• 36-37 (U3: L16 with Forms 3.1 &amp; 3.2)</li> <li>• 38-39 (U3: L17 with Forms 3.3 &amp; 3.4)</li> <li>• (Family Newsletter reinforces—Form 3.6.)</li> </ul> <p><b>Physical activity behaviors and prevention:</b></p> <ul style="list-style-type: none"> <li>• 6-7 (U1: L3 with Forms 1.2 &amp; 1.3)—importance of physical activity</li> <li>• <b>OL:</b> ext. of U1: L3 with form—logging physical activity, benefits of, fitting it in</li> <li>• 52-53 (U4: L23 with Form 4.2)—importance of exercise;</li> <li>• 72-73 (U6: L31 with Form 6.1)—importance of exercise (blue sidebar)</li> <li>• 44 (U3: L19 with Form 3.5)—exercising and being healthy will help you grow well</li> <li>• (Family Newsletter reinforces—Form 1.14.)</li> </ul> <p><b>Food behaviors/choices and prevention:</b></p> <ul style="list-style-type: none"> <li>• 22-23 (U2: L10)—fats, weight management</li> <li>• 24-25 (U2: L11)—choices, nutrients, benefits of</li> <li>• 26-27 (U2: L12)—nutrients, ABCs of Health</li> </ul> <p><b>ATOD behaviors and prevention:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U5: L27—harmfulness of all forms of tobacco</li> <li>• 58-59 (U5: L25)—staying drug free, drugs vs. medicine</li> <li>• 60-61 (U5: L26 with Forms 5.1 &amp; 5.2)—harmfulness of drugs and alcohol</li> <li>• 62-63 (U5: L27 with Forms 5.3 &amp; 5.4)—harmfulness of nicotine</li> <li>• 64-65 (U5: L28 with Form 5.5)—harmfulness of secondhand smoke</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	[None]	<p>18-19 (U1: L9 with Form 1.13)—completing a health web for self</p> <p><b>Illness, germs, communicable disease and self-management:</b></p> <ul style="list-style-type: none"><li>• 36-37 (U3: L16 with Forms 3.1 &amp; 3.2)</li><li>• 38-39 (U3: L17 with Forms 3.3 &amp; 3.4)</li></ul> <p><b>Physical activity &amp; safety behaviors and prevention:</b></p> <ul style="list-style-type: none"><li>• <b>OL:</b> ext of U1: L3 with form—logging physical activity</li><li>• 72-73 (U6: L31 with Form 6.1)—logging media time</li><li>• 6-7 (U1: L3 with Forms 1.2 &amp; 1.3)—importance of physical activity application activity</li><li>• 14-15 (U1: L7 with Forms 1.9 &amp; 1.10)—First aid info (blue sidebars) and role-playing situations (in forms)</li><li>• 10-11 (U1: L5 with Form 1.6a-g)—staying safe during physical activity</li></ul> <p><b>Additional self-management practice:</b></p> <ul style="list-style-type: none"><li>• 14-15 (U1: L7 with Forms 1.9 &amp; 1.10)—calling 911</li><li>• ext. of U2: L10—serving sizes, moderation, variety</li><li>• ext. of U2: L11—more fruits and vegetables at school</li><li>• ext. of U2: L12—nutrients, food guide pyramid, importance of a varied diet</li><li>• ext. of U2: L14—logging &amp; analyzing diet/eating, including monitoring balance, with parent involvement goal-setting plan</li></ul>
--	--	--------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

[None]

## Advocacy practice:

- 74-75 (U6: L32)—communicating about health information through writing and sharing a report
- 76-77 (U6: L33)—writing and sharing a poem to communicate health information
- 58-59 (U5: L25)—give verbal message about staying drug-free

## Modeled throughout, e.g:

- 60 (U5: L26 with Forms 5.1 & 5.2)—illustration shows students posting reasons that drugs and alcohol are harmful
- 63 (U5: L27 with Forms 5.3 & 5.4)—illustration shows students making a poster about good vs. bad choices
- 22-23 (U2: L10)—talking to your family about healthy food choices
- 78-79 (U6: L34 with Form 6.2) & 80-81 (U6: L35)—leading by example with actual community cleanup activity

(Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Forms 1.14, 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF ENVIRONMENTAL HEALTH:** Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.	Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.	[None]	74-75 (U6: L32)—pollution 76-77 (U6: L33)—pollution 78-79 (U6: L34 with Form 6.2)—pollution, conserving energy 12-13 (U1: L6 with Forms 1.7 & 1.8)—weather safety 64-65 (U5: L28 with Form 5.5)—harmfulness of secondhand smoke ( <b>Family Newsletter</b> reinforces—Form 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	[None]	<p><b>Culture of peers, school and families for a healthier environment:</b></p> <ul style="list-style-type: none"><li>• 78-79 (U6: L34 with Form 6.2) &amp; 80-81 (U6: L35)—leading by example with actual community cleanup activity</li></ul> <p><b>Media literacy practice:</b></p> <ul style="list-style-type: none"><li>• 66-67 (U5: L29)—advertising strategies &amp; creating “saying no” ads</li><li>• 64-65 (U5: L28 with Form 5.5)—TV commercials</li><li>• 70-71 (U6: L30)—TV, movies, video &amp; computer games</li><li>• 72-73 (U6: L31 with Form 6.1)—logging media time; ways <b>technology</b> influences health with technology research project</li><li>• 24-25 (U2: L11)—media influences re: food</li><li>• (<b>Family Newsletter</b> reinforces—Form 6.3.)</li></ul> <p><b>Additional culture &amp; family influences, modeled throughout; focus:</b></p> <ul style="list-style-type: none"><li>• 16-17 (U1: L8 with Forms 1.11 &amp; 1.12)—PE teacher emphasizes importance of physical fitness</li><li>• 26-27 (U2: L12) &amp; 28-29 (U2: L13)—family/cultural influences re: food</li><li>• 48-49 (U4: L21)—family rules</li></ul>
--	--	--------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

[None]

76-77 (U6: L33)—students write and share a poem about pollution; main character, Cody, models writing a report about pollution/greenhouse effect.  
80-81 (U6: L35)—communicating through movement during a cleanup effort

### Communication practice:

- 10-11 (U1: L5 with Form 1.6a-g)—giving a role-playing skit re: dealing with bullies, conflict resolution, using The WOW! Solution
- 46-47 (U4: L20 with Form 4.1)—discussing appropriate ways to express strong emotions, communication skills, conflict resolution
- 50-51 (U4: L22)—writing and sharing a poem re: being a good listener and friend
- 54-55 (U4: L24 with Form 4.3)—role-playing using decision-making skills, refusal skills, nonverbal communication practiced
- 64-65 (U5: L28 with Form 5.5)—talking to friends and caring about their feelings
- 58-59 (U5: L25)—giving verbal message about staying drug-free

**Characters in story line model effective communication throughout text.**

(Family Newsletter reinforces—Form 4.4.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF HEALTHY EATING:** Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
<p>Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.</p>	<p>Explain the components of a balanced diet and their importance to growth and wellness.</p>	<p>Recognize the importance of variety and moderation in food selection and consumption.</p>	<p>(See <a href="http://www.wowhealth.org/teacher/#MyPyramid">http://www.wowhealth.org/teacher/#MyPyramid</a> for the latest dietary guidelines and food guide pyramid.)</p> <p><b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U2: L10—serving sizes, moderation, variety</li> <li>• ext. of U2: L11—more fruits and vegetables at school</li> <li>• ext. of U2: L12—nutrients, food guide pyramid, importance of a varied diet, moderation minilog</li> <li>• ext. of U2: L14—logging &amp; analyzing diet/eating, including monitoring balance, with parent involvement goal-setting plan</li> </ul> <p>22-23 (U2: L10)—moderation of fat intake            24-25 (U2: L11) &amp; 26-27 (U2: L12)—balanced diet, healthy food choices            28-29 (U2: L13)—variety of grains            30-31 (U2: L14)—dietary guidelines, balanced diet            32-33 (U2: L15 with Form 2.1)—physical activity and good nutrition            44 (U3: L19 with Form 3.5)—growth and good nutrition</p> <p><b>(Family Newsletters</b> reinforce, see esp. Form 2.2, and also 1.14, 3.6, 4.4, 5.6, 6.3.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

Choose a variety of foods to eat from different food groups.

**OL:**

- ext. of U2: L10—serving sizes, moderation, variety
- ext. of U2: L11—campaign for more fruits and vegetables at school
- ext. of U2: L12—nutrients, food guide pyramid, variety, moderation minilog, goal-setting plan with parent involvement
- ext. of U2: L14—logging & analyzing diet/eating, including monitoring balance, with parent involvement goal-setting plan
- ext. of U1: L3 with form—logging physical activity, benefits of, fitting it in

24-25 (U2: L11) & 26-27 (U2: L12)—balanced diet, healthy food choices

28-29 (U2: L13)—variety of grains

30-31 (U2: L14)—dietary guidelines, balanced diet  
(**Family Newsletter** reinforces—Form 2.2.)

**Additional self-management practice:**

14-15 (U1: L7 with Forms 1.9 & 1.10)—calling 911

72-73 (U6: L31 with Form 6.1)—logging media time

**Characters in story line model self-management skills and choices throughout text.**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	[None]	<p>24-25 (U2: L11)—media influences re: food 26-27 (U2: L12) &amp; 28-29 (U2: L13)—familial/cultural influences re: food <b>OL:</b> ext. of U2: L11—creating and running a positive media campaign for more fruits and vegetables at school</p> <p><b>Media literacy practice:</b></p> <ul style="list-style-type: none"><li>• 66-67 (U5: L29)—advertising strategies &amp; creating “saying no” ads</li><li>• 64-65 (U5: L28 with Form 5.5)—TV commercials</li><li>• 70-71 (U6: L30)—TV, movies, video &amp; computer games</li><li>• 72-73 (U6: L31 with Form 6.1)—logging media time; ways <b>technology</b> influences health with technology research project</li><li>• (<b>Family Newsletter</b> reinforces—Form 6.3.)</li></ul> <p><b>Additional culture &amp; family influences, modeled throughout; focus:</b></p> <ul style="list-style-type: none"><li>• 16-17 (U1: L8 with Forms 1.11 &amp; 1.12)—PE teacher emphasizes importance of physical fitness</li><li>• 48-49 (U4: L21)—family rules</li></ul>
--	--	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to use goal-setting skills to enhance health and safety.	[None]	<b>OL:</b> <ul style="list-style-type: none"><li>• ext. of U2: L10—serving sizes, moderation, variety</li><li>• ext. of U2: L11—setting goals for a school advocacy campaign for more fruits and vegetables</li><li>• ext. of U2: L12—nutrients, food guide pyramid, variety, moderation minilog, goal-setting with parent involvement</li><li>• ext. of U2: L14—logging &amp; analyzing diet/eating, including monitoring balance, with parent involvement goal-setting plan</li></ul>
--	--	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

Advocate for more fruits and vegetables at school.

**OL:** ext. of U2: L11—creating and running a school advocacy campaign for more fruits and vegetables

**Advocacy practice:**

- 58-59 (U5: L25)—give verbal message about staying drug-free
- 74-75 (U6: L32)—communicating about health information through writing and sharing a report
- 76-77 (U6: L33)—writing and sharing a poem to communicate health information

**Modeled throughout, e.g:**

- 60 (U5: L26 with Forms 5.1 & 5.2)—illustration shows students posting reasons that drugs and alcohol are harmful
- 63 (U5: L27 with Forms 5.3 & 5.4)—illustration shows students making a poster about good vs. bad choices
- 22-23 (U2: L10)—talking to your family about healthy food choices
- 78-79 (U6: L34 with Form 6.2) & 80-81 (U6: L35)—leading by example

(Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Form 2.2.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH:** Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	STUDENT EDITION (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.</p>	<p>Explain the key components of mental, social and emotional health.</p>	<p>[None]</p>	<p><b>Unit 4’s focus:</b></p> <ul style="list-style-type: none"> <li>• 46-47 (U4: L20 with Form 4.1)—respecting others</li> <li>• 48-49 (U4: L21)—family structure, protection, and guidance; personal responsibility</li> <li>• 50-51 (U4: L22)—being a good friend and listener</li> <li>• 52-53 (U4: L23 with Form 4.2)—physical activity and well-being; dealing with changes</li> <li>• 54-55 (U4: L24 with Form 4.3)— decision-making skills, refusal skills, respecting others</li> <li>• (Family Newsletter reinforces: Form 4.4.)</li> </ul> <p><b>Also focus of:</b></p> <ul style="list-style-type: none"> <li>• 4-5 (U1: L2)—accepting others' differences</li> <li>• 10-11 (U1: L5 with Form 1.6a-g)—learn not to prejudge people</li> <li>• 16-17 (U1: L8 with Forms 1.11 &amp; 1.12)—being a good sport</li> <li>• 58-59 (U5: L25)—saying no to drugs</li> <li>• 64-65 (U5: L28 with Form 5.5)—listening to friends and caring about their feelings</li> </ul> <p><b>Story line models throughout text.</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

[None]

## **Research Experiences:**

Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:

- Medical diagrams: 40-43 (U3: L18). Chart: 23 (U2: L10).
- Student text springboards to ref materials lessons:
  - 74-75 (U6: L32)—resources to turn to, writing essay about healthcare or safety professional
  - 32-33 (U2: L15 with Form 2.1)—exercise research
  - 60-61 (U5: L26 with Forms 5.1 & 5.2)—writing about ATODs
  - 62-63 (U5: L27 with Forms 5.3 & 5.4)—structured research to complete a chart
  - 64-65 (U5: L28 with Form 5.5)—using the student text to complete a comic strip
  - 38-39 (U3: L17 with Forms 3.3 & 3.4)—drawing conclusions based on health information

## **Story line models throughout, esp. peer characters accessing information:**

- 74-75 (U6: L32)—health professionals, health information resources
- 30-31, 16-17—e.g.'s of teachers as sources of health information

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p>[None]</p>	<p>10-11 (U1: L5 with Form 1.6a-g)—giving a role-playing skit re: dealing with bullies, conflict resolution, using The WOW! Solution, including nonverbal communication 46-47 (U4: L20 with Form 4.1)—discussing appropriate ways to express strong emotions, communication skills, conflict resolution 50-51 (U4: L22)—writing and sharing a poem re: being a good listener and friend 54-55 (U4: L24 with Form 4.3)—role-playing using decision-making skills, refusal skills, nonverbal communication practiced</p> <p><b>Additional communication practice:</b></p> <ul style="list-style-type: none"><li>• 80-81 (U6: L35)—through movement during a cleanup effort</li><li>• 64-65 (U5: L28 with Form 5.5)—talking to friends and caring about their feelings</li><li>• 58-59 (U5: L25)—give verbal message about staying drug-free</li></ul> <p><b>Characters in story line model effective communication throughout text.</b></p> <p>(Family Newsletter reinforces—Form 4.4.)</p>
--	--	---------------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF PHYSICAL ACTIVITY:** Acquire knowledge and skills to understand the role physical activity has in promoting health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information skills while understanding the components of physical activity.</p>	<p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p>		<p>6-7 (U1: L3 with Forms 1.2 &amp; 1.3)—benefits of physical activity, lifetime physical activities and finding time for  <b>OL:</b> ext. of U1: L3 with form—logging physical activity, benefits of, fitting it in            16-17 (U1: L8 with Forms 1.11 &amp; 1.12)—health-related physical fitness, stress management, good sports behavior            52-53 (U4: L23 with Form 4.2)—lifetime exercise and well-being            32-33 (U2: L15 with Form 2.1)—health-related physical fitness, stress management, importance of exercise and good hydration and nutrition;            44 (U3: L19 with Form 3.5)—physical activity and optimal growth  <b>(Family Newsletters reinforce, e.g., Form 1.14; see also Forms 2.2, 3.6, 4.4, 5.6, 6.3.</b></p> <p>Being physically active: <b>Characters in story line and illustrations in text model throughout text.</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

32-33 (U2: L15 with Form 2.1)—exercise research

### **Additional Research Experiences:**

Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:

- Medical diagrams: 40-43 (U3: L18). Chart: 23 (U2: L10).
- Student text springboards to ref materials lessons:
  - 74-75 (U6: L32)—resources to turn to, writing essay about healthcare or safety professional
  - 60-61 (U5: L26 with Forms 5.1 & 5.2)—writing about ATODs
  - 62-63 (U5: L27 with Forms 5.3 & 5.4)—researching to complete a chart
  - 38-39 (U3: L17 with Forms 3.3 & 3.4)—drawing conclusions based on health information
  - 64-65 (U5: L28 with Form 5.5)—researching to complete a comic strip

### **Story line models throughout, esp. peer characters accessing information:**

- 74-75 (U6: L32)—health professionals, health information resources
- 30-31, 16-17—e.g.'s of teachers as sources of health information

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF SEXUAL HEALTH:** Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

Common Curriculum Goals	Content Standards	Benchmark 1	Student Edition (Teacher Edition) On-line marked with "OL"
<p>Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.</p>	<p>Explain the key components to sexual health and their relationship to lifetime health and wellness.</p>	<p>[None]</p>	<p>(Optional Materials tab—pp. 1-3:</p> <ul style="list-style-type: none"> <li>• "Disease Prevention Connection" entries—HIV/AIDS</li> <li>• "Substance Abuse Prevention Connection" entries—stay drug-free to make health-promoting decisions</li> <li>• "Mental and Emotional Health Connection" entries—well-being and stress management help a person take personal responsibility, make health-promoting decisions)</li> </ul> <p><b>Unit 3 provides foundation for health promotion and disease prevention, esp:</b></p> <ul style="list-style-type: none"> <li>• 36-37 (U3: L16 with Forms 3.1 &amp; 3.2)</li> <li>• 38-39 (U3: L17 with Forms 3.3 &amp; 3.4)</li> <li>• 18-19 (U1: L9 with Form 1.13)—completing a health web for self</li> <li>• (Family Newsletter reinforces—Form 3.6.)</li> </ul> <p><b>Unit 4 provides foundation for emotional, social, mental wellness, esp:</b></p> <ul style="list-style-type: none"> <li>• 46-47 (U4: L20 with Form 4.1)—respecting others</li> <li>• 48-49 (U4: L21)— personal responsibility; family structure, protection, and guidance</li> <li>• 50-51 (U4: L22)—being a good friend and listener</li> <li>• 52-53 (U4: L23 with Form 4.2)—physical activity and well-being; dealing with changes</li> <li>• 54-55 (U4: L24 with Form 4.3)— decision-making skills, refusal skills, respecting others</li> <li>• (Family Newsletter reinforces: Form 4.4.)</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

[None]

## Research Experiences:

Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:

- Medical diagrams: 40-43 (U3: L18)
- Chart: 23 (U2: L10)
- Student text springboards to ref materials lessons:
  - 74-75 (U6: L32)—resources to turn to, writing essay about healthcare or safety professional
  - 32-33 (U2: L15 with Form 2.1)—exercise research
  - 60-61 (U5: L26 with Forms 5.1 & 5.2)—writing about ATODs
  - 62-63 (U5: L27 with Forms 5.3 & 5.4)—researching to complete a chart
  - 38-39 (U3: L17 with Forms 3.3 & 3.4)—drawing conclusions based on health information
  - 64-65 (U5: L28 with Form 5.5)—researching to complete a comic strip

## Story line models throughout, esp. peer characters accessing information:

- 74-75 (U6: L32)—health professionals, health information resources
- 30-31, 16-17—e.g.'s of teachers as sources of health information

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.	[None]	<p>10-11 (U1: L5 with Form 1.6a-g)—giving a role-playing skit re: dealing with bullies, conflict resolution, using The WOW! Solution, including nonverbal communication</p> <p>46-47 (U4: L20 with Form 4.1)—discussing appropriate ways to express strong emotions, communication skills, conflict resolution</p> <p>50-51 (U4: L22)—writing and sharing a poem re: being a good listener and friend</p> <p>54-55 (U4: L24 with Form 4.3)—role-playing using decision-making skills, refusal skills, nonverbal communication practiced</p> <p><b>Communication practice:</b></p> <ul style="list-style-type: none"><li>• 80-81 (U6: L35)—through movement during a cleanup effort</li><li>• 64-65 (U5: L28 with Form 5.5)—talking to friends and caring about their feelings</li><li>• 58-59 (U5: L25)—giving verbal message about staying drug-free</li></ul> <p><b>Characters in story line model effective communication throughout text.</b></p> <p>(Family Newsletter reinforces—Form 4.4.)</p>
--	---	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

	Demonstrate ability to use decision-making skills to enhance health and safety.	[None]	<b>Making healthy/unhealthy choices/decision-making skills:</b> <ul style="list-style-type: none"><li>• 36-39, (U3: L16 with Forms 3.1 &amp; 3.2-17)—communicable disease</li><li>• 8-9 (U1: L4 with Forms 1.4 &amp; 1.5)</li><li>• 19 (both blue sidebars [SBs], U1: L9 with Form 1.13),</li><li>• 23 (top blue SB, U2: L10)</li><li>• 25 (both blue SBs, U2: L11)</li><li>• 33 (top rt blue SB, U2: L15 with Form 2.1)</li><li>• 54-55 (U4: L24 with Form 4.3)—including refusal skills</li><li>• 61 (both blue sidebars; U5: L26 with Forms 5.1 &amp; 5.2)</li><li>• 62-63 (U5: L27 with Forms 5.3 &amp; 5.4)</li><li>• 65 (top blue SB, U5: L28 with Form 5.5)</li><li>• 76-77 (U6: L33)</li></ul>
--	---	--------	--

**UNINTENTIONAL INJURY PREVENTION:** Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
<p>Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.</p>	<p>Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.</p>	<p>Identify safe behaviors when traveling to and from school and in the community.</p>	<p>8-9 (U1: L4 with Forms 1.4 &amp; 1.5)—safety on wheels, safety equipment, making and sharing “Safety First” poster            46-47 (U4: L20 with Form 4.1)—communication skills, conflict resolution            10-11 (U1: L5 with Form 1.6a-g)—conflict resolution            54-55 (U4: L24 with Form 4.3)—role-playing using decision-making skills, refusal skills, respecting others, including nonverbal communication</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health related information.

[None]

## Research Experiences:

Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:

- Medical diagrams: 40-43 (U3: L18)
- Chart: 23 (U2: L10)
- Student text springboards to ref materials lessons:
  - 8-9 (U1: L4 with Forms 1.4 & 1.5)—creating safety poster
  - 10-11 (U1: L5 with Form 1.6a-g)—safety problem-solving role-playing
  - 6-7 (U1: L3 with Forms 1.2 & 1.3)—discerning fact vs. opinion
  - 74-75 (U6: L32)—resources to turn to, writing essay about healthcare or safety professional
  - 32-33 (U2: L15 with Form 2.1)—exercise research
  - 60-61 (U5: L26 with Forms 5.1 & 5.2)—writing about ATODs
  - 62-63 (U5: L27 with Forms 5.3 & 5.4)—researching to complete a chart
  - 38-39 (U3: L17 with Forms 3.3 & 3.4)—drawing conclusions based on health information
  - 64-65 (U5: L28 with Form 5.5)—researching to complete a comic strip

## Story line models throughout, esp. peer characters accessing information:

- 74-75 (U6: L32)—health professionals, health information resources
- 30-31, 16-17—e.g.'s of teachers as sources of health information

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	[None]	<p>14-15 (U1: L7 with Forms 1.9 &amp; 1.10)—calling 911, first aid info (blue sidebars) and role-playing situations (in forms) 10-11 (U1: L5 with Form 1.6a-g)—staying safe, conflict resolution</p> <p><b>Physical activity &amp; safety behaviors and prevention:</b></p> <ul style="list-style-type: none"><li>• <b>OL:</b> ext of U1: L3 with form—logging physical activity</li><li>• 72-73 (U6: L31 with Form 6.1)—logging media time</li><li>• 18-19 (U1: L9 with Form 1.13)—completing a health web for self</li><li>• 6-7 (U1: L3 with Forms 1.2 &amp; 1.3)—importance of physical activity application activity</li></ul> <p><b>Additional self-management practice:</b></p> <ul style="list-style-type: none"><li>• 36-37 (U3: L16 with Forms 3.1 &amp; 3.2)—preventing disease</li><li>• 38-39 (U3: L17 with Forms 3.3 &amp; 3.4)—preventing disease</li><li>• ext. of U2: L10—serving sizes, moderation, variety with parent involvement goal-setting plan</li><li>• ext. of U2: L11—more fruits and vegetables at school</li><li>• ext. of U2: L12—nutrients, food guide pyramid, importance of a varied diet</li><li>• ext. of U2: L14—logging &amp; analyzing diet/eating, including monitoring balance</li></ul>
--	--	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.	[None]	<p>10-11 (U1: L5 with Form 1.6a-g)—giving a role-playing skit re: dealing with bullies, conflict resolution, using The WOW! Solution 46-47 (U4: L20 with Form 4.1)—discussing appropriate ways to express strong emotions, communication skills, conflict resolution 50-51 (U4: L22)—writing and sharing a poem re: being a good listener and friend 54-55 (U4: L24 with Form 4.3)—role-playing using decision-making skills, refusal skills, nonverbal communication practiced.</p> <p><b>Additional communication practice:</b></p> <ul style="list-style-type: none"><li>• 80-81 (U6: L35)—through movement during a cleanup effort</li><li>• 64-65 (U5: L28 with Form 5.5)—talking to friends and caring about their feelings</li><li>• 58-59 (U5: L25)—giving verbal message about staying drug-free</li></ul> <p><b>Characters in story line model effective communication throughout text.</b></p> <p>(Family Newsletter reinforces—Form 4.4.)</p>
--	---	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use goal-setting skills to enhance health and safety.</p>	<p>[None]</p>	<p><b>Implied goals of staying safer:</b>            10-11 (U1: L5 with Form 1.6a-g)—“The WOW! Solution” model for conflict resolution, “Avoiding Trouble” sidebar, problem-solving role-playing            8-9 (U1: L4 with Forms 1.4 &amp; 1.5)—safety on wheels, safety equipment, making and sharing “Safety First” poster            46-47 (U4: L20 with Form 4.1)—The WOW! Solution” model for conflict resolution, using “I” messages            54-55 (U4: L24 with Form 4.3)— decision-making skills, refusal skills, respecting others</p> <p><b>Additional goal-setting practice, OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U2: L10—serving sizes, moderation, variety</li> <li>• ext. of U2: L11—setting goals for a school advocacy campaign for more fruits and vegetables</li> <li>• ext. of U2: L12—nutrients, food guide pyramid, variety, moderation minilog, goal-setting with parent involvement</li> <li>• ext. of U2: L14—logging &amp; analyzing diet/eating, including monitoring balance, with parent involvement goal-setting plan</li> </ul>
	<p>Demonstrate ability to use decision-making skills to enhance health and safety.</p>	<p>Use decision-making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.</p>	<p>10-11 (U1: L5 with Form 1.6a-g)—“The WOW! Solution” model for conflict resolution, “Avoiding Trouble” sidebar, problem-solving role-playing            8-9 (U1: L4 with Forms 1.4 &amp; 1.5)—safety on wheels, safety equipment, making and sharing “Safety First” poster            46-47 (U4: L20 with Form 4.1)—The WOW! Solution” model for conflict resolution, using “I” messages            54-55 (U4: L24 with Form 4.3)— decision-making skills, refusal skills, respecting others</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**VIOLENCE AND SUICIDE PREVENTION:** Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and	Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.	Identify that media contains violent messages.	70-71 (U6: L30)—considering the harmfulness of violence on TV and in movies, video & computer games, including brainstorming alternative activities; characters discuss fight on TV. 72-73 (U6: L31 with Form 6.1)—logging media time; ways <b>technology</b> influences health with technology research project ( <b>Family Newsletter</b> reinforces—Form 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

<p>societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p>[None]</p>	<p>14-15 (U1: L7 with Forms 1.9 &amp; 1.10)—calling 911, first aid info (blue sidebars) and role-playing situations (in forms)            10-11 (U1: L5 with Form 1.6a-g)—staying safe, conflict resolution</p> <p><b>Physical activity &amp; safety behaviors and prevention:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext of U1: L3 with form—logging physical activity</li> <li>• 72-73 (U6: L31 with Form 6.1)—logging media time</li> <li>• 18-19 (U1: L9 with Form 1.13)—completing a health web for self</li> <li>• 6-7 (U1: L3 with Forms 1.2 &amp; 1.3)—importance of physical activity application activity</li> </ul> <p><b>Additional self-management practice:</b></p> <ul style="list-style-type: none"> <li>• 36-37 (U3: L16 with Forms 3.1 &amp; 3.2)—preventing disease</li> <li>• 38-39 (U3: L17 with Forms 3.3 &amp; 3.4)—preventing disease</li> <li>• ext. of U2: L10—serving sizes, moderation, variety with parent involvement goal-setting plan</li> <li>• ext. of U2: L11—more fruits and vegetables at school</li> <li>• ext. of U2: L12—nutrients, food guide pyramid, importance of a varied diet</li> <li>• ext. of U2: L14—logging &amp; analyzing diet/eating, including monitoring balance</li> </ul>
---	---	---------------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	Explain how helpful and hurtful messages in media can affect an individual's behavior.	<p>70-71 (U6: L30)—considering the harmfulness of violence on TV and in movies, video &amp; computer games, including brainstorming alternative activities; characters discuss fight on TV.</p> <p>72-73 (U6: L31 with Form 6.1)—logging media time; ways <b>technology</b> influences health with technology research project (<b>Family Newsletter</b> reinforces—Form 6.3.)</p> <p><b>See also, media literacy:</b></p> <ul style="list-style-type: none"><li>• 66-67 (U5: L29)—advertising strategies &amp; creating “saying no” ads</li><li>• 64-65 (U5: L28 with Form 5.5)—TV commercials</li><li>• 24-25 (U2: L11)—media influences re: food</li><li>• (<b>Family Newsletter</b> reinforces—Form 6.3.)</li></ul> <p><b>See also, technology:</b> 72-73 (U6: L31 with Form 6.1)—ways technology influences health with technology research project</p>
--	--	--	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

10-11 (U1: L5 with Form 1.6a-g)—role-playing skit re: dealing with bullies, conflict resolution, using “The WOW! Solution”  
54-55 (U4: L24 with Form 4.3)—role-playing, using decision-making skills, refusal skills, nonverbal communication practiced.  
50-51 (U4: L22)—writing and sharing a poem re: being a good listener and friend

**Advocacy practice:**

- 74-75 (U6: L32)—communicating about health information through writing and sharing a report
- 76-77 (U6: L33)—writing and sharing a poem to communicate health information

**Modeled throughout, e.g:**

- 60 (U5: L26 with Forms 5.1 & 5.2)—illustration shows students posting reasons that drugs and alcohol are harmful
- 63 (U5: L27 with Forms 5.3 & 5.4)—illustration shows students making a poster about good vs. bad choices
- 22-23 (U2: L10)—talking to your family about healthy food choices
- 78-79 (U6: L34 with Form 6.2) & 80-81 (U6: L35)—leading by example

(Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Forms 6.3, 1.14.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

## 4<sup>TH</sup> GRADE

### HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.</p>	<p><b>Accessing Information</b> Demonstrate ability to access valid health and safety related information.</p> <p><b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><b>Goal Setting</b> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><b>Decision Making</b> Demonstrate ability to use decision making skills to enhance health and safety.</p> <p><b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p> <p>Demonstrate positive communication skills.</p> <p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p><b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b></p> <p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to make positive health and safety decisions.</p> <p>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</p>	<p>Look under each topic below (ATOD, environmental health, etc.) for specific examples related to the general content standards listed here under “Health Skills,” because these recur throughout the various topics:</p> <ul style="list-style-type: none"> <li>- Accessing Information</li> <li>- Self-Management</li> <li>- Analyzing Influences</li> <li>- Interepersonal Communication</li> <li>- Goal Setting</li> <li>- Decision making</li> <li>- Advocacy</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION:** Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with "OL"
<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Explain the impact of alcohol, tobacco and other drug use on health and well-being.</p>	<p>58-59 (U5: L25) &amp; 60-61 (U5: L26)—harmfulness of drugs and alcohol            62-63 (U5: L27 with Form 5.1)—drug addiction and treatment            64-65 (U5: L28)—harmfulness of inhalants            68-69 (U5: L30)—consequences of making a bad decision, refusal skills</p> <p><b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U5: L25-28 with forms—drug abuse prevention &amp; harmfulness of drugs and alcohol</li> <li>• ext. of U4: L22-24 and U5 with form—risky behaviors and consequences</li> </ul> <p>(Family Newsletter reinforces—Form 5.2.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

58-59 (U5: L25, including verbally sharing drawings and captions)—how to stay drug free  
68-69 (U5: L30, including writing “How to Be a Drug-Free Me” poems)—practicing refusal skills  
55-56 (U4: L24, including writing and role-playing refusal situations)—verbal and nonverbal refusal skills

### Communication practice:

- 10-11 (U1: L5 with Form 1.5)—conflict resolution, avoiding potentially violent situations
- 18-19 (U1: L9)—being a good sport
- **OL:**
  - ext. of U4 with form— using and writing “I” messages, friendship, conflict resolution
  - ext. of U3: L18—sending positive messages to others
- 52-54 (U4: L23 with Form 4.1)—conflict resolution, family meetings

(**Family Newsletter** reinforces—Form 4.2)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

66-67 (U5: L29)—media influences on ATOD behaviors

### Culture:

- 3 (U1: L1)—individuality, uniqueness (blue sidebar)
- 22-23 (U2: L10 with Forms 2.1 & 2.2)—different cultures eat different foods
- Entire story line & art show cultural diversity, e.g., ethnicities of characters
- See also multicultural (peach-colored) sidebars on pp. 3, 5, 7, 23, 25, 27, 29, 31, 35, 37, 39, 47, 49, 53, and 56.

### Media Literacy:

- 28-29 (U2: L13)—media influences food choices
- 76-77 (U6: L33)—advertising strategies, “media literacy”
- **OL:**
  - ext. of U2: L13 and U6: L33, form 4.6—media influences on health
  - ext. of U4: L23 with form—media influence on family relationships
- (**Family Newsletter** reinforces—Form 6.5)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

68-69 (U5: L30)—setting a good example, being a good role model re: alcohol

## **Advocacy, General:**

Modeled throughout story line.

### **Focus of:**

- 78-79 (U6: L34)—talk to others about taking care of the environment, pollution
- 80-81 (U6: L35 with Form 6.4)—taking care of the environment, recycling;
- **OL:**
  - ext. of U3: L19 with forms—communicating and advocating for health concepts
  - ext. of U1: L9 with form—ways to share information with others, writing research paper or other product about safety
- 50-51 (U4: L22)—knowing the difference between safe and unsafe behaviors and help others to know it too
- 74-75 (U6: L32)—helping others, volunteering in the community
- (Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Form 6.5.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PREVENTION AND CONTROL OF DISEASE:** Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with “OL”
<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p>	<p><b>Story line models throughout text.</b></p> <p><b>Focus of:</b></p> <ul style="list-style-type: none"> <li>• 41 (U3: L18)—how to live a long and healthy life (sidebar)</li> <li>• <b>OL:</b> <ul style="list-style-type: none"> <li>○ Ext of U3: L15-17 with forms—identifying and preventing or managing health problems</li> <li>○ ext. of U3: L17 with forms—immunizations and records of</li> <li>○ ext. of U2: L14 with forms—personal fitness and eating logs</li> <li>○ ext. of U1: L2 with form—hygiene plan</li> <li>○ ext. of U1: L8-L9 with forms—role-playing situations 2, 3, &amp; 5.</li> <li>○ ext. of U4: L20-L21 with form—stress management action plan</li> <li>○ ext. of U2: L12 with form and Internet links—diet analysis re: 2005 dietary guidelines and My Pyramid.</li> <li>○ ext. of U5: L25-28 with form—medication’s purposes; impact of ATODs</li> </ul> </li> <li>• 12-17 (U1: L6: L7, &amp; L8)—exercise’s impact</li> <li>• 22-27, 30-31 (U2: L10 with Forms 2.1 &amp; 2.2: L11 with Form 2.3, &amp; L12 with Forms 2.5-2.18)—nutrition’s impact</li> <li>• 4-5 (U1: L3)—grooming, also illustration shows character imagining outcome of eating healthy food and brushing teeth</li> <li>• 6-7 (U1: L3)—dental health’s impact</li> </ul> <p><b>See also:</b></p> <ul style="list-style-type: none"> <li>• 34-35 (U3: L15)—chronic vs. communicable diseases</li> <li>• 38-39 (U3: L17)—illness, diseases</li> <li>• 36-37 (U3: L16)—asthma</li> <li>• 55-56 (U4: L24)—refusal skills</li> <li>• 68-69 (U5: L30)—consequences, refusal skills</li> <li>• 78-79 (U6: L34)—environment</li> <li>• <b>(Family Newsletters reinforce—see esp. Form 3.1; see also Forms 1.6, 2.19, 5.2, 6.5.)</b></li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

**Story line models throughout**—the importance of assuming responsibility for personal health habits.

**Focus of:**

- **OL:**
  - ext. of U2: L14 with forms—personal fitness and eating logs and self-assessment
  - ext. of U1: L2 with form—hygiene plan
  - ext. of U1: L8-L9 with forms—role-playing situations 2, 3, & 5.
  - ext. of U4: L20-L21 with form—stress management action plan
  - ext. of U2: L12 with form and Internet links—diet analysis re: 2005 dietary guidelines and My Pyramid.

**General Skills:**

- 18-19 (U1: L9)—safety, first aid
- **OL:** ext. of U1:L9 with form—writing a research paper or other product about safety
- 50-51 (U4: L22)—decision-making skills
- 55-56 (U4: L24)—refusal skills
- 68-69 (U5: L30)—consequences, refusal skills
- **OL:** ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences

(Family **Newsletters** reinforce, see esp. Form 4.2—decision-making skills & Form 5.2—refusal skills.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

**OL:** ext. of U3: L19 with forms—communicating and advocating for skeletal and muscular health.

**Advocacy, General:**

- **Modeled throughout story line.**
- **Focus of:**
  - 68-69 (U5: L30)—setting a good example, being a good role model re: alcohol
  - 78-79 (U6: L34)—talk to others about taking care of the environment, pollution
  - 80-81 (U6: L35 with Form 6.4)—taking care of the environment, recycling;
  - 50-51 (U4: L22)—knowing the difference between safe and unsafe behaviors and help others to know it too
  - 74-75 (U6: L32)—helping others, volunteering in the community
  - (Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Form 1.6.)

**See also:**

- **OL:** ext. of U1: L9 with form—ways to share information with others, writing and sharing research paper or other product about safety

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF ENVIRONMENTAL HEALTH:** Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<b>Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.</b>	Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.	78-79 (U6: L34)—talking to others about taking care of the environment, pollution 80-81 (U6: L35 with Form 6.4)—taking care of the environment, recycling 8-9 (U1: L4 with Forms 1.2-1.4)—practicing weather safety  ( <b>Family Newsletters</b> reinforce—Forms 6.5 & 1.6.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

Culture of peers, school and families for a healthier environment:

- 78-79 (U6: L34)—completing a energy-wasters scavenger hunt at home; leading by example with actual school/community cleanup activity
- 80-81 (U6: L35)—creating skit about pollution, recycling, conserving

**Story line models throughout text.**

**Culture, general:**

- 3 (U1: L1)—individuality, uniqueness (blue sidebar)
- 22-23 (U2: L10 with Forms 2.1 & 2.2)—different cultures eat different foods
- Entire story line & art show cultural diversity, e.g., ethnicities of characters
- See also multicultural (peach-colored) sidebars on pp. 3, 5, 7, 23, 25, 27, 29, 31, 35, 37, 39, 47, 49, 53, and 56.

**Media literacy, general:**

- 28-29 (U2: L13)—media influences food choices
- 66-67 (U5: L29)—media influences on ATOD behaviors
- 76-77 (U6: L33)—advertising strategies, “media literacy”
- **OL:**
  - ext. of U2: L13 and U6: L33, form 4.6—media influences on health
  - ext. of U4: L23 with form—media influence on family relationships
- **(Family Newsletter reinforces: Form 6.5)**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

78-79 (U6:L34)—home scavenger hunt for energy wasters (with implied parent involvement) with writing assignment and written and verbal assessment options  
80-81 (U6:L35 with Form 6.4)—small group “necessity” discussions and skits

**Story line models throughout text.**

**Communication practice:**

- **OL:** ext. of U4 with form—using and writing “I” messages, friendship, conflict resolution
- **OL:** ext. of U3: L18—sending positive messages to others
- 68-69 (U5: L30)—refusal skills
- 10-11 (U1: L5 with Form 1.5)—conflict resolution, avoiding potentially violent situations
- 18-19 (U1: L9)—being a good sport
- **OL:** ext. of U1:L9 with form—writing and sharing research paper or other product about safety
- 52-54 (U4: L23 with Form 4.1)—conflict resolution, family meetings
- 55-56 (U4: L24)—refusal skills
- **(Family Newsletter reinforces—Form 4.2)**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF HEALTHY EATING:** Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.</p>	<p>Explain the components of a balanced diet and their importance to growth and wellness.</p>	<p>(See <a href="http://www.wowhealth.org/teacher/#MyPyramid">http://www.wowhealth.org/teacher/#MyPyramid</a> for the latest dietary guidelines and food guide pyramid.)            16-17 (U1: L8)—healthy snacks (sidebar)            22-23 (U2: L10 with Forms 2.1 &amp; 2.2)—good nutrition            24-25 (U2: L11 with Form 2.3)—healthy eating habits            26-27 (U2: L12 with Forms 2.5-2.18)—reading food labels            30-31 (U2: L14)—healthy snacks</p> <p><b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U2: L14 with forms—finding balance through keeping personal fitness and eating logs</li> <li>• ext. of U2: L12 with form and Internet links—diet analysis re: 2005 dietary guidelines and My Pyramid.</li> </ul> <p>(Family Newsletters reinforce, see esp. Form 2.19; see also Forms 1.6, 3.1, 4.2, 5.2, 6.5.)</p> <p style="text-align: center;">○</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

- **OL:**
  - ext. of U2: L14 with forms—personal fitness and eating logs and self-assessment
  - ext. of U2: L12 with form and Internet links—diet analysis re: 2005 dietary guidelines and My Pyramid.
  - ext. of U4: L20-L21 with form—stress management action plan [vs. stress-eating]
- (U2:L11 with Form 2.3)—self-brainstorming examples of what student can do to incorporate healthy choices into his/her life.

**See also:**

- **OL:** ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences
- **Characters in story line model self-management skills and choices throughout text.**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p>28-29 (U2: L13)—media influences food choices                  22-23 (U2: L10 with Forms 2.1 &amp; 2.2)—different cultures eat different foods</p> <p><b>Culture, General:</b></p> <ul style="list-style-type: none"> <li>• 3 (U1: L1)—individuality, uniqueness (blue sidebar)</li> <li>• Entire story line &amp; art show cultural diversity, e.g., ethnicities of characters</li> <li>• See also multicultural (peach-colored) sidebars on pp. 3, 5, 7, 23, 25, 27, 29, 31, 35, 37, 39, 47, 49, 53, and 56.</li> </ul> <p><b>Media literacy, general:</b></p> <ul style="list-style-type: none"> <li>• 66-67 (U5: L29)—media influences on ATOD behaviors</li> <li>• 76-77 (U6: L33)—advertising strategies, “media literacy”</li> <li>• <b>OL:</b> <ul style="list-style-type: none"> <li>○ ext. of U2: L13 and U6: L33 with form—media influences on health</li> <li>○ ext. of U4: L23 with form—media influence on family relationships</li> </ul> </li> <li>• (<b>Family Newsletter</b> reinforces: Form 6.5)</li> </ul>
	<p>Demonstrate ability to use goal-setting skills to enhance health and safety.</p>	<p><b>OL:</b></p> <ul style="list-style-type: none"> <li>• ext. of U2: L14 with forms—personal fitness and eating logs and self-assessment</li> <li>• ext. of U4: L20-21 with form—stress management action plan [vs. “stress eating”]</li> </ul> <p><b>Goal-setting, general:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U1: L2 with form—personal hygiene plan</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

28-29 (U2:L13)—creating advertisement to advocate for healthful eating.

**OL:** ext. of U2:L13 and U6:L33 with form—media influences on health 30-31 (U2:L14)—writing and sharing response to student text.

## Advocacy, General:

- **Modeled throughout story line.**
- **Focus of:**
  - 78-79 (U6: L34)—talk to others about taking care of the environment, pollution
  - 80-81 (U6: L35 with Form 6.4)—taking care of the environment, recycling
  - 68-69 (U5: L30)—setting a good example, being a good role model re: alcohol
  - **OL:** ext. of U3: L19 with forms—communicating and advocating for health-promoting concepts
  - 50-51 (U4: L22)—knowing the difference between safe and unsafe behaviors and helping others to know it too
  - 74-75 (U6: L32)—helping others, volunteering in the community
  - (Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Form 2.19.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH:** Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p><b>Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.</b></p>	<p>Explain the key components of mental, social and emotional health.</p>	<p>Unit 4's focus:</p> <ul style="list-style-type: none"> <li>• <b>46-47 (U4:L20)—coping with change</b></li> <li>• <b>48-49 (U4: L21)—feelings</b></li> <li>• <b>50-51 (U4: L22)—decision-making skills</b></li> <li>• <b>52-54 (U4: L23 with Form 4.1)—conflict resolution, family meetings</b></li> <li>• <b>55-56 (U4: L24)—verbal and nonverbal refusal skills</b></li> <li>• <b>OL:</b> <ul style="list-style-type: none"> <li>○ ext. of U4 with form—writing and using "I" messages, friendship, conflict resolution</li> <li>○ ext. of U4: L20-L21 with form—stress management action plan</li> </ul> </li> </ul> <p>Also focus of:</p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U3: L18—self-esteem</li> <li>• <b>68-69 (U5: L30)—practicing refusal skills</b></li> <li>• 10-11 (U1: L5 with Form 1.5)—respect, conflict resolution, avoiding potentially violent situations</li> <li>• 18-19 (U1: L9)—being a good sport</li> </ul> <p><b>Story line models throughout text.</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

OL: ext. of U1: L9 with form—writing and sharing research paper or other product about safety

Research Experiences:

**Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:**

- 46-47 (U4:L20)—using a timeline
- 34-35 (U3: L15)—accessing the Internet, library, encyclopedias, and the like to write a report
- 6-7 (U1: L3)—investigating newspaper and magazine ads, charting information
- 22-23 (U2: L10 with Forms 2.1 & 2.2)—exploring 6 types of nutrients, charting information
- OL: ext. of U3: L19—reading medical diagrams
- 19 (U1: L9)—reading the “PRICE” chart
- 25 (U2: L11 with Form 2.3)—reading the “ABCs of Health”
- 27 (U2: L12 with Forms 2.5-2.18)—reading food labels
- 55-56, 6-7, 8-9, 16-17, 44, 74-75, 76-77, 79—gleaning health facts from cartoons.

Story line models throughout, esp. peer characters accessing information:

- 46-47 (U4:L20)—counselor and teacher as resources for mental health/emotional support
- 6-7 (U1: L3)—dentist as source of valid health information
- 12-13 (U1: L6)—PE teacher as source of valid health information
- 38-39 (U3: L17)—doctor as resource for valid health information
- 72-73 (U6: L31 with Forms 6.1-6.3)—health professionals as valid sources of information

See also:

**52-53 (U4:L23 with Form 4.1)—building listening skills**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

**Unit 4 focuses** especially on teaching effective communication skills for mental, social, and emotional health, e.g:

- 52-54 (U4: L23 with Form 4.1, including role-playing body language & creating comic strips depicting successful conflict resolution)—nonverbal/verbal communication, conflict resolution, listening skills, family meetings
- 55-56 (U4: L24, including writing and role-playing refusal situations)—verbal and nonverbal refusal skills
- **OL:** ext. of U4 with form—using and writing “I” messages, friendship, conflict resolution
- (**Family Newsletter** reinforces—Form 4.2)
- Regarding mental, social, and emotional health, the **story line models** effective communication **throughout the text.**

**Also focus of:**

- **OL:** ext. of U3: L18—sending positive messages to others
- 10-11 (U1: L5 with Form 1.5)—respect, conflict resolution, avoiding potentially violent situations
- 68-69 (U5: L30, including writing “How to Be a Drug-Free Me” poems)—practicing refusal skills
- 58-59 (U5: L25, including verbally sharing drawings and captions)—how to stay drug free
- 18-19 (U1: L9)—being a good sport

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF PHYSICAL ACTIVITY:** Acquire knowledge and skills to understand the role physical activity has in promoting health.

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"</b>
Demonstrate accessing information skills while understanding the components of physical activity.	Explain the impact physical activity has on maintaining and/or improving health and well-being.	<b>12-13 (U1: L6), 14-15 (U1: L7), 16-17 (U1: L8)—importance of exercise</b> <b>OL: ext. of U3: L18—importance of exercise to weight management</b>  Physical activity (yellow) sidebars explain and promote, <b>see esp: pp. 19, 31, 47 (left-hand), 50-51, 59, 67, 83 (right-hand); see also these yellow sidebars, which encourage physical activity pp. 7, 29, 37, 47 (right-hand), 54, 65, 75, 77, 83 (left-hand).</b>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

OL: ext. of U3: L19—reading medical diagrams re: skeletal and muscular systems  
34-35 (U3: L15)—accessing the Internet, library, encyclopedias, and the like to write a report  
36-37 (U3:L16)—using research reports  
38-39 (U3:L17)—interpreting clues  
19 (U1: L9)—reading the “PRICE” chart  
OL: ext. of U1: L9 with form—writing and sharing research paper or other product about safety

Additional Research Experiences:

**Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:**

- 6-7 (U1: L3)—investigating newspaper and magazine ads, charting information
- 22-23 (U2: L10 with Forms 2.1 & 2.2)—exploring 6 types of nutrients, charting information
- 25 (U2: L11 with Form 2.3)—reading the “ABCs of Health”
- 27 (U2: L12 with Forms 2.5-2.18)—reading food labels
- 6-7, 8-9, 16-17, 44, 55-56, 74-75, 76-77, 79—gleaning health facts from cartoons.

Story line models throughout, esp. peer characters accessing information:

- 12-13 (U1: L6)—PE teacher as source of valid health information
- 6-7 (U1: L3)—dentist as source of valid health information
- 38-39 (U3: L17)—doctor as resource for valid health information
- 46-47 (U4:L20)—counselor and teacher as resources for mental health/emotional support
- 72-73 (U6: L31 with Forms 6.1-6.3)—health professionals as valid sources of information

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**PROMOTION OF SEXUAL HEALTH:** Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with "OL"
-------------------------	-------------------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.

Explain the key components to sexual health and their relationship to lifetime health and wellness.

(Optional Materials tab, all: **Basic materials to promote understanding of the physical, psychological, and emotional changes during puberty as well as reproductive anatomy.**)

Unit 3 provides foundation for health promotion and disease prevention, esp:

- **34-35 (U3: L15)—chronic vs. communicable diseases**
- **38-39 (U3: L17)—communicable diseases, antibodies, pathogens, viruses**
- **OL:**
  - **ext. of U3: L15-17 with forms—common health problems**
  - **ext. of U3: L17 with form—immunizations and records of**
    - ext. of U1: L2 with form—hygiene plan
    - ext. of U1: L8-L9 with forms—role-playing situations 3 & 5.
    - ext. of U1: L9 with form—writing and sharing research paper or other product about safety
- **(Family Newsletter reinforces: Form 3.1.)**

Unit 4 provides foundation for emotional, social, mental wellness, esp:

- **48-49 (U4: L21)—feelings**
- **50-51 (U4: L22)—decision-making skills**
- **52-54 (U4: L23 with Form 4.1)—conflict resolution**
- **55-56 (U4: L24)—verbal and nonverbal refusal skills**
- **OL:**
  - ext. of U4 with form—communication, friendship, conflict resolution
  - ext. of U4: L20-L21 with form—stress management action plan

Also focus of:

- **66-67 (U5: L29 with Form 5.1)—refusal skills, general**
- **68-69 (U5: L30)—practicing refusal skills**
- 10-11 (U1: L5 with Form 1.5)—respect, conflict resolution, avoiding potentially violent situations

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

**34-35 (U3: L15)—accessing the Internet, library, encyclopedias, and the like to write a report about a disease**

**36-37 (U3:L16)—using research reports about disease**  
Optional Materials tab—puberty booklets & OL: ext. of U3:  
**L19—reading medical diagrams**

**38-39 (U3:L17)—interpreting clues**

**19 (U1: L9)—reading the “PRICE” chart**

OL: ext. of U1: L9 with form—writing and sharing research paper or other product about safety

Additional Research Experiences:

**Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:**

- **6-7 (U1: L3)—investigating newspaper and magazine ads, charting information**
- **22-23 (U2: L10 with Forms 2.1 & 2.2)—exploring 6 types of nutrients, charting information**
- **25 (U2: L11 with Form 2.3)—reading the “ABCs of Health”**
- **27 (U2: L12 with Forms 2.5-2.18)—reading food labels**
- **6-7, 8-9, 16-17, 44, 55-56, 74-75, 76-77, 79—gleaning health facts from cartoons.**

Story line models throughout, esp. peer characters accessing information:

- **38-39 (U3: L17)—doctor as resource for valid health information**
- **46-47 (U4:L20)—counselor and teacher as resources for mental health/emotional support**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p><b>OL:</b> ext. of U3: L18—sending positive messages to others            40-41 (U3: L18)—talking to family about the life cycle, growing up            46-47 (U4: L20)—talking to a teacher, friend, or counselor if you need help dealing with changes 38-39 (U3: L17)—talking to a doctor when you're sick            34 (U3: L15)—talking to parents about whether or not to take medication</p> <p><b>Unit 4 focuses</b> especially on teaching effective communication skills for mental, social, and emotional health, e.g:</p> <ul style="list-style-type: none"> <li>• 52-54 (U4: L23 with Form 4.1, including role-playing body language &amp; creating comic strips depicting successful conflict resolution)—nonverbal/verbal communication, conflict resolution, listening skills, family meetings</li> <li>• 55-56 (U4: L24, including writing and role-playing refusal situations)—verbal and nonverbal refusal skills</li> <li>• <b>OL:</b> ext. of U4 with form— using and writing “I” messages, friendship, conflict resolution</li> <li>• (Family Newsletter reinforces—Form 4.2)</li> <li>• Regarding mental, social, and emotional health, the <b>story line models</b> effective communication <b>throughout the text.</b></li> </ul> <p><b>Also focus of:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> ext. of U1:L9 with form—writing and sharing research paper or other product about safety</li> <li>• 10-11 (U1: L5 with Form 1.5)—respect, conflict resolution, avoiding potentially violent situations</li> <li>• 68-69 (U5: L30, including writing “How to Be a Drug-Free Me” poems)—practicing refusal skills</li> <li>• 58-59 (U5: L25, including verbally sharing drawings and captions)—how to stay drug free</li> <li>• 18-19 (U1: L9)—being a good sport</li> </ul>
	<p>Demonstrate ability to use decision-making skills to enhance health and safety.</p>	<p><b>50-51 (U4: L22)—practicing decision-making skills, identifying safe vs. unsafe behaviors, writing decision-making practice scripts</b>  <b>68-69 (U5: L30)—exploring consequences of making a bad decision, practicing refusal skills</b>  <b>OL: ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences</b>  <b>(Family Newsletter reinforces: Form 4.2.)</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**UNINTENTIONAL INJURY PREVENTION:** Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"
<p>Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.</p>	<p>Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.</p>	<p>50-51 (U4: L22)—decision-making, safe v unsafe behaviors  <b>OL:</b> ext. of U1: L8-9 with forms—role-playing safety-promoting responses            8-9 (U1: L4 with Forms 1.2-1.4)—weather safety, first aid</p> <p><b>Related Interpersonal Skills:</b></p> <ul style="list-style-type: none"> <li>• 10-11 (U1: L5 with Form 1.5)—respect; conflict resolution</li> <li>• 48-49 (U4: L21)—feelings</li> <li>• 52-54 (U4: L23 with Form 4.1)—conflict resolution</li> <li>• 55-56 (U4: L24)—refusal skills</li> <li>• 68-69 (U5: L30)—consequences, refusal skills</li> <li>• <b>OL:</b> ext. of U3: L18—acceptance</li> </ul> <p><b>ATOD abuse prevention, see esp:</b></p> <ul style="list-style-type: none"> <li>• 58-61 (U5: L25-L26)—drugs &amp; alcohol</li> <li>• 64-65 (U5: L28)—inhalants</li> </ul> <p>(<b>Family Newsletters</b> reinforce, see esp. Forms 1.6, 4.2, 5.2.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

Demonstrate ability to access valid health related information.

**OL: ext. of U1: L9 with form—writing and sharing research paper or other product about safety**  
**19 (U1: L9)—reading the “PRICE” chart**  
**34-35 (U3: L15)—accessing the Internet, library, encyclopedias, and the like to write a report**  
**36-37 (U3:L16)—using research reports**  
**OL: ext. of U3: L19—reading medical diagrams, skeletal and muscular systems**  
**Optional Materials tab—reading medical diagrams (puberty booklets)**  
**38-39 (U3:L17)—interpreting clues**

Additional Research Experiences:

**Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:**

- **6-7 (U1: L3)—investigating newspaper and magazine ads, charting information**
- **22-23 (U2: L10 with Forms 2.1 & 2.2)—exploring 6 types of nutrients, charting information**
- **25 (U2: L11 with Form 2.3)—reading the “ABCs of Health”**
- **27 (U2: L12 with Forms 2.5-2.18)—reading food labels**
- **44, 6-7, 8-9, 16-17, 55-56, 74-75, 76-77, 79—gleaning health facts from cartoons.**

Story line models throughout, esp. peer characters accessing information:

- **38-39 (U3: L17)—doctor as resource for valid health information**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

## OL:

- ext. of U1: L8-L9 with forms—role-playing situations re: safety
- ext. of U1: L9 with form—writing and sharing research paper or other product about safety
- ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences

18-19 (U1: L9)—safety, first aid

50-51 (U4: L22)—decision-making skills

55-56 (U4: L24)—refusal skills

68-69 (U5: L30)—consequences, refusal skills

## Self-management a focus of:

### • OL:

- ext. of U2: L14 with forms—personal fitness and eating logs and self-assessment
- ext. of U1: L2 with form—hygiene plan
- ext. of U4: L20-L21 with form—stress management action plan
- ext. of U2: L12 with form and Internet links—diet analysis re: 2005 dietary guidelines and My Pyramid.

## See also:

- **Story line models throughout**—the importance of assuming responsibility for personal health habits and safe choices.
- (Family **Newsletters** reinforce, see esp. Form 1.6—safety, 4.2—decision-making skills, & Form 5.2—refusal skills.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

18-19 (U1: L9)—role-playing safety skits  
**OL:** ext. of U1:L9 with form—writing and sharing research paper or other product about safety  
16-17 (U1: L8)—discerning fact vs. opinion re: safety

**Communication practice:**

- **OL:** ext. of U3: L18—sending positive messages to others, self-esteem
- 52-54 (U4: L23 with Form 4.1, including role-playing body language & creating comic strips depicting successful conflict resolution)—nonverbal/verbal communication, conflict resolution, listening skills, family meetings
- 55-56 (U4: L24, including writing and role-playing refusal situations)—verbal and nonverbal refusal skills
- **OL:** ext. of U4 with form—using and writing “I” messages, friendship, conflict resolution
- 68-69 (U5: L30, including writing “How to Be a Drug-Free Me” poems)—practicing refusal skills
- 58-59 (U5: L25, including verbally sharing drawings and captions)—how to stay drug free

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	<p>Demonstrate ability to use goal-setting skills to enhance health and safety.</p>	<p><b>Implied goals of staying safer:</b></p> <ul style="list-style-type: none"> <li>• <b>50-51 (U4: L22)—practicing decision-making skills, identifying safe vs. unsafe behaviors, writing decision-making practice scripts</b></li> <li>• <b>68-69 (U5: L30)—exploring consequences of making a bad decision, practicing refusal skills</b></li> <li>• <b>OL: ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences</b></li> </ul> <p><b>Additional goal-setting practice:</b></p> <ul style="list-style-type: none"> <li>• <b>OL:</b> <ul style="list-style-type: none"> <li>• ext. of U2: L14 with forms—personal fitness and eating logs and self-assessment</li> <li>• ext. of U4: L20-21 with form—stress management action plan</li> <li>• ext. of U1: L2 with form—personal hygiene plan</li> </ul> </li> </ul>
	<p>Demonstrate ability to use decision-making skills to enhance health and safety.</p>	<p><b>50-51 (U4: L22)—practicing decision-making skills, identifying safe vs. unsafe behaviors, writing decision-making practice scripts</b>  <b>68-69 (U5: L30)—exploring consequences of making a bad decision, practicing refusal skills</b>  <b>OL: ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences</b>  <b>(Family Newsletter reinforces: Form 4.2.)</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**VIOLENCE AND SUICIDE PREVENTION:** Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals	Content Standards	Student Edition (Teacher Edition) On-line marked with "OL"
<p>Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Story line models throughout text.</p> <p>Violence prevention:</p> <ul style="list-style-type: none"> <li>• 10-11 (U1: L5 with Form 1.5)—respect, conflict resolution, avoiding potentially violent situations</li> <li>• <b>52-54 (U4: L23 with Form 4.1)—conflict resolution</b></li> <li>• OL:             <ul style="list-style-type: none"> <li>○ ext. of U4 with form—writing and using "I" messages, friendship, conflict resolution</li> <li>○ ext. of U4: L20-L21 with form—stress management action plan</li> </ul> </li> <li>• <b>55-56 (U4: L24) &amp; 68-69 (U5: L30)—verbal and nonverbal refusal skills</b></li> <li>• 18-19 (U1: L9)—being a good sport</li> <li>• (Family Newsletter reinforces—Form 1.4.)</li> </ul> <p>Mental, emotional wellness (ultimately related to suicide prevention) is focus of Unit 4:</p> <ul style="list-style-type: none"> <li>• <b>46-47 (U4:L20)—coping with change</b></li> <li>• <b>48-49 (U4: L21)—feelings</b></li> <li>• <b>50-51 (U4: L22)—decision-making skills</b></li> <li>• <b>52-54 (U4: L23 with Form 4.1)—conflict resolution, family meetings</b></li> <li>• <b>55-56 (U4: L24)—setting healthy boundaries, verbal and nonverbal refusal skills</b></li> <li>• OL:             <ul style="list-style-type: none"> <li>○ ext. of U4 with form—writing and using "I" messages, friendship, conflict resolution</li> <li>○ ext. of U4: L20-L21 with form—stress management action plan</li> </ul> </li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.

## OL:

- ext. of U1: L8-L9 with forms—role-playing situations re: safety
- ext. of U4: L22-24 and U5: L25-28 with form—analyzing risky behaviors, consequences
- ext. of U1: L9 with form—safety

18-19 (U1: L9)—safety, first aid

50-51 (U4: L22)—decision-making skills

55-56 (U4: L24)—refusal skills

68-69 (U5: L30)—consequences, refusal skills

## Self-management a focus of:

### • OL:

- ext. of U2: L14 with forms—personal fitness and eating logs and self-assessment
- ext. of U1: L2 with form—hygiene plan
- ext. of U4: L20-L21 with form—stress management action plan
- ext. of U2: L12 with form and Internet links—diet analysis re: 2005 dietary guidelines and My Pyramid.

## See also:

- **Story line models throughout**—the importance of assuming responsibility for personal health and safe choices.
- **(Family Newsletters** reinforce, see esp. Form 1.6—safety, 4.2—decision-making skills, & Form 5.2—refusal skills.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

66-67 (U5: L29)—media influences on ATOD behaviors

### **Culture, General:**

- 3 (U1: L1)—individuality, uniqueness (blue sidebar)
- 22-23 (U2: L10 with Forms 2.1 & 2.2)—different cultures eat different foods
- Entire story line & art show cultural diversity, e.g., ethnicities of characters
- See also multicultural (peach-colored) sidebars on pp. 3, 5, 7, 23, 25, 27, 29, 31, 35, 37, 39, 47, 49, 53, and 56.

### **Media Literacy, General:**

- 28-29 (U2: L13)—media influences food choices
- 76-77 (U6: L33)—advertising strategies, “media literacy”
- **OL:**
  - ext. of U2: L13 and U6: L33 with form—media influences on health
  - ext. of U4: L23 with form—media influence on family relationships
- (**Family Newsletter** reinforces: Form 6.5)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

## **Service to others, one of the best antidepressants:**

- 74-75 (U6: L32)—helping others, volunteering in the community
- 78-79 (U6: L34)—talking to others about taking care of the environment, pollution
- 80-81 (U6: L35 with Form 6.4)—taking care of the environment, recycling
- **(Family Newsletter** reinforces—Form 6.5)
- (Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Form 1.6.)

## **Advocacy opportunities and examples:**

- **OL:**
  - ext. of U3: L19 with forms—communicating and advocating for health concepts
  - ext. of U1: L9 with form—ways to share information with others, writing and sharing research paper or other product about safety
- **Modeled throughout story line.**
- 68-69 (U5: L30)—setting a good example, being a good role model re: alcohol
- 50-51 (U4: L22)—knowing the difference between safe and unsafe behaviors and help others to know it too

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

## 5<sup>TH</sup> GRADE

### HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	STUDENT EDITION <sup>1</sup> (TEACHER EDITION) On-Line marked with “OL”
<p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.</p>	<p><b>Accessing Information</b> Demonstrate ability to access valid health and safety related information.</p> <p><b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><b>Goal Setting</b> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><b>Decision Making</b> Demonstrate ability to use decision making skills to enhance health and safety.</p> <p><b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p> <p>Demonstrate positive communication skills.</p> <p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</p> <p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to make positive health and safety decisions.</p> <p>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</p>	<p>Look under each topic below (ATOD, environmental health, etc.) for specific examples related to the general content standards listed here under “Health Skills,” because these recur throughout the various topics:</p> <ul style="list-style-type: none"> <li>- Accessing Information</li> <li>- Self-Management</li> <li>- Analyzing Influences</li> <li>- Interepersonal Communication</li> <li>- Goal Setting</li> <li>- Decision making</li> <li>- Advocacy</li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

**ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION:** Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Student Edition (Teacher Edition) On-line marked with "OL"
Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the	Explain the impact of alcohol, tobacco and other drug use on health and well-being.	Identify school policies and community laws related to alcohol, tobacco and other drug use, possession, and sales.	<b>OL:</b> ext. of U5: L26 with Form 5.2—school policies and community laws related to ATOD use, possession, and sales 60-61 (U5: L26 with Form 5.2)—community laws re: use/possession; health consequences of ATODs 62-63 (U5: L27 with Form 5.3)—role-playing

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

impact of drug prevention.

Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.

40-41 (U4, L17)—conflict resolution, family relationships, family meetings  
50-51 (U4, L22 with Forms 4.4 & 4.5)—using “I” messages, avoiding conflict;  
4-5 (U1, L2 with Form 1.3)—conflict resolution  
**54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts re: peer pressure and ATODs**  
62-63 (U5: L27 with Form 5.3)—role-playing  
64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs  
60-61 (U5: L26 with Form 5.2)—creating a game about short- and long-term effects of ATODs  
58-59 (U5: L25)—writing and sharing a newspaper article re: ATODs

**OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use

**Good listening and communication modeled throughout text.**

**(Family Newsletters** reinforce: Form 4.6, 5.5.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

## Media investigations and applications:

- 54-55 (U5, L23)—media influences re: ATODs, violence
- 70-71 (U6, L30)—“media literacy”
- 72-73 (U6, L31 with Form 6.1)—advertising strategies
- **OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use 70-71
- 44-45 (U4, L19)—media influences on family and social relationships, including that re: ATODs [lower right-hand blue sidebar]
- 2-3 (U1, L1 with Form 1.2)—being a smart consumer
- 26-27 (U2, L12 with Form 2.6)—advertising techniques, being a smart consumer
- (**Family Newsletters** reinforce: Forms 1.9, 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

Create an advocacy campaign at school to follow school rules regarding alcohol and tobacco use.

**OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use  
54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts re: peer pressure and ATODs; pledging to be drug-free  
62-63 (U5: L27 with Form 5.3)—role-playing  
64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs  
60-61 (U5: L26 with Form 5.2)—creating a game about short- and long-term effects of ATODs  
58-59 (U5: L25)—writing and sharing a newspaper article re: ATODs

**See also:** 76-77 (U6, L33)—advocating for the environment

**Modeled by characters throughout story line.**

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PREVENTION AND CONTROL OF DISEASE:** Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Student Edition (Teacher Edition) On-line marked with “OL”
<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p>	<p>[None]</p>	<p>34-35 (U3, L15 with Form 3.4)—prevent illness/promote health 36-37 (U3, L16 with Forms 3.5 &amp; 3.6)—illness, chronic vs. communicable diseases, germs</p> <p><b>Optional Materials tab:</b></p> <ul style="list-style-type: none"> <li>• HIV and AIDS Optional Lesson Plan (connected to optional supplement to WOW!)—how spread and not spread with Form O.1.</li> <li>• Optional Discussion Guide: HIV and AIDS—how spread and not spread</li> <li>• Optional Discussion Guide: Sexual Intercourse—including STDs, abstinence</li> <li>• Parent permission letter—Form O.2</li> </ul> <p>(Family Newsletters reinforce, see esp. Form 3.7; see also Forms 1.9, 2.10, 4.6, 5.5, 6.3.)</p> <p><b>See also:</b></p> <ul style="list-style-type: none"> <li>• 2-3 (U1, L1 with Form 1.2)—hygiene</li> <li>• 12-15 (U1, L6-7)—health-related physical fitness</li> <li>• 18-19 (U2, L8)—snacks</li> <li>• 22-23 (U2, L10 with Form 2.4)—good nutrition &amp; physical activity</li> <li>• 24-25 (U2, L11 with Form 2.5)—good nutrition</li> <li>• 28-29 (U2, L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—reading food labels</li> <li>• 46-47 (U4, L20 with Form 4.3)—stress management</li> <li>• 50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—communication, avoiding conflict</li> <li>• 54-55 (U5, L23)—refusal skills, peer pressure</li> <li>• 56-57 (U5, L24 with Form 5.1)—refusal skills</li> <li>• 40-41 (U4, L17)—conflict resolution, family relationships, family meetings</li> <li>• 50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—using “I” messages, avoiding conflict</li> <li>• 4-5 (U1, L2 with Form 1.3)—conflict resolution</li> <li>• 54-57 (U5: L23-L24 with Form 5.1)—refusal skills re: peer pressure and ATODs</li> <li>• 64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs</li> <li>• 60-61 (U5: L26 with Form 5.2)—short- and long-term effects of ATODs</li> <li>• 58-59 (U5: L25)—inhalants</li> </ul> <p><b>Story line models throughout.</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	[None]	<p>14-15 (U1: L7 with Forms 1.7 &amp; 1.8) &amp; 22-23 (U2: L10 with Form 2.4)—logging physical activity 24-25 (U2: L11 with Form 2.5)—logging diet/eating habits 2-3 (U1: L1 with Form 1.2)—completing a personal hygiene chart 4-5 (U1: L2 with Form 1.3)—conflict resolution role-playing 6-7 (U1: L3 with Form 1.4)—problem-solving, e.g., situations 3 &amp; 4 on worksheet 28-29 (U2: L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—reading food labels 34-35 (U3: L15 with Form 3.4)—making health-promoting lifestyle choices, e.g., ATODs, physical in/activity, nutrition/moderation</p> <p><b>See also:</b> <b>OL:</b> ext. of U1: L5—including family involvement fire safety plan and role-playing refusal skills re: fire-starting with decision-making practice.</p>
--	--	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

[None]

**OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use  
54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts re: peer pressure and ATODs; pledging to be drug-free  
62-63 (U5: L27 with Form 5.3)—role-playing  
64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs  
60-61 (U5: L26 with Form 5.2)—creating a game about short- and long-term effects of ATODs  
58-59 (U5: L25)—writing and sharing a newspaper article re: ATODs

**See also:** 76-77 (U6, L33)—advocating for the environment

**Modeled by characters throughout story line.**

(Taking home **Family Newsletters** is an act of advocacy and they reinforce content, e.g., Form 1.9.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher's Guide.

**PROMOTION OF ENVIRONMENTAL HEALTH:** Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>BENCHMARK 2 (GRADE 5)</b>	<b>STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH "OL"</b>
<b>Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.</b>	Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.	[None]	74-75 (U6, L32 with Form 6.2)—taking care of the environment, recycling, reducing pollution 76-77 (U6, L33)—advocating for the environment 8-9 (U1, L4 with Forms 1.5 & 1.6)—weather safety ( <b>Family Newsletter</b> reinforces: Form 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p>	<p>[None]</p>	<p>Culture of peers, school and families for a healthier environment:</p> <ul style="list-style-type: none"><li>• 74-75 (U6, L32 with Form 6.2)—taking care of the environment, recycling, reducing pollution</li><li>• 76-77 (U6, L33)—advocating for the environment</li></ul> <p><b>Culture, general:</b></p> <ul style="list-style-type: none"><li>• 2-3 (U1, L1)—families are unique</li><li>• 18-19 (U2, L8) &amp; 20-21 (U2, L9 with Form 2.3a-b)—different cultures eat different foods</li><li>• Entire story line &amp; art show cultural diversity, e.g., ethnicities of characters</li><li>• See also multicultural (peach-colored) sidebars on pp. 13, 15, 19, 21, 22, 23, 24, 27, 41, 57, 65, 73</li></ul> <p><b>Media investigations and applications:</b></p> <ul style="list-style-type: none"><li>• 54-55 (U5, L23)—media influences re: ATODs, violence</li><li>• 70-71 (U6, L30)—“media literacy”</li><li>• 72-73 (U6, L31 with Form 6.1)—advertising strategies</li><li>• <b>OL:</b> ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use 70-71</li><li>• 44-45 (U4, L19)—media influences on family and social relationships, including that re: ATODs [lower right-hand blue sidebar]</li><li>• 2-3 (U1, L1 with Form 1.2)—being a smart consumer</li><li>• 26-27 (U2, L12 with Form 2.6)—advertising techniques, being a smart consumer</li><li>• <b>(Family Newsletters</b> reinforce: Forms 1.9, 6.3.)</li></ul>
--	---	---------------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p>[None]</p>	<p>74-75 (U6, L32 with Form 6.2)—sharing research about pollution laws 76-77 (U6, L33)—communicating to advocate for the environment 40-41 (U4, L17)—conflict resolution, family relationships, family meetings 50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—using “I” messages, avoiding conflict; 4-5 (U1, L2 with Form 1.3)—conflict resolution 54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts re: peer pressure and ATODs 62-63 (U5: L27 with Form 5.3)—role-playing 64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs 60-61 (U5: L26 with Form 5.2)—creating a game about short- and long-term effects of ATODs 58-59 (U5: L25)—writing and sharing a newspaper article re: ATODs</p> <p><b>Good listening and communication modeled by characters throughout text.</b></p> <p><b>OL:</b> ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use</p> <p><b>(Family Newsletters</b> reinforce: Form 4.6, 5.5.)</p>
--	--	---------------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF HEALTHY EATING:** Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 2 (GRADE 5)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
<p>Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.</p>	<p>Explain the components of a balanced diet and their importance to growth and wellness.</p>	<p>Explain how healthful eating habits can lead to wellness.</p>	<p><b>OL:</b> ext. of U2, L8—serving sizes re: MyPyramid, importance of moderation with goal-setting plan <b>[[to be written]]</b></p> <p>(See <a href="http://www.wowhealth.org/teacher/#MyPyramid">http://www.wowhealth.org/teacher/#MyPyramid</a> for the latest dietary guidelines and food guide pyramid.)</p> <p>18-19 (U2, L8)—healthy snacks boost energy            22-23 (U2, L10 with Form 2.4)—balance good nutrition with physical activity, improving both short- and long-term health            24-25 (U2, L11 with Form 2.5)—good nutrition includes variety for optimal wellness; logging diet/eating habits            28-29 (U2, L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—reading food labels            20-21 (U2, L9 with Form 2.3a-b)—nutrients, serving sizes  <b>(Family Newsletters</b> encourage family involvement: Forms 2.10, 1.9, 3.7, 4.6, 5.5, 6.3.)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	<p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p>	<p>[None]</p>	<p>24-25 (U2, L11 with Form 2.5)—logging diet/eating habits; good nutrition includes variety for optimal wellness                  28-29 (U2: L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—reading food labels                  22-23 (U2: L10 with Form 2.4)—balancing good nutrition with physical activity; logging physical activity</p> <p><b>See also:</b></p> <ul style="list-style-type: none"> <li>• 14-15 (U1: L7 with Forms 1.7 &amp; 1.8)—logging physical activity</li> <li>• 2-3 (U1: L1 with Form 1.2)—completing a personal hygiene chart</li> <li>• 4-5 (U1: L2 with Form 1.3)—conflict resolution role-playing</li> <li>• 6-7 (U1: L3 with Form 1.4)—problem-solving, e.g., situations 3 &amp; 4 on worksheet</li> <li>• 34-35 (U3: L15 with Form 3.4)—making health-promoting lifestyle choices, e.g., ATODs, physical in/activity, nutrition/moderation</li> <li>• <b>OL:</b> ext. of U1: L5—including family involvement fire safety plan and role-playing refusal skills re: fire-starting with decision-making practice.</li> </ul>
--	---	---------------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

Describe how media, cultural and family influences encourage healthy eating practices.

Cultural and family influences re: healthy eating practices:

- 18-19 (U2, L8)
- 20-21 (U2, L9 with Form 2.3a-b)
- **(Family Newsletters** encourage family involvement: Forms 2.10, 1.9, 3.7, 4.6, 5.5, 6.3.)

Media influences re: healthy eating practices:

- 26-27 (U2, L12 with Form 2.6)—advertising techniques, being a smart consumer
- **(Family Newsletter** reinforces both media and cultural influences: Form 2.10.)

**Culture, general:**

- 2-3 (U1, L1)—families are unique
- Entire story line & art show cultural diversity, e.g., ethnicities of characters
- See also multicultural (peach-colored) sidebars, esp. on pp. 21, 22, 23, 24, 27, and on pp. 13, 15, 19, 41, 57, 65, 73.

**Media investigations and applications:**

- 72-73 (U6, L31 with Form 6.1)—advertising strategies
- 2-3 (U1, L1 with Form 1.2)—being a smart consumer
- **OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use 70-71
- 54-55 (U5, L23)—media influences re: ATODs, violence
- 70-71 (U6, L30)—“media literacy”
- 44-45 (U4, L19)—media influences on family and social relationships, including that re: ATODs [lower right-hand blue sidebar]
- **(Family Newsletter** reinforces: Form 6.3.)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to use goal-setting skills to enhance health and safety.	[None]	<p><b>OL:</b> ext. of U2: L8—serving sizes re: MyPyramid, importance of moderation with goal-setting plan 24-25 (U2, L11 with Form 2.5)—logging diet/eating habits; good nutrition includes variety for optimal wellness 22-23 (U2: L10 with Form 2.4)—balancing good nutrition with physical activity; logging physical activity 34-35 (U3: L15 with Form 3.4)—making health-promoting lifestyle choices, e.g., nutrition/moderation 14-15 (U1: L7 with Forms 1.7 &amp; 1.8)—logging physical activity</p> <p><b>See also:</b></p> <ul style="list-style-type: none"><li>• 28-29 (U2: L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—reading food labels</li><li>• 2-3 (U1: L1 with Form 1.2)—completing a personal hygiene chart</li></ul>
--	--	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	Demonstrate the ability to advocate for personal, family and community health and safety.	[None]	<p>20-21 (U2: L9 with Form 2.3a-b)—making posters to promote healthful eating; also, defending breakfast in discussion</p> <p>See also:</p> <ul style="list-style-type: none"><li>• <b>OL:</b> ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use</li><li>• 54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts re: peer pressure and ATODs; pledging to be drug-free</li><li>• 62-63 (U5: L27 with Form 5.3)—role-playing</li><li>• 64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs</li><li>• 60-61 (U5: L26 with Form 5.2)—creating a game about short- and long-term effects of ATODs</li><li>• 58-59 (U5: L25)—writing and sharing a newspaper article re: ATODs</li><li>• 76-77 (U6, L33)—advocating for the environment</li></ul> <p><b>Modeled by characters throughout story line.</b></p> <p>(Taking home <b>Family Newsletters</b> is an act of advocacy and they reinforce content, e.g., Form 2.10.)</p>
--	---	--------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH:** Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Student Edition (Teacher Edition) On-Line marked with “OL”
<p><b>Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.</b></p>	<p>Explain the key components of mental, social and emotional health.</p>	<p><b>[None]</b></p>	<p>Unit 4’s focus:</p> <ul style="list-style-type: none"> <li>• 40-41 (U4, L17)—conflict resolution, family relationships, family meetings</li> <li>• 42-43 (U4: L18 with Forms 4.1 &amp; 4.2)—coping with change; stress management</li> <li>• 44-45 (U4: L19)—friendships; media influence on relationships</li> <li>• 46-47 (U4: L20 with Form 4.3)—stress management</li> <li>• 48-49 (U4: L21)—making good decisions</li> <li>• 50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—using “I” messages, avoiding conflict</li> </ul> <p><b>See also:</b></p> <ul style="list-style-type: none"> <li>• 4-5 (U1, L2 with Form 1.3)—conflict resolution</li> <li>• 54-57 (U5: L23-L24 with Form 5.1)—refusal skills</li> <li>• 64-65 (U5: L28 with Form 5.4)—positive stress management; focusing on personal goals instead of using ATODs</li> </ul> <p><b>Good listening and communication modeled throughout text.</b></p> <p>(Family Newsletters <b>reinforce: Form 4.6, 5.5.</b>)</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to access valid health and safety related information.	<b>[None]</b>	<p><b>40-41 (U4: L17)—taking two-column notes</b> <b>44-45 (U4: L19)—taking two-column notes</b></p> <p>Additional research experiences: <b>Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:</b></p> <ul style="list-style-type: none"><li>• 32-33 (U3, L14 with Forms 3.1, 3.2, 3.3)—reports, diagrams</li><li>• 21 &amp; 27—reading chart/table</li><li>• 28-29 (U2, L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—accessing food labels</li><li>• 24-25 (U2, L11 with Form 2.5)—reading menu, traded food logs, magazines</li><li>• 70-71 (U6, L30)—reading ads</li><li>• 74-75 (U6, L32 with Form 6.2)—using Internet</li><li>• 20-21 (U2: L9 with Form 2.3a-b)—Internet research</li></ul> <p>Accessing community resources:</p> <ul style="list-style-type: none"><li>• 66-67 (U5, L29)—school and community resources for drug prevention and treatment</li><li>• 70-71 (U6, L30)—government health agencies</li><li>• <b>(Family Newsletters reinforce—Forms 5.5, 6.3.)</b></li></ul>
--	--	---------------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p><b>[None]</b></p>	<p>40-41 (U4, L17)—conflict resolution, family relationships, family meetings 50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—using “I” messages, avoiding conflict; 4-5 (U1, L2 with Form 1.3)—conflict resolution 54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts 64-65 (U5: L28 with Form 5.4)—making “Just Say No” posters 62-63 (U5: L27 with Form 5.3)—role-playing 60-61 (U5: L26 with Form 5.2)—communicating through creating a game 58-59 (U5: L25)—writing and sharing a newspaper article <b>OL:</b> ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use</p> <p><b>Good listening and communication modeled by characters throughout text.</b></p> <p><b>(Family Newsletters reinforce: Form 4.6, 5.5.)</b></p>
--	--	----------------------	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF PHYSICAL ACTIVITY:** Acquire knowledge and skills to understand the role physical activity has in promoting health.

<b>COMMON CURRICULUM GOALS</b>	<b>CONTENT STANDARDS</b>	<b>BENCHMARK 2 (GRADE 5)</b>	<b>STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”</b>
<p>Demonstrate accessing information skills while understanding the components of physical activity.</p>	<p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p>	<p>[None]</p>	<p><b>12-13 (U1: L6)—components of health-related physical fitness; benefits of physical activity</b>  <b>14-15 (U1: L7 with Forms 1.7 &amp; 1.8)—physical activity program guidelines with benefits</b>  <b>33-34 (U3: L15 with Form 3.4)—relaxation/stress management, health promotion plan</b>  <b>49—review of health-related fitness (lower blue sidebar)</b>  <b>78-79 (U6: L34)—participation in physical activity</b></p> <p>See also, yellow sidebars, which encourage physical activity and understanding of how it improves health and well-being:</p> <ul style="list-style-type: none"> <li>• <b>3—energizes the brain</b></li> <li>• <b>12—skill-related physical fitness</b></li> <li>• <b>29—10,000 steps</b></li> <li>• <b>35 (top)—flexibility training</b></li> <li>• <b>43 (left)—health-related fitness</b></li> <li>• <b>73—aerobic activity</b></li> </ul>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate ability to access valid health and safety related information.	[None]	<p><b>32-33 (U3, L14 with Forms 3.1, 3.2, 3.3)—reports, diagrams</b></p> <p>Additional research experiences: <b>Student text and supporting lessons in Teacher Edition offer a multitude of opportunities for students to select and use a variety of appropriate reference materials, including multiple representations of information, such as charts and diagrams, to gather valid health information, see esp:</b></p> <ul style="list-style-type: none"><li>• <b>40-41 (U4: L17)—taking two-column notes</b></li><li>• 44-45 (U4: L19)—taking two-column notes</li><li>• 21 &amp; 27—reading chart/table</li><li>• 28-29 (U2, L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—accessing food labels</li><li>• 24-25 (U2, L11 with Form 2.5)—reading menu, traded food logs, magazines</li><li>• 70-71 (U6, L30)—reading ads</li><li>• 74-75 (U6, L32 with Form 6.2)—using Internet</li><li>• 20-21 (U2: L9 with Form 2.3a-b)—Internet research</li></ul> <p>Accessing community resources:</p> <ul style="list-style-type: none"><li>• 66-67 (U5, L29)—school and community resources for drug prevention and treatment</li><li>• 70-71 (U6, L30)—government health agencies</li><li>• <b>(Family Newsletters reinforce—Forms 5.5, 6.3.)</b></li></ul>
--	--	--------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**PROMOTION OF SEXUAL HEALTH:** Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 2 (GRADE 5)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
<p>Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.</p>	<p>Explain the key components to sexual health and their relationship to lifetime health and wellness.</p>	<p><b>Describe physical, social and emotional changes that occur during puberty.</b></p>	<p>(Optional Materials tab:</p> <ul style="list-style-type: none"> <li>• Growing Up Optional Lesson Plan (connected to optional supplement to WOW! student text)—puberty education, including physical, social, emotional changes</li> <li>• Optional Discussion Guides: Growing Up... (5 versions)—puberty education, including physical, social, emotional changes</li> <li>• Optional Discussion Guide: Sexual Intercourse—including abstinence</li> <li>• Parent permission letter—Form O.2)</li> </ul> <p>2-3 (U1: L1 with Form 1.2)—hygiene issues during puberty</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to access valid health and safety related information.

**Identify people in the school or community who could provide valid health information about the changes that occur during puberty.**

**OL:** ext. of Optional Materials tab—identifying people in the school or community who could provide valid health information about the changes that occur during puberty.

See also:

- 70-71 (U6, L30)—government health agencies
- 66-67 (U5, L29)—school and community resources for drug prevention and treatment
- (Family Newsletters **reinforce—Forms 5.5, 6.3.**)

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p><b>[None]</b></p>	<p>40-41 (U4, L17)—conflict resolution, family relationships, family meetings            50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—using “I” messages, avoiding conflict            4-5 (U1, L2 with Form 1.3)—conflict resolution            54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts            64-65 (U5: L28 with Form 5.4)—making “Just Say No” posters            60-61 (U5: L26 with Form 5.2)—communicating through creating a game            58-59 (U5: L25)—writing and sharing a newspaper article            62-63 (U5: L27 with Form 5.3)—role-playing  <b>OL:</b> ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use</p> <p><b>Good listening and communication modeled by characters throughout text.</b></p> <p>(Family Newsletters reinforce: Form 4.6, 5.5.)</p>
	<p>Demonstrate ability to use decision-making skills to enhance health and safety.</p>	<p><b>[None]</b></p>	<p><b>48-49 (U4: L21)—practicing making health-promoting decisions</b>  <b>34-35 (U3: L15 with Form 3.4)—practicing making health-promoting lifestyle choices</b></p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**UNINTENTIONAL INJURY PREVENTION:** Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 2 (GRADE 5)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.	Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.	Identify ways to prevent fires and reduce the risk of injuries in case of fire.	<b>OL:</b> ext. of U1: L4 & U1: L5—nature of fire, how fires start, identify ways to prevent fires and reduce the risk of injuries in case of fire, including family involvement fire safety plan and peer tutoring through role-playing refusal skills re: fire-starting with decision-making practice
	Demonstrate ability to access valid health related information.	Access information on the nature of fire, how fires start, fire’s destructiveness and how fires can be prevented.	<b>OL:</b> ext. of U1: L4 & U1: L5—nature of fire, how fires start, identify ways to prevent fires and reduce the risk of injuries in case of fire, including family involvement fire safety plan and peer tutoring through role-playing refusal skills re: fire-starting with decision-making practice

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	[None]	<p><b>OL:</b> ext. of U1: L4 &amp; U1: L5—nature of fire, how fires start, identify ways to prevent fires and reduce the risk of injuries in case of fire, including family involvement fire safety plan and peer tutoring through role-playing refusal skills re: fire-starting with decision-making practice 4-5 (U1: L2 with Form 1.3)—conflict resolution role-playing 6-7 (U1: L3 with Form 1.4)—problem-solving</p> <p>Additional self-management practice:</p> <ul style="list-style-type: none"><li>• 2-3 (U1: L1 with Form 1.2)—completing a personal hygiene chart</li><li>• 14-15 (U1: L7 with Forms 1.7 &amp; 1.8)—logging physical activity</li><li>• 22-23 (U2: L10 with Form 2.4)—balancing good nutrition with physical activity; logging physical activity</li><li>• 24-25 (U2, L11 with Form 2.5)—logging diet/eating habits; good nutrition includes variety for optimal wellness</li><li>• 28-29 (U2: L13 with Forms 2.7a-b, 2.8 &amp; 2.9)—reading food labels</li><li>• 34-35 (U3: L15 with Form 3.4)—making health-promoting lifestyle choices, e.g., ATODs, physical in/activity, nutrition/moderation</li></ul>
--	--	--------	--

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p>Demonstrate how to respond to peers who may encourage you to misuse fire or fireworks.</p>	<p><b>OL:</b> ext. of U1: L4 &amp; U1: L5—nature of fire, how fires start, identify ways to prevent fires and reduce the risk of injuries in case of fire, including family involvement fire safety plan and peer tutoring through role-playing refusal skills re: fire-starting with decision-making practice          40-41 (U4, L17)—conflict resolution skills          50-51 (U4, L22 with Forms 4.4 &amp; 4.5)—using “I” messages, avoiding conflict          4-5 (U1, L2 with Form 1.3)—conflict resolution          54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts          64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs          62-63 (U5: L27 with Form 5.3)—role-playing</p>
--	--	---	---

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

	<p>Demonstrate ability to use goal-setting skills to enhance health and safety.</p>	<p>[None]</p>	<p><b>OL:</b> ext. of U1: L4 &amp; U1: L5—nature of fire, how fires start, identify ways to prevent fires and reduce the risk of injuries in case of fire, including family involvement fire safety plan and peer tutoring through role-playing refusal skills re: fire-starting with decision-making practice</p> <p><b>Implied goals of staying safer:</b></p> <ul style="list-style-type: none"> <li>• 4-5 (U1: L2 with Form 1.3)—conflict resolution role-playing</li> <li>• 6-7 (U1: L3 with Form 1.4)—problem-solving practice</li> <li>• 34-35 (U3: L15 with Form 3.4)—making health-promoting lifestyle choices, e.g., ATODs, physical in/activity, nutrition/moderation</li> </ul>
	<p>Demonstrate ability to use decision-making skills to enhance health and safety.</p>		<p><b>OL: ext. of U1: L4 &amp; U1: L5—nature of fire, how fires start, identify ways to prevent fires and reduce the risk of injuries in case of fire, including family involvement fire safety plan and peer tutoring through role-playing refusal skills re: fire-starting with decision-making practice</b></p> <p><b>48-49 (U4: L21)—practicing making health-promoting decisions</b></p> <p>34-35 (U3: L15 with Form 3.4)—practicing making health-promoting lifestyle choices</p>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc.Plus related teacher’s Guide.

**VIOLENCE AND SUICIDE PREVENTION:** Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 2 (GRADE 5)	STUDENT EDITION (TEACHER EDITION) ON-LINE MARKED WITH “OL”
Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.	Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.	Explain the role problem-solving, anger management and impulse control have on preventing violence.	6-7 (U1: L3 with Form 1.4)—problem-solving practice 50-51 (U4, L22 with Forms 4.4 & 4.5)—using “I” messages, conflict resolution skills 40-41 (U4, L17)—conflict resolution 4-5 (U1, L2 with Form 1.3)—conflict resolution skills 42-43 (U4: L18)—dealing with emotions appropriately 54-57 (U5: L23-L24 with Form 5.1)—refusal skills <b>64-65 (U5: L28 with Form 5.4)—refusal skills</b>
Demonstrate self-management and/or contribute to violence and suicide.	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	Demonstrate steps of problem-solving, anger management, and impulse control.	6-7 (U1: L3 with Form 1.4)—problem-solving practice 50-51 (U4, L22 with Forms 4.4 & 4.5)—using “I” messages, conflict resolution skills 40-41 (U4, L17)—conflict resolution 42-43 (U4: L18)—dealing with emotions appropriately 4-5 (U1, L2 with Form 1.3)—conflict resolution skills 54-57 (U5: L23-L24 with Form 5.1)—refusal skills <b>64-65 (U5: L28 with Form 5.4)—refusal skills</b>

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate ability to analyze influences of culture, media, technology and other factors on health.

54-55 (U5, L23)—media influences re: violence, ATODs  
44-45 (U4, L19)—media influences on family and social relationships, including that re: violence, unhealthy relationships, disrespect [lower right-hand blue sidebar]

### Media investigations and applications:

- **OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use 70-71
- 70-71 (U6, L30)—“media literacy”
- 72-73 (U6, L31 with Form 6.1)—advertising strategies
- 2-3 (U1, L1 with Form 1.2)—being a smart consumer
- 26-27 (U2, L12 with Form 2.6)—advertising techniques, being a smart consumer
- (**Family Newsletters** reinforce: Forms 1.9, 6.3.)

### Culture, general:

- 2-3 (U1, L1)—families are unique
- 18-19 (U2, L8) & 20-21 (U2, L9 with Form 2.3a-b)—different cultures eat different foods
- Entire story line & art show cultural diversity, e.g., ethnicities of characters
- See also multicultural (peach-colored) sidebars on pp. 13, 15, 19, 21, 22, 23, 24, 27, 41, 57, 65, 73

# HEALTH EDUCATION

Text: Nygard, et al., © 2005 WOW! Ruby Learns About the World of Wellness: Student Book – Orange Level (ISBN 9780736062282). Human Kinetics, Inc. Plus related teacher's Guide.

Demonstrate the ability to advocate for personal, family and community health and safety.

54-57 (U5: L23-L24 with Form 5.1)—writing and acting refusal skills scripts re: peer pressure and ATODs; pledging to be drug-free  
62-63 (U5: L27 with Form 5.3)—role-playing  
64-65 (U5: L28 with Form 5.4)—“Just Say No” posters; positive stress management; focusing on personal goals instead of using ATODs  
**OL:** ext. of Unit 5 and U6: L30-31—creating and running a positive media campaign, to convince peers to follow school rules regarding alcohol and tobacco use  
60-61 (U5: L26 with Form 5.2)—creating a game about short- and long-term effects of ATODs  
58-59 (U5: L25)—writing and sharing a newspaper article re: ATODs  
76-77 (U6, L33)—advocating for the environment

**Modeled by characters throughout story line.**

**(Taking home Family Newsletters is an act of advocacy and they reinforce content, e.g., Form 1.9, 4.6, 5.5.)**