

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>Benchmarks: Choose healthy environment for self. Recognize there are multiple components to school and classroom health. Demonstrate ways to express needs and feelings.</p>		<p>PI# F2 A1 E1</p>
<p>Students will know: School rules keep us safe.</p>	<p>Learning Activities, Student Products, and Assessments (*) Make a classroom chart with students the first week of school showing rules. Students take turns role playing rules and what to do if someone “forgets.”</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p>
<p>Students will be able to: Follow rules in classroom and on playground.</p>		<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: Stay away from harmful substances. Distinguish between verbal and non-verbal communication. Demonstrate ways to express needs. Differentiate between safe and harmful substances at home and school. Demonstrate an understanding of medicines vs. poisons.</p>	<p>PI# F2 E1 E2 C1 A3</p>
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<p>Students will know:</p> <ol style="list-style-type: none"> 1. Take medicine only from an adult. 2. Ask adult before eating or drinking something. 3. Tell adult if you find poison. 	<p>Learning Activities, Student Products, and Assessments (*) <u>Risk Watch</u> Lesson 4</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Risk Watch</u> PreK-K Lesson 4</p> <p>Taught by Guidance</p>
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<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Classify safe and unsafe food and drink.

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<p>Benchmarks: Identify ways to stop the spread of germs. Use skills for hygiene at school and home. Demonstrate personal hygiene skills.</p>		<p>PI# A2 F2 C2</p>
<p>Students will know: Germs make you sick. Appropriate hand washing eliminates germs.</p>	<p>Learning Activities, Student Products, and Assessments (*) Demonstrate sneezing with spray bottle. Students wash hands with and without warm water and soap.</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Promoting Healthy Sexuality K-3</u> pp162-165 <u>Cover Your Sneeze, Please!</u> <u>Scrub A-Dub-Dub</u></p>
<p>Students will be able to: Describe how germs are spread. Wash hands before snack and after using restroom.</p>		<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>

Grade Kindergarten

Unit Title Community Helpers for Safety

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Benchmarks: Describe parent's role in safety. Describe role of doctor and dentist.		PI# B1
Students will know: Parents keep you safe. Doctors and dentists help you stay healthy.	Learning Activities, Student Products, and Assessments (*) Read appropriate stories aloud to class and discuss why these adults are important.	Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Blueberries for Sal</u> <u>I Want To Be A Doctor</u>
Students will be able to: State why we visit doctors and dentists regularly.		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: Identify which school and community health helpers are needed in given situations. Explain when and how to receive assistance. (911) Demonstrate a variety of safety skills.(stop, drop, and roll)</p>		<p>PI# B1 F1 C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> Hot things can hurt you. What to do if matches/lighters are found. Call 911 in an emergency. 	<p>Learning Activities, Student Products, and Assessments (*) <u>Risk Watch Lesson 2</u></p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Risk Watch Safety Program</u> Pre K-K Lesson 2 (Fire Dept. presenter)</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> Identify 3 things that are hot. Do not touch matches/lighters. Tell and adult. Use a phone to dial 911. 	<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 ways to express needs. Explain when assistance is needed. Recognize multiple components of safety.</p>		<p>PI# E1 F1 A1</p>
<p>Students will know: 1. Do not touch guns.</p>	<p>Learning Activities, Student Products, and Assessments (*) <u>Risk Watch</u> Lesson 6</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Risk Watch</u> Lesson 6</p>
<p>Students will be able to: 1. Identify a firearm and report it's presence to an adult.</p>		<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: Recognize multiple components of health. Demonstrate a variety of safety skills. (Buckle up, sit in back, bus safety rules)</p>		<p>PI# A1 C4</p>
<p>Students will know:</p> <ol style="list-style-type: none"> Ride buckled up in a safety or booster seat in the rear seat. Demonstrate 2 bus safety rules. 	<p>Learning Activities, Student Products, and Assessments (*) <u>Risk Watch Lesson 1</u></p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Risk Watch Safety Program</u> Pre K-K Lesson 1 Bus at school</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> Keep head and arms inside windows. Walk 5 giant steps in front of bus before crossing the street. Wear seat belt. Always sit in the back seat. 		<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: Recognize multiple components of health. Demonstrate a variety of safety skills (wear bike helmet, cross at crosswalks) Choose safe behaviors.</p>		<p>PI#</p>
<p>Students will know: It's important to wear a bike helmet. Rules for bike safety.</p>	<p>Learning Activities, Student Products, and Assessments (*) <u>Risk Watch</u> Lesson 7</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Risk Watch</u> Lesson 7 (safety officer with bike helmets)</p>
<p>Students will be able to: Name 5 bike safety rules.</p>	<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 awareness of cardiovascular system Choose healthful foods. Choose appropriate wellness activities. Identify and explain how eating fruits and vegetables are healthy snacks</p>		<p>PI# A1 C3 F2 D2</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. The heart is a pump. 2. Care of the heart through nutrition and exercise. 3. Smoking hurts your heart. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> 1. American Heart Association-Healthy Heart Kit activities. 2. Trace body and place cut out heart in appropriate spot. 3. Each day a different student chooses an exercise for the class to do. 4. Students identify snacks as healthy or unhealthy. 5. Students draw a “healthy” activity and/or food and write a sentence about it. 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) American Heart Association-Healthy Heart Kit Pre K-K <u>Heart Power</u></p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Locate their own heart. 2. Find their pulse. 3. Choose heart healthy snacks. 4. Show how exercise changes heart rate. 5. State that smoking can hurt the heart. 		<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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