

Content Area (s)

- Personal Health Community Health Safety & Accident Prevention Family Life Environmental Health
 Nutrition Consumer Health Substance Use & Abuse Growth & Development Disease Prevention

Benchmarks:

1. Recognize dental health is a component of good health
2. Identify dentist and hygienists are community health helpers.
3. Demonstrate personal dental hygiene skills.
4. Choosing healthy foods promotes good dental health.
5. Set a short-term dental health goal.

PI#

A1
B1
C2, C3
F2

Students will know:

1. The proper way to brush their teeth.
2. The role of dentist and hygienist in maintaining health teeth.
3. Choosing healthy snacks prevent tooth decay.
4. Importance of daily brushing.

Learning Activities, Student Products, and Assessments (*)

1. Classroom tooth graph (on going throughout year)
2. Visit from hygienists to learn proper brushing techniques.
3. Homework: short-term goal of daily brushing (twice a day) for 2 weeks. (Returned to teacher)
4. Teacher observation of healthy snacks at snack time.
5. Happy/Sad Tooth Puppet-discriminates what snacks are good for your teeth.

Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)

Hygienist-June Toole
Crest-"First Grade Dental Health Education Program"

Students will be able to:

1. Brush their teeth properly.
2. Tell the role of the dentist & importance of dental visits.
3. Choose healthy snacks.
4. Set a goal of daily brushing.

Key:

Art, Music (A,M)
Guidance (G)
Nurse (N)
Physical Ed. (PE)
Technology (T)
D.A.R.E. (D)

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<p>Benchmarks: Demonstrate a variety of safety skills for different situations while riding in a car.</p>		<p>PI# C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. They need to ride in booster seats if they weigh under 60 lbs. 2. Must wear lap-should belts when weighing more than 60 lbs. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> 1. Lesson #1 in Risk Watch. “What’s my size?” in classroom; follow-up by police. *Assessments-make classroom graph of size...students find their size. 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p> <p><u>Risk Watch Safety Program</u> Grades 1-2 Lesson #1 (Police)</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify if they need a booster seat in a car, by knowing their size. 2. Identify when lap-shoulder belts are needed. 	<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>	

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<p>Benchmarks: Demonstrate a variety of fire safety skills</p>		<p>PI# C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. An escape route and a meeting place. 2. Location and care of smoke detectors in home. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> 1. Lesson #2 in Risk Watch 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p> <ol style="list-style-type: none"> 1. Fire Department
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Plan an escape route and draw a picture of meeting place. 2. Identify importance of smoke detectors. 		<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>

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<p>Benchmarks:</p> <p>Demonstrate a variety of water safety skills.</p>		<p>PI# C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> The importance of a flotation device when boating or near water. Two water safety rules. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <p>Lesson #8-Risk Watch End of the year before summer vacation</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p> <ol style="list-style-type: none"> Fire Department Recreation Department
<p>Students will be able to:</p> <ol style="list-style-type: none"> Identify a personal flotation device as an important item to wear when boating or near water. State two water safety rules. 		

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<p>Benchmarks: Demonstrate a variety of safety skills for bike and pedestrian safety.</p>		<p>PI# C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. Bike safety rules. 2. Proper hand signals when turning. 3. Appropriate clothing to wear and places to ride their bikes. 4. How to cross street safely. 	<p>Learning Activities, Student Products, and Assessments (*) Lesson #7-Risk Watch Program</p> <p>Safety messages only</p> <p>Activities-<u>Community Link</u> – Invite the local police department to visit the classroom to demonstrate bike safety rules.</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Risk Watch Safety Program</u></p> <p>Grades 1-2 Lesson #7</p> <p>Police</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Learn and practice bike safety rules. 2. Demonstrate appropriate hand signals 3. Identify appropriate clothing to wear and places to ride their bikes (see and be seen) 4. State the correct procedure for crossing the street with a grown-up. 	<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>	

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<p>Benchmarks:</p> <ol style="list-style-type: none"> Differentiate between safe and harmful substances found at home and school. Demonstrates an understanding of basic health terms. (poisons and medications) 		<p>PI# C1 A1</p>
<p>Students will know:</p> <ol style="list-style-type: none"> The difference between safe and harmful substances. Take medicines from grown-ups they trust. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> Lesson #4 – Risk Watch 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) Guidance</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> Recognize that there are multiple components of health. Know how to reduce health risks through the practice of healthy behaviors. 	<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>	

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<p>Benchmarks:</p> <ol style="list-style-type: none"> Two ways to prevent choking, suffocation or strangulation. Things that should not be worn around the neck when playing. Two things that are safe and two unsafe things to put in your mouth. 		<p>PI# C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> Students will understand how to reduce their health risks for choking, suffocating and strangulation. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> Lesson #3-Risk Watch Tie lesson in with snack time at the beginning of the year. Assessment-teacher observation 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p> <ol style="list-style-type: none"> Risk Watch Program – Grade 1-2 - Lesson 3
<p>Students will be able to:</p> <ol style="list-style-type: none"> Identify two ways to prevent choking, suffocation or strangulation. Recognize things that should not be worn around the neck while playing. List two things that are safe and two things that are unsafe to put in your mouth. 	<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>	

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<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Recognize that personal hygiene is a component of health. 2. Describe the transmission & prevention of communicable diseases. 3. Demonstrate an understanding of basic health terms. 4. Identify that doctors and school nurses are community health helpers. 5. Demonstrate personal hygiene skills. 6. Set a personal health goal in proper hand washing throughout the day. 		<p>PI# A1, A2, A3 B1, C2 F2</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. The proper way to wash their hands...and when. 2. How diseases are transmitted and prevented with proper personal hygiene. 3. Health terms: germs, disease, communicable, transmission, prevention. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> 1. Germs Make Me Sick Follow-up - Germ-ometry 2. Outside Germs Glitter activity 3. Captain Cleans Bacteria Experiment 4. Homework Activity-home hand washing chart 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p> <p>Books:</p> <ol style="list-style-type: none"> 1. Germs Make Me Sick by Melvin Berger ISBN# 0-06-445154-2 2. The Big Sneeze by Leslie Jane ISBN# 0-7802-3335-2 3. The Big Sneeze by Ruth Brown ISBN# 0-688-04665-7
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use the proper technique to wash their hands. 2. Discuss how germs are transmitted and how to prevent germs from spreading. 3. Tell the role of doctors and the school nurse. 4. Set a goal of hand washing throughout the day. 5. Use appropriate terms when discussing prevention and control of disease. 	<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>	

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