

**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:**

Identify water hazards.  
 Personal safety near water.  
 Flotation device use (personal, rescue).  
 Survival strategies in cold and regular temperature water.  
 How to go for help (locating rescue personnel).

**PI#**

B2  
 B3  
 C1  
 C2  
 C4  
 F1  
 F2

**Students will know:**

1. How to be safe near water.
2. How to go for help.
3. How to rescue others.

**Learning Activities, Student Products, and Assessments (\*)**

YMCA

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

YMCA  
 Fire Department

**Students will be able to:**

1. Locate help.
2. ID water hazards.
3. To make good choices to be safe near water.
4. To use common items for rescue.
5. To use survival strategies in water.

**Key:**

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

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**Benchmarks:**

1. Recognize that the ability to make responsible health decisions improves the way you feel about yourself.
2. Describe the logical steps in the decision-making process.
3. Recognize that it's sometimes necessary to say "no" to maintain a positive self-concept.
4. Recognize that the use of tobacco represents a choice.
5. Express positive feelings about healthful food and activity choices.

**PI#**

A1  
 B1  
 C3  
 D1  
 D2  
 F1  
 F2  
 A7

**Students will know:**

1. Recognize the strong positive relationship between good nutrition, physical activity, and heart health.

**Learning Activities, Student Products, and Assessments (\*)**

1. Kickoff Activity: "Energy To Go, To Grow, To Stow."  
P. 32-35
2. Activity #1: "Activities, They're Fit to be Tied."  
P. 36-40
3. Activity #2: "Who Killed Eldon Finney?"  
P. 41-44

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

American Heart Association Kit

**Students will be able to:**

1. Recognize that the ability to make responsible health decisions improves the way you feel about yourself.
2. Describe the logical steps in the decision-making process.
3. Recognize that it's sometimes necessary to say "no" to maintain a positive self-concept.
4. Recognize that the use of tobacco represents a choice.
5. Express positive feelings about healthful food and activity choices.

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<p><b>Benchmarks:</b>                  Explain that blood is pumped through the body in a closed system, and that after it supplies food and oxygen to the cells it returns to the heart.                  Explain that the lungs exchange carbon dioxide in the blood for oxygen.                  State that the heart is a pump with valves allowing blood to flow in only one direction.                  Distinguish between arteries and veins and describe their different functions.</p>		<p><b>PI#</b>                  F1                  F2                  D1                  D2                  C3                  B1                  A1                  A7</p>
<p><b>Students will know:</b>                  1. The heart and the blood vessels and how they work together to circulate the blood.</p>	<p><b>Learning Activities, Student Products, and Assessments (*)</b>                   American Heart Association Kit:                  Kick-off Activity: "Interview With A Heart." P. 12-17                  Follow-up Activity #1: "Earthling Heart." P. 18-19                  Follow-up Activity #2: "Valves: The Gatekeepers." P. 20-24</p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b>                  American Heart Association Kit</p>
<p><b>Students will be able to:</b>                  1. Explain that blood is pumped through the body in a closed system, and that after it supplies food and oxygen to the cells it returns to the heart.                  2. Explain that the lungs exchange carbon dioxide in the blood for oxygen.                  3. State that the heart is a pump with valves allowing blood to flow in only one direction.                  4. Distinguish between arteries and veins and describe their different functions.</p>		<p><b>Key:</b>                  Art, Music (A,M)                  Guidance (G)                  Nurse (N)                  Physical Ed. (PE)                  Technology (T)                  D.A.R.E. (D)</p>

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<p><b>Benchmarks:</b>                  Identify three immediate physical effects of smoking.                  Identify three social consequences of smoking.                  State the influence of peer pressure on personal health decisions.                  Recognize that the decision to smoke is influenced by outside forces such as advertising.</p>		<p><b>PI#</b>                  A1, A7                  B1                  C3                  D1, D2                  F1, F2</p>
<p><b>Students will know:</b>                  1. Identify the immediate physiological effects of smoking and factors that influence a person’s decision to smoke.</p>	<p><b>Learning Activities, Student Products, and Assessments (*)</b>                  American Heart Association Kit:                  1. Kick-off Activity: “Tar Accumulation” p. 25-26.                  2. Activity #1: “The Case of the Sudden Sickness” p. 27-28.                  3. Activity #2: “The Big Sell” p. 29-31.</p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b>                  American Heart Association Kit</p>
<p><b>Students will be able to:</b>                  1. Identify three immediate physical effects of smoking.                  2. Identify three social consequences of smoking.                  3. State the influence of peer pressure on personal health decisions.                  4. Recognize that the decision to smoke is influenced by outside forces such as advertising.</p>	<p><b>Key:</b>                  Art, Music (A,M)                  Guidance (G)                  Nurse (N)                  Physical Ed. (PE)                  Technology (T)                  D.A.R.E. (D)</p>	

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**Benchmarks:**

Recognize that food and the human body are made of the same basic elements.

Recognize the role of food components and exercise in helping the body grow and stay healthy.

Recognize that a balance of heart-healthy food and exercise is fun and helps people feel good.

Identify many fun aerobic and anaerobic activities.

Demonstrate an awareness of how heart-healthy fitness is achieved and maintained.

Identify external factors that influence choices about food and exercise.

**PI#**

A1, A7

B1

C3

D1, D2

F1, F2

**Students will know:**

1. Identify factors that affect a person's healthy decisions and to develop the decision-making and assertiveness skills needed to make decisions about food and exercise habits.

**Learning Activities, Student Products, and Assessments (\*)**

American Heart Association Kit:

1. Kick-off Activity: "Decision Making" p. 45-46.
2. Activity #1: "Healthy Choices" p. 47-48.
3. Activity #2: "Making Healthy Decisions" p. 49-51.

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

American Heart Association Kit

**Students will be able to:**

1. Recognize that food and the human body are made of the same basic elements.
2. Recognize the role of food components and exercise in helping the body grow and stay healthy.
3. Recognize that a balance of heart-healthy food and exercise is fun and helps people feel good.
4. Identify many fun aerobic and anaerobic activities.
5. Demonstrate an awareness of how heart-healthy fitness is achieved and maintained.
6. Identify external factors that influence choices about food and exercise.

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**Benchmarks:**

Identify the safety belt as an item to be used when riding in a motor vehicle.

**PI#**

C1  
C2  
F1  
F2

**Students will know:**

- How safety belts protect all family members.

**Learning Activities, Student Products, and Assessments (\*)**

- Posters
- Role-playing
- Lesson 1 – Risk Watch – Motor Vehicle Safety

Final: Risk-Watch Knowledge Test

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

Police Department  
 Local chapters of Buckle-Up  
 Local insurance agents.  
 Local chapters of the Red Cross  
 Bus company  
 Car manufacturers “Back Seat Baby”  
 Video

**Students will be able to:**

- Demonstrate an understanding of how seat belts should be used appropriately for safety.

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<p><b>Benchmarks:</b>                  Two safety rules for riding a bike.                  Identify a helmet as an item to wear every time you ride a bike or a skateboard or use in-line skates.</p>	<p><b>PI#</b>                  C1                  C2</p>
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<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>How to be safe when biking.</li> <li>Importance of consistent helmet use.</li> </ol>	<p><b>Learning Activities, Student Products, and Assessments (*)</b></p> <p><u>Risk-Watch</u> Evaluation – Lesson 7                  Role-playing – “Safety Charades”                  Helmet Share Day</p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b></p> <p>Police Department</p>
<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Demonstrate safe biking behavior.</li> <li>Demonstrate helmet use.</li> </ol>		<p><b>Key:</b>                  Art, Music (A,M)                  Guidance (G)                  Nurse (N)                  Physical Ed. (PE)                  Technology (T)                  D.A.R.E. (D)</p>

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**Benchmarks:**

Identify three choking, suffocation, or strangulation hazards.

**PI#**

C1  
C2  
C4

**Students will know:**

- How to be safe from choking during meals and unstructured situations.
- How to reduce strangulation and suffocation situations.

**Learning Activities, Student Products, and Assessments (\*)**

Sort safe and unsafe items  
Lesson 3 – Risk Watch  
Final assessment-Risk Watch  
Find three warning labels on toys, etc. and describe why warning is important.

Risk Watch color page

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

Local doctor  
School nurse

**Students will be able to:**

- Define the differences between choking, strangulation, and suffocation.
- Demonstrate safe eating behavior.
- Identify risky food and non-food items.
- Identify strangulation hazards.

**Key:**

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<p><b>Benchmarks:</b> State two rules for avoiding unintentional injuries caused by firearms.</p>		<p><b>PI#</b> C1 C2 C4</p>
<p><b>Students will know:</b> 1. What to do if you find or see a gun.</p>	<p><b>Learning Activities, Student Products, and Assessments (*)</b>  <u>Risk Watch</u> Lesson 6- Final assessment                  Watch T.V. – Record number of violent acts with a gun.                  Discuss fantasy and reality. How are guns portrayed on T.V.                  What really happens when people get shot.</p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b> Police Department</p>
<p><b>Students will be able to:</b>                  1. Demonstrate ways to locate school and community health helpers.                  2. Demonstrate gun safety.                  3. Demonstrate gun and bullet safety.</p>		<p><b>Key:</b>                  Art, Music (A,M)                  Guidance (G)                  Nurse (N)                  Physical Ed. (PE)                  Technology (T)                  D.A.R.E. (D)</p>

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**Benchmarks:**

Stop, drop, and roll.  
 Three elements of a home escape plan.  
 Three fire hazards in the home.

**PI#**

C1  
 C2

**Students will know:**

1. How to extinguish clothing using the stop, drop, and roll procedure.
2. How to escape from a fire.
3. How to hunt for fire hazards in the home.

**Learning Activities, Student Products, and Assessments (\*)**

Draw an escape plan. (Their home, apartment, etc.) Share with their family.  
 Role-playing  
Risk Watch – Lesson #2  
 Safety poster  
 Final assessment: Risk-Watch knowledge test

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

Fire Department

**Students will be able to:**

1. Demonstrate an understanding of stop, drop, and roll.
2. Identify three elements of an escape plan.
3. Identify fire hazards in the home.

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**Benchmarks:**

Use appropriate communication and listening skills to enhance health.  
 Differentiate between negative and positive ways to deal with conflict.  
 Demonstrate non-violent strategies to resolve conflicts.  
 Express opinions and give accurate information about health issues.

**PI#**

E1  
E2  
E3  
E4

**Students will know:**

1. What is communication?
2. Ways we communicate.

**Learning Activities, Student Products, and Assessments (\*)**

Life Skills Training Book: Grades 4-5, p. 27-28

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

Life Skills Training Book: Grades 4-5

**Students will be able to:**

1. Define what communication is.
2. Identify different ways people can communicate.

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 Nurse (N)  
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**Benchmarks:**

Identify characteristics of valid health information and products, and services that promote health.  
 Demonstrate ways to locate school and community health helpers.  
 Identify community agencies that advocate healthy individuals, families, and communities.

**PI#**

B1  
 B2  
 B3

**Students will know:**

1. Where to go for help.

**Learning Activities, Student Products, and Assessments (\*)**

Life Skills Training – Level Two: Grades 4-5, p. 29-31

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

Life Skills Training – Level Two:  
 Grades 4-5

**Students will be able to:**

1. Understand where to go for information and services that promote health.
2. Locate community and school health helpers.
3. Identify community agencies that advocate healthy individuals, families, and communities.

**Key:**

Art, Music (A,M)  
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**Benchmarks:**

Explain the difference between positive and negative responses to stress.

**PI#**

A6

**Students will know:**

1. What is stress
2. Stress triggers
3. Dealing with stress

**Learning Activities, Student Products, and Assessments (\*)**

Life Skills Training – Level Two: Grades 4-5, p. 20-25

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

Life Skills Training – Level Two:  
Grades 4-5

**Students will be able to:**

1. Identify what stress is
2. What causes stress
3. Techniques for dealing with stress

**Key:**

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