

*School District of Superior*  
**Grade Level Performance**  
**Standards**



# HEALTH

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## *GRADES K-2*

**Wisconsin Standard A: HEALTH PROMOTION AND DISEASE PREVENTION**

**CONTENT STANDARD: Students in the School District of Superior will understand concepts related to personal health promotion and disease prevention.**

*By the end of grade FOUR, students will:*

- A.4.1 Identify positive mental, emotional, social, and physical factors that influence health.
- A.4.2 Describe how family, school, and community environments influence personal health.
- A.4.3 Identify ways to be healthy during childhood.
- A.4.4 Explain how childhood diseases and injuries can be prevented or treated.
- A.4.5 Describe the basic structure and functions of the human body systems.

**School District of Superior STANDARD A: HEALTH PROMOTION AND DISEASE PREVENTION**

Grade Level Performance Standards: *The student will...*

<i><b>GRADE K</b></i>	<i><b>GRADE 1</b></i>	<i><b>GRADE 2</b></i>
<p>A.K.1 <b>Identify positive mental, emotional, social, and physical factors that influence health.</b></p> <ul style="list-style-type: none"> <li>• Practice self care and health habits</li> <li>• Respect self and others</li> </ul> <p>A.K.2 <b>Describe how family, school, and community environments influence personal health.</b></p> <ul style="list-style-type: none"> <li>• Define family and team</li> <li>• Identify healthy and clean communities/personal environment</li> </ul> <p>A.K.3 <b>Identify ways to be healthy during childhood.</b></p> <ul style="list-style-type: none"> <li>• Healthful food choices and fitness routines</li> <li>• Good hygiene</li> </ul> <p>A.K.4 <b>Explain how childhood diseases and injuries can be prevented or treated.</b></p> <ul style="list-style-type: none"> <li>• Safe and unsafe play (rules and helpers)</li> <li>• Benefits of exercise and nutrition</li> <li>• Responsibility for following directions when sick</li> </ul> <p>A.K.5 <b>Describe the basic structure and functions of the human body systems.</b></p> <ul style="list-style-type: none"> <li>• Functions and care routines for the five senses</li> <li>• How senses protect you</li> </ul>	<p>A.1.1 <b>Identify positive mental, emotional, social, and physical factors that influence health.</b></p> <ul style="list-style-type: none"> <li>• Identify talents, qualities, and feelings</li> <li>• Family fun</li> <li>• Independence vs. dependence</li> </ul> <p>A.1.2 <b>Describe how family, school, and community environments influence personal health.</b></p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Family fun</li> <li>• Good sportsmanship and anger management</li> </ul> <p>A.1.3 <b>Identify ways to be healthy during childhood.</b></p> <ul style="list-style-type: none"> <li>• Effects of healthful and unhealthful foods</li> <li>• Safe and unsafe fire prevention routines</li> <li>• Food pyramid rules</li> </ul> <p>A.1.4 <b>Explain how childhood diseases and injuries can be prevented or treated.</b></p> <ul style="list-style-type: none"> <li>• Consequences of poor care</li> <li>• Illness and symptom</li> <li>• Germs and preventing spreading</li> <li>• Safety routines</li> </ul> <p>A.1.5 <b>Describe the basic structure and functions of the human body systems.</b></p> <ul style="list-style-type: none"> <li>• Identifying body parts and functions                             <ul style="list-style-type: none"> <li>○ Muscles and bones</li> <li>○ Growth and development</li> <li>○ Strong muscles and bones</li> </ul> </li> <li>• Private body parts</li> <li>• Heeding body signals</li> </ul>	<p>A.2.1 <b>Identify positive mental, emotional, social, and physical factors that influence health.</b></p> <ul style="list-style-type: none"> <li>• Responsible food choices</li> <li>• Personal safety routines</li> <li>• Community safety rules and laws</li> </ul> <p>A.2.2 <b>Describe how family, school, and community environments influence personal health.</b></p> <ul style="list-style-type: none"> <li>• Environmental hazards and skin safety</li> <li>• Community health helpers</li> </ul> <p>A.2.3 <b>Identify ways to be healthy during childhood.</b></p> <ul style="list-style-type: none"> <li>• Safe vs. unsafe</li> <li>• Role of a good breakfast</li> </ul> <p>A.2.4 <b>Explain how childhood diseases and injuries can be prevented or treated.</b></p> <ul style="list-style-type: none"> <li>• Respecting body signals</li> <li>• Importance of healthy choices</li> </ul> <p>A.2.5 <b>Describe the basic structure and functions of the human body systems.</b></p> <ul style="list-style-type: none"> <li>• Heart functions and health routines</li> <li>• Benefits of exercise on the heart, muscles, and bones.</li> </ul>

## Wisconsin Standard B: HEALTHY BEHAVIORS

**CONTENT STANDARD:** Students in the School District of Superior will practice behaviors to promote health, prevent disease, and reduce health risks.

*By the end of grade FOUR, students will:*

B.4.1 Identify responsible health behaviors.

B.4.2 Identify personal health needs.

B.4.3 Compare the relative risk of various behaviors.

B.4.4 Demonstrate strategies to improve or maintain personal health.

B.4.5 Develop and practice injury prevention and management strategies for personal health.

B.4.6 Demonstrate ways to avoid and reduce threatening situations.

## School District of Superior STANDARD B: HEALTHY BEHAVIORS

Grade Level Performance Standards: *The student will...*

<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
<p><b>B.K.1 Identify responsible health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Healthful vs. unhealthful</li> </ul> <p><b>B.K.2 Identify personal health needs.</b></p> <ul style="list-style-type: none"> <li>• Food needs of living things</li> <li>• Personal safety</li> </ul> <p><b>B.K.3 Compare the relative risk of various behaviors.</b></p> <ul style="list-style-type: none"> <li>• Consequences of no rules</li> <li>• Unsafe and violent actions</li> </ul> <p><b>B.K.4 Demonstrate strategies to improve or maintain personal health.</b></p> <ul style="list-style-type: none"> <li>• Responsible self care</li> </ul> <p><b>B.K.5 Develop and practice injury prevention and management strategies for personal health.</b></p> <ul style="list-style-type: none"> <li>• Routines and decision-making for emergencies</li> <li>• Knowing phone numbers (i.e., home, fire, &amp; 911)</li> </ul> <p><b>B.K.6 Demonstrate ways to avoid and reduce threatening situations.</b></p> <ul style="list-style-type: none"> <li>• Refusal skills</li> <li>• Safety routines to avoid violence and dangers</li> </ul>	<p><b>B.1.1 Identify responsible health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Being responsible</li> <li>• Food handling methods</li> <li>• Exercise at all ages</li> <li>• Respect for self or others</li> <li>• Define physically fit</li> </ul> <p><b>B.1.2 Identify personal health needs.</b></p> <ul style="list-style-type: none"> <li>• Basic needs of humans</li> <li>• Self-care</li> <li>• Role of food</li> </ul> <p><b>B.1.3 Compare the relative risk of various behaviors.</b></p> <ul style="list-style-type: none"> <li>• Actions have consequences</li> <li>• Effect of air pollution on lungs</li> <li>• Consequence of no or wrong medicine</li> <li>• Respiratory health</li> </ul> <p><b>B.1.4 Demonstrate strategies to improve or maintain personal health.</b></p> <ul style="list-style-type: none"> <li>• Benefits of exercise through life</li> <li>• Routines for body care</li> <li>• Relationship between exercise and nutrition</li> </ul> <p><b>B.1.5 Develop and practice injury prevention and management strategies for personal health.</b></p> <ul style="list-style-type: none"> <li>• Keeping your body safe</li> <li>• Safety routines to protect the body</li> </ul> <p><b>B.1.6 Demonstrate ways to avoid and reduce threatening situations.</b></p> <ul style="list-style-type: none"> <li>• Rules to keep you safe in key situations.</li> </ul>	<p><b>B.2.1 Identify responsible health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Healthful choices</li> </ul> <p><b>B.2.2 Identify personal health needs.</b></p> <ul style="list-style-type: none"> <li>• Number of daily servings from food pyramid</li> <li>• Do's &amp; don'ts if sick</li> </ul> <p><b>B.2.3 Compare the relative risk of various behaviors.</b></p> <ul style="list-style-type: none"> <li>• Actions that help or hurt</li> </ul> <p><b>B.2.4 Demonstrate strategies to improve or maintain personal health.</b></p> <ul style="list-style-type: none"> <li>• Sick and well</li> </ul> <p><b>B.2.5 Develop and practice injury prevention and management strategies for personal health.</b></p> <ul style="list-style-type: none"> <li>• Rules for safe play</li> <li>• Safety rules and laws</li> </ul> <p><b>B.2.6 Demonstrate ways to avoid and reduce threatening situations.</b></p> <ul style="list-style-type: none"> <li>• Avoiding risky situations</li> <li>• Ways you might hurt others and they might hurt you</li> </ul>

## **Wisconsin Standard C: GOAL SETTING AND DECISION MAKING**

**CONTENT STANDARD:** Students in the School District of Superior will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

*By the end of grade FOUR, students will:*

- C.4.1 Demonstrate the ability to apply a decision-making process to health issues.
- C.4.2 Explain when to ask for assistance in making health-related decisions and setting health goals.
- C.4.3 Predict outcomes of positive health decisions for themselves.
- C.4.4 Set a personal health goal and track progress toward achievement.
- C.4.5 Analyze how behaviors may have both good and bad consequences.

**School District of Superior STANDARD C: GOAL SETTING AND DECISION MAKING**

Grade Level Performance Standards: *The student will...*

<i><b>GRADE K</b></i>	<i><b>GRADE 1</b></i>	<i><b>GRADE 2</b></i>
<p>C6.1 <b>Demonstrate the ability to apply a decision-making process to health issues.</b></p> <ul style="list-style-type: none"> <li>Decision-making</li> </ul> <p>C.K.3 <b>Predict outcomes of positive health decisions for themselves.</b></p> <ul style="list-style-type: none"> <li>Who to trust</li> <li>Not sharing</li> <li>Importance of saying “no” to drugs</li> <li>Compare and contrast, decision making, predicting consequences</li> </ul> <p>C.K.5 <b>Analyze how behaviors may have both good and bad consequences.</b></p> <ul style="list-style-type: none"> <li>Effect of no rules, where injury happens</li> <li>Compare and contrast, decision making, predicting consequences</li> </ul>	<p>C.1.1 <b>Demonstrate the ability to apply a decision-making process to health issues.</b></p> <ul style="list-style-type: none"> <li>Setting goals</li> <li>Decision making steps</li> </ul> <p>C.1.2 <b>Explain when to ask for assistance in making health-related decisions and setting health goals.</b></p> <ul style="list-style-type: none"> <li>Locating trusted adults for help</li> </ul> <p>C.1.3 <b>Predict outcomes of positive health decisions for themselves.</b></p> <ul style="list-style-type: none"> <li>Avoiding violence</li> <li>Avoiding smoke and smog</li> </ul> <p>C.1.4 <b>Set a personal health goal and track progress toward achievement.</b></p> <ul style="list-style-type: none"> <li>Goals for self, others and family</li> </ul> <p>C.1.4 <b>Analyze how behaviors may have both good and bad consequences.</b></p> <ul style="list-style-type: none"> <li>Careless and careful behavior</li> <li>Compare and contrast predicting consequences</li> </ul>	<p>C.2.1 <b>Demonstrate the ability to apply a decision-making process to health issues.</b></p> <ul style="list-style-type: none"> <li>Various ways to be smart</li> <li>Positive ways to solve problems</li> </ul> <p>C.2.2 <b>Explain when to ask for assistance in making health-related decisions and setting health goals.</b></p> <ul style="list-style-type: none"> <li>Emergencies: getting help, acting quickly</li> </ul> <p>C.2.3 <b>Predict outcomes of positive health decisions for themselves.</b></p> <ul style="list-style-type: none"> <li>Predicting consequences of resisting change</li> </ul> <p>C.2.4 <b>Set a personal health goal and track progress toward achievement.</b></p> <ul style="list-style-type: none"> <li>Thinking skills</li> </ul> <p>C.2.5 <b>Analyze how behaviors may have both good and bad consequences.</b></p> <ul style="list-style-type: none"> <li>Effects of smoking</li> <li>Compare and contrast, decision making, predicting consequences</li> </ul>

## Wisconsin Standard D: INFORMATION AND SERVICES

**CONTENT STANDARD:** Students in the School District of Superior will demonstrate the ability to access valid health information and services.

*By the end of grade FOUR, students will:*

D.4.1 Identify valid health information, products, and services.

D.4.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information.

D.4.3 Explain how the media influences the selection of health information, products, and services.

D.4.4 Demonstrate the ability to name school and community health services.

**School District of Superior STANDARD D: INFORMATION AND SERVICES**

Grade Level Performance Standards: *The student will...*

<i><b>GRADE K</b></i>	<i><b>GRADE 1</b></i>	<i><b>GRADE 2</b></i>
<p>D.K.1 <b>Identify valid health information, products, and services.</b></p> <ul style="list-style-type: none"> <li>• Identify health care professionals and services</li> <li>• What doctors, dentists, nurses, and other health professionals do</li> </ul> <p>D.K.2 <b>Demonstrate the ability to locate resources from home, school and community that provide valid health information.</b></p> <ul style="list-style-type: none"> <li>• Identify health care professionals and services</li> <li>• What doctors, dentists, nurses, and other health professionals do</li> </ul> <p>D.K.4 <b>Demonstrate the ability to name school and community health services.</b></p> <ul style="list-style-type: none"> <li>• Identify health care professionals and services</li> <li>• What doctors, dentists, nurses, and other health professionals do</li> </ul>	<p>D.1.1 <b>Identify valid health information, products, and services.</b></p> <ul style="list-style-type: none"> <li>• Rules and laws for preventing drug abuse</li> <li>• Rules for safe play</li> <li>• Identify drugs</li> <li>• Consequences of no medicine or wrong medicine</li> </ul> <p>D.1.2 <b>Demonstrate the ability to locate resources from home, school and community that provide valid health information.</b></p> <ul style="list-style-type: none"> <li>• Community health safety professionals and services</li> </ul> <p>D.1.3 <b>Explain how the media influences the selection of health information, products, and services.</b></p> <ul style="list-style-type: none"> <li>• Respect for community helpers</li> </ul> <p>D.1.4 <b>Demonstrate the ability to name school and community health services.</b></p> <ul style="list-style-type: none"> <li>• Locating trusted adults</li> </ul>	<p>D.2.1 <b>Identify valid health information, products, and services.</b></p> <ul style="list-style-type: none"> <li>• Defining germs</li> <li>• Antibodies</li> </ul> <p>D.2.2 <b>Demonstrate the ability to locate resources from home, school and community that provide valid health information.</b></p> <ul style="list-style-type: none"> <li>• Rules for safe use of food and health care products</li> </ul> <p>D.2.3 <b>Explain how the media influences the selection of health information, products, and services.</b></p> <ul style="list-style-type: none"> <li>• Classify violent and nonviolent T.V.</li> <li>• Compare and contrast decision making, predicting consequences</li> </ul>

## Wisconsin Standard E: CULTURE, MEDIA, AND TECHNOLOGY

**CONTENT STANDARD:** Students in the School District of Superior will analyze the impact of culture, media, technology, and other factors on health.

*By the end of grade EIGHT, students will:*

- E8.1 Describe how culture influences personal health behaviors.
- E8.2 Explain how the media influences thoughts, feelings, and health behaviors.
- E8.3 Describe ways technology can influence personal health.
- E8.4 Explain how information from school and family influences health.

**School District of Superior STANDARD E: CULTURE, MEDIA, AND TECHNOLOGY**  
Grade Level Performance Standards: *The student will...*

<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p>E.K.1 <b>Describe how culture influences personal health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Use music/tapes to practice healthy behaviors at home and school</li> </ul> <p>E.K.2 <b>Explain how the media influences thoughts, feelings, and health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Use music/tapes to practice healthy behaviors at home and school</li> </ul> <p>E.K.3 <b>Describe ways technology can influence personal health.</b></p> <ul style="list-style-type: none"> <li>• Use music/tapes to practice healthy behaviors at home and school</li> </ul> <p>E.K.4 <b>Explain how information from school and family influences health.</b></p> <ul style="list-style-type: none"> <li>• Use music/tapes to practice healthy behaviors at home and school</li> </ul>	<p>E.1.1 <b>Describe how culture influences personal health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Community hygiene rules</li> <li>• Routines for healthful living</li> </ul> <p>E.1.2 <b>Explain how the media influences thoughts, feelings, and health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Rules for health care products</li> <li>• Influence of culture and family</li> </ul> <p>E.1.3 <b>Describe ways technology can influence personal health.</b></p> <ul style="list-style-type: none"> <li>• Speaking and hearing problems</li> </ul> <p>E.1.4 <b>Explain how information from school and family influences health.</b></p> <ul style="list-style-type: none"> <li>• Using media to enforce healthy behaviors at home and school</li> </ul>	<p>E.2.1 <b>Describe how culture influences personal health behaviors.</b></p> <ul style="list-style-type: none"> <li>• Defining family</li> </ul> <p>E.2.4 <b>Explain how information from school and family influences health.</b></p> <ul style="list-style-type: none"> <li>• Family roles and differences</li> </ul>

## Wisconsin Standard F: COMMUNICATION

**CONTENT STANDARD:** Students in the School District of Superior will demonstrate the ability to use effective interpersonal communication skills to enhance health.

*By the end of grade FOUR, students will:*

- F.4.1 Distinguish between and demonstrate verbal and nonverbal communication.
- F.4.2 Describe and demonstrate healthy ways to express needs, wants, and feelings.
- F.4.3 Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others.
- F.4.4 Describe and demonstrate attentive-listening skills to build and maintain healthy relationships.
- F.4.5 Identify possible causes of conflict.
- F.4.6 Identify and demonstrate healthy ways to resolve conflict.

## School District of Superior STANDARD F: COMMUNICATION

Grade Level Performance Standards: *The student will...*

<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
<p>F.K.1 <b>Distinguish between and demonstrate verbal and nonverbal communication.</b></p> <ul style="list-style-type: none"> <li>• Identify ways to show love, trust, caring, and feelings</li> </ul> <p>F.K.2 <b>Describe and demonstrate healthy ways to express needs, wants, and feelings.</b></p> <ul style="list-style-type: none"> <li>• Identify ways to help others</li> </ul> <p>F.K.3 <b>Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others.</b></p> <ul style="list-style-type: none"> <li>• Respect self and others</li> <li>• Showing concern</li> </ul> <p>F.K.4 <b>Describe and demonstrate attentive-listening skills to build and maintain healthy relationships.</b></p> <ul style="list-style-type: none"> <li>• How to make a friend</li> </ul> <p>F.K.5 <b>Identify possible causes of conflict.</b></p> <ul style="list-style-type: none"> <li>• Good sportsmanship</li> </ul> <p>F.K.6 <b>Identify and demonstrate healthy ways to resolve conflict.</b></p> <ul style="list-style-type: none"> <li>• Rules and laws</li> </ul>	<p>F.1.1 <b>Distinguish between and demonstrate verbal and nonverbal communication.</b></p> <ul style="list-style-type: none"> <li>• Methods of communication</li> </ul> <p>F.1.2 <b>Describe and demonstrate healthy ways to express needs, wants, and feelings.</b></p> <ul style="list-style-type: none"> <li>• Practicing asking for help</li> <li>• Talking about feelings</li> </ul> <p>F.1.3 <b>Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others.</b></p> <ul style="list-style-type: none"> <li>• Helping others and expressing empathy</li> <li>• Thanking community helpers</li> </ul> <p>F.1.4 <b>Describe and demonstrate attentive-listening skills to build and maintain healthy relationships.</b></p> <ul style="list-style-type: none"> <li>• Locating trusted adults</li> </ul> <p>F.1.5 <b>Identify possible causes of conflict.</b></p> <ul style="list-style-type: none"> <li>• Types of touches</li> <li>• Role playing different at risk situations</li> </ul> <p>F.1.6 <b>Identify and demonstrate healthy ways to resolve conflict.</b></p> <ul style="list-style-type: none"> <li>• Refusal skills</li> <li>• Knowing when you need help</li> <li>• Yell and tell</li> </ul>	<p>F.2.1 <b>Distinguish between and demonstrate verbal and nonverbal communication.</b></p> <ul style="list-style-type: none"> <li>• Communicating and sharing</li> </ul> <p>F.2.2 <b>Describe and demonstrate healthy ways to express needs, wants, and feelings.</b></p> <ul style="list-style-type: none"> <li>• Respect and empathy for self and others</li> </ul> <p>F.2.3 <b>Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others.</b></p> <ul style="list-style-type: none"> <li>• Begin patient</li> <li>• Symptoms and effects of fear</li> </ul> <p>F.2.4 <b>Describe and demonstrate attentive-listening skills to build and maintain healthy relationships.</b></p> <ul style="list-style-type: none"> <li>• Identify special qualities in self and others</li> <li>• Helping others</li> </ul> <p>F.2.5 <b>Identify possible causes of conflict.</b></p> <ul style="list-style-type: none"> <li>• Feelings during family change</li> <li>• Coping with fear</li> </ul> <p>F.2.6 <b>Identify and demonstrate healthy ways to resolve conflict.</b></p> <ul style="list-style-type: none"> <li>• Facing family changes</li> <li>• Practicing ways of avoiding fights</li> </ul>

## Wisconsin Standard G: **ADVOCACY**

**CONTENT STANDARD:** Students in the School District of Superior will demonstrate the ability to advocate for personal, family, school, and community health.

*By the end of grade FOUR, students will:*

- G.4.1 Describe a variety of methods to convey accurate healthy information and ideas.
- G.4.2 Convey valid information and express opinions about health issues.
- G.4.3 Identify community organizations that advocate for healthy individuals, families, schools, and communities.
- G.4.4 Demonstrate the ability to influence and support others in making positive health choices.

**School District of Superior STANDARD G: ADVOCACY**

Grade Level Performance Standards: *The student will...*

<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p>G.K.1 <b>Describe a variety of methods to convey accurate health information and ideas.</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting different bodies</li> <li>• Drugs vs. nondrugs</li> </ul> <p>G.K.3 <b>Identify community organizations that advocate for healthy individuals, families, schools, and communities.</b></p> <ul style="list-style-type: none"> <li>• Community helpers</li> </ul> <p>G.K.4 <b>Demonstrate the ability to influence and support others in making positive health choices.</b></p> <ul style="list-style-type: none"> <li>• Practicing being helpful</li> <li>• Good citizenship</li> </ul>	<p>G.1.1 <b>Describe a variety of methods to convey accurate health information and ideas.</b></p> <ul style="list-style-type: none"> <li>• Talking and listening</li> </ul> <p>G.1.2 <b>Convey valid information and express opinions about health issues.</b></p> <ul style="list-style-type: none"> <li>• Talking about feelings</li> </ul> <p>G.1.3 <b>Identify community organizations that advocate for healthy individuals, families, schools, and communities.</b></p> <ul style="list-style-type: none"> <li>• Knowing what help you need and when you need it</li> </ul> <p>G.1.4 <b>Demonstrate the ability to influence and support others in making positive health choices.</b></p> <ul style="list-style-type: none"> <li>• Refusal skills</li> </ul>	<p>G.2.1 <b>Describe a variety of methods to convey accurate health information and ideas.</b></p> <ul style="list-style-type: none"> <li>• Classifying and evaluating foods</li> </ul> <p>G.2.2 <b>Convey valid information and express opinions about health issues.</b></p> <ul style="list-style-type: none"> <li>• Sun damage and protection</li> </ul> <p>G.2.3 <b>Identify community organizations that advocate for healthy individuals, families, schools, and communities.</b></p> <p>G.2.4 <b>Demonstrate the ability to influence and support others in making positive health choices.</b></p> <ul style="list-style-type: none"> <li>• Refusal skills</li> <li>• Responsibility in families</li> <li>• Effects of drugs on family and community</li> </ul>