

**Content Area (s)**

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

<p><b>Benchmarks:</b>                  Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.                  Analyze effects that behaviors have on health.</p>		<p><b>PI#</b>                  F5                  A3</p>
<p><b>Students will know:</b>                  1. What healthy and unhealthy choices are</p>	<p><b>Learning Activities, Student Products, and Assessments (*)</b>                  1. Record (in journal form) for a 24 hour period:                      -activities                      -food choices                  2. Highlight choices you made that you are proud of-choices that are healthy.                  3. Choose 1-3 things you chose that you could change.                      Based upon discussion of consequences of some actions.                  4. In a week's time-choose a day to document and work toward changing those behaviors. (i.e. watch 2 hours of TV, not 4)</p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b></p>
<p><b>Students will be able to:</b>                  1. Record data, analyze actions                  2. Plan actions</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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<b>Benchmarks:</b>		<b>PI#</b>
1. Identify the characteristics and stages of human growth and development.		A7
2. Explain the relationships between healthy behaviors and the prevention of illness.		A1
3. Demonstrate a thorough understanding of key health concepts (puberty).		A8
4. Analyze the effects that risky behaviors (poor nutrition) have on personal health.		A3
5. Identify resources that advocate healthy individuals (reproductive health).		B2
6. Identify characteristics of valid health information and products.		B1
7. Compare behaviors that are safe to those that are harmful.		C1
<b>Students will know:</b>	<b>Learning Activities, Student Products, and Assessments (*)</b>	<b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b>
1. The definition of puberty and its relationship to reproduction. 2. How to recognize that change takes place on each individual's unique time clock. 3. How to identify resources for information about reproductive health. 4. And be aware of physical, social, emotional, and relational changes of adolescence. 5. How to design strategies for dealing with physical, social, emotional, and relational changes of puberty. 6. And be able to describe functions of male and female reproductive anatomy. 7. And be able to distinguish between truths and myths regarding puberty.	1. Use felt boards to teach basic male and female anatomy and physiology (menstrual cycle explained during female anatomy and physiology) 2. Class discussion about mood swings, changing friendships, relationships with parents, and more independence 3. Discussion on hygiene, exercise, and nutrition with reference to changing bodies 4. 40 minute video, "Always Changing, Always Growing" 5. Personal hygiene samples distributed and explained 6. Health Fair	School Nurse "Always Changing, Always Growing" –video Personal hygiene samples
<b>Students will be able to:</b>		
1. Explain the definition of puberty and its relationship to reproduction. 2. Recognize that change takes place on each individual's unique time clock. 3. Identify resources for information about reproductive health. 4. Be aware of physical, social, emotional, and relational changes of adolescence. 5. Design strategies for dealing with physical, social, emotional, and relational changes of puberty. 6. Describe functions of male and female reproductive anatomy. 7. Distinguish between truths and myths regarding puberty.		
		<b>Key:</b> Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)

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<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>Analyze how media messages influence us.</li> <li>Demonstrate refusal, negotiation skills.</li> <li>Demonstrate conflict resolution strategies.</li> <li>Describe ways a healthful school and community influence us.</li> <li>Analyze how decisions are influenced by individual, family, and community values.</li> <li>Discuss consequences of behavior.</li> <li>Explain importance of assuming responsibility.</li> <li>Discuss responses to stress.</li> <li>Demonstrate collaborative decision making .</li> <li>Demonstrate ways to be a responsible friend and family member.</li> </ol>		<p><b>PI#</b> D2, E2, E3 A5, F2, D4 F3, C1, A6 F1</p>
<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>What influences our decisions.</li> <li>How to resolve conflict.</li> <li>How to manage stress.</li> <li>How to weigh consequences.</li> </ol>	<p><b>Learning Activities, Student Products, and Assessments (*)</b> Lessons/Benchmarks</p> <p>Page 31-33 – Media Page 28-29 – Conflict resolution Page 15-19 – Refusal skills Page 15-18 – Influences Page 26-27 – Stress Page 35-42 – Consequences &amp; responsibility</p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b> D.A.R.E. Program</p>
<p><b>Students will be able to:</b> Model-</p> <ul style="list-style-type: none"> <li>-resolving conflicts</li> <li>-plan ways to manage stress</li> <li>-model weighing consequences</li> <li>-list what influences our decisions</li> </ul>		<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></p> <ol style="list-style-type: none"> <li>Analyze effects risky behaviors have on personal health</li> <li>Develop injury prevention and response strategies for personal safety</li> <li>Demonstrate ways to avoid or change unsafe situations</li> </ol>		<p><b>PI#</b> A3 C4 C5</p>
<p><b>Students will know:</b> Statistics of firearm injuries.</p>	<p><b>Learning Activities, Student Products, and Assessments (*)</b> Lesson 6 in <u>Risk Watch</u></p>	<p><b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b> Incorporate into D.A.R.E. Program <u>Risk Watch</u></p>
<p><b>Students will be able to:</b> Know what to do when they find a gun or bullets.</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:**

1. Analyze effects risky behaviors have on personal health.
2. Develop injury prevention and response strategies for personal safety.
3. Demonstrate ways to avoid or change unsafe situations.

**PI#**

A3  
C4  
C5

**Students will know:**

How to avoid poisoning and respond to poisoning.

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

Lesson 4 in Risk Watch

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

Incorporate into D.A.R.E. Program (under lesson on different drug types)

**Students will be able to:**

1. Post the poison control number near phones
2. List poison hazards from home

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**Benchmarks:**

Demonstrate effective verbal & non-verbal communication skills to enhance relationships.  
Analyze communication methods.

**PI#**

E1  
E4

**Students will know:**

Difference between passive and active listening.

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

Life Skills Training – p. 27 Communication Skills

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

Guidance  
Life Skills Program

**Students will be able to:**

Write a speech about active and passive listening.

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**Benchmarks:**

Analyze the effects that risky behaviors have on personal health.  
 Develop injury prevention and response strategies for personal safety.  
 Demonstrate ways to avoid or change unsafe situations.

**PI#**

A3  
 C4  
 C5

**Students will know:**

1. How to escape from a fire
2. Fire safety/prevention

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

Lesson 2 in Risk Watch

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

Old Town Fire Department  
Risk Watch Safety Program  
 Grade 5-6, Lesson #2

**Students will be able to:**

1. Practice outdoor fire safety
2. Practice cooking safety

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**Benchmarks:**

Analyze the effects that risky behaviors have on personal health.  
 Develop injury prevention and response strategies for personal safety.  
 Demonstrate ways to avoid or change unsafe situations.

**PI#**

A3  
 C4  
 C5

**Students will know:**

1. Swim with a grown-up
2. Always wear personal flotation device

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

Lesson 8 in Risk Watch

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

Old Town Canoe  
 Old Town YMCA community pool  
Risk Watch

**Students will be able to:**

1. Put on a personal flotation device

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Art, Music (A,M)  
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Grade \_\_\_\_\_ Unit Title \_\_\_\_\_

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<b>Benchmarks:</b>		<b>PI#</b>
<b>Students will know:</b>	<b>Learning Activities, Student Products, and Assessments (*)</b>	<b>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</b>
<b>Students will be able to:</b>		
		<b>Key:</b> Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)

