

HEALTH EDUCATION

PRIORITIZATION OF OREGON HEALTH EDUCATION STANDARDS GRADE LEVEL CURRICULUM MAP 4 & 5

Eugene School District 4J
200 North Monroe Street
Eugene, Oregon 97402-4295
George Russell, Superintendent

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HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of elementary health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills.

This document identifies the eight basic health skills that students will develop in order to make healthy decisions. In addition, this document identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach these concepts. Resources are also listed, aligning the district adopted Michigan Model for Comprehensive Health Education curricula and other district adopted health education curricula materials with the concepts to be taught. This document will help teachers determine which concepts and skills to prioritize at the different grade levels, what materials are presently available, and what areas we need to strengthen in our curricula, as we look to the future.

The eight health skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). Items in the tables that are in bold are grade level benchmarks. Priority rankings are identified in three priority areas: E (Essential skills to be taught at this grade level; I (Important skills to be taught at this grade level, spend less time than on essential skills, but still important and C (condensed skills, covered in more depth at other grade levels but will be covered very briefly or reviewed at this grade level).

Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for each grade level, is available from the 4J print provider and provides additional resources for the classroom teacher.

Grades 4-5

HEALTH SKILLS— The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate -- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have competence to use such information and services in ways which are health-enhancing.

Common Curriculum Goals— Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

| Skills | 4 | 5 |
|---|----------|----------|
| Accessing Information Demonstrate ability to access valid health and safety related information. Identify and access resources at home, at school, and in the community for health and safety information. | E | E |
| Self-Management Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety. | E | E |
| Analyzing Influences Demonstrate ability to analyze influences of culture, media, technology and other factors on health. Identify influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment). | E | E |
| Interpersonal Communication Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors. | E | E |
| Goal Setting Demonstrate ability to use goal-setting skills to enhance health and safety. Use a goal setting model to set goals that enhance health and safety. | E | E |
| Decision Making Demonstrate ability to use decision-making skills to enhance health and safety. Use a decision making model to make positive health and safety decisions. | E | E |
| Advocacy Demonstrate the ability to advocate for personal, family and community health and safety. Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community. | E | E |

Grades 4-5

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.

Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

| Alcohol, tobacco and other drug prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|--|---|
| Describe the benefits of a tobacco and drug-free environment. SKILL: AV (Advocate for the benefit of a tobacco and drug-free environment) | I | I | Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lessons 1, 2, 3, pg. 9-46 | Michigan Model, Grade 5, Alcohol, Tobacco and Other Drugs Unit: Lessons 1,2,3,4,5,6 p. 13-114 |
| State reasons why most youth do not use alcohol, tobacco and illegal drugs. SKILL: IC (Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco and other drug use) | C | C | Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lesson 1, 2, pg. 20, pg. 25 | Michigan Model, Grade 5, Alcohol, Tobacco and Other Drugs Unit: Lessons 2,4 p. 29, p. 59 |
| Recognize short-and long-term consequences of alcohol, tobacco and other drug use. SKILL: AI (Locate reliable health resources to gather information on alcohol, tobacco and other drug use) | E | E | Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lesson 1, 2, 3, pg. 9-46 | Michigan Model, Grade 5, Alcohol, Tobacco and Other Drugs Unit: Lessons 1,2,3,4,5,6 p. 13-114 |

| Alcohol, tobacco and other drug prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|--------------------------|--|
| Explain appropriate use of “over the counter” and prescription drugs. SKILL: AI (Name an appropriate person in the school community to dispense medications()) | E | E | | Michigan Model Grade 5 Alcohol, Tobacco and Other Drugs Unit: Lesson 4 p. 59 |

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| Identify family rules, school policies and community laws related to alcohol, tobacco and other drug use, possession, and sales. SKILL: AV (Create an advocacy campaign at school communicating the school rules regarding alcohol and tobacco use) | E | E | Student Rights and Responsibilities Handbook | Michigan Model Grade 5 Alcohol, Tobacco and Other Drugs Unit: Lesson 3 p. 43 |
| Recognize how advertising influences alcohol, tobacco and other drug use. SKILL: INF (Recognize advertising techniques used to sell alcohol and tobacco products) | E | E | Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lesson 4, pg. 47-55 | Michigan Model Grade 5 Alcohol, Tobacco and Other Drugs Unit: Lesson 3 p. 43 |
| Identify that secondhand smoke is harmful. SKILL: SM (Demonstrate behaviors to avoid secondhand smoke when possible) | E | E | Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lesson 1, pg. 9-22 | Michigan Model Grade 5 Alcohol, Tobacco and Other Drugs Unit: Lesson 2 p. 29 |

Grades 4-5

PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.

Common Curriculum Goals: Demonstrate self management and advocacy skills while understanding the relationships among health behavior and prevention of disease.

| Prevention and control of disease concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|---|---|
| Distinguish the differences between communicable diseases and non-communicable diseases. | I | I | Healthy Kids: Keeping Safe, ODE, Grades 4/5, Lessons 2, 4 pg. 167-174, pg. 179-182 | Healthy Kids: Keeping Safe, Grades 4-5, Lessons 1, 2 p. 161, p. 167 |
| Explain personal health care practices that prevent the spread of communicable diseases, including HIV/AIDS, Hepatitis B and C. SKILL: SM (Demonstrate personal health care practices that prevent the spread of communicable disease) SKILL: IC (Demonstrate refusal skills to avoid the spread of disease) | E | E | Healthy Kids: Keeping Safe, ODE, Grades 4/5, Lessons 3, 5, pg. 175-178, pg, 185-191 | Michigan Model Grade 5 p. 3 HIV and Reproductive Health Unit:Lesson 1 Healthy Kids: Keeping Safe Grades 4-5 Lessons 1,2,3,4,5,6 p. 161-174 |
| Explain the chain of infection. | C | C | | Healthy Kids: Keeping Safe Grades 4-5 Lessons 1, 2 p.161, 167 |
| Understand the importance of healthy body systems and how each contributes to health. SKILL: AV (Advocate the importance of taking care of physical health) | I | I | Healthy Kids: Keeping Safe, ODE, Grades 4/5, Lesson 1, pg.163-166 | |

Grades 4-5

PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.

| Promotion of environmental health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|---|----------|----------|--|---|
| Describe sources of air and water pollution and how pollution affects health. SKILL: AI (Access information on how air and water pollution affects our health) SKILL: SM (Demonstrate ways to limit your exposure to air and water pollution) | I | I | <i>Grade 4 Science Kit, Land and Water</i> | |
| Identify ways to reduce exposure to the sun. SKILL: SM (Describe personal strategies for minimizing potential harm from exposure to the sun) | E | E | | Michigan Model Grade 5 Safety Unit: Lesson 1, p. 11 <i>American Cancer Society</i> |

| Promotion of environmental health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|--|--|
| Identify potentially harmful substances such as lead, asbestos, pesticides, toxic substances, radon, mercury and waterborne contaminations that can harm health. SKILL: GS (Set a goal to reduce exposure to harmful substances) | I | I | <i>Environmental Protection Agency</i> | <i>Environmental Protection Agency</i> |

Grades 4-5

PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

Common Curriculum Goals: Demonstrate self management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.

| Promotion of healthy eating concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|---|----------|----------|--|--|
| Explain the food groups, nutrients, and serving size in the USDA recommended guidelines. SKILL: AI (Use the USDA guidelines to compare and contrast a variety of foods and to select healthful choices) | E | E | Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 1,2, pg. 11-45 | Michigan Model Grade 5 Nutrition and Physical Activity Unit: Lessons 3, 4 p. 43, p. 55 |
| Understand the importance of variety and moderation in food selection and consumption. SKILL: SM (Prepare and choose healthy snacks) SKILL: GS (Develop a short-term personal goal with a family member related to eating a variety of healthful foods and with moderation) SKILL: AV (Advocate for healthful beverages and snacks in school fundraisers and parties) | E | E | Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 1,2, pg. 11-45 | Michigan Model Grade 5 Nutrition and Physical Activity Unit: Lessons 1, 2 p. 11, p. 27 |
| Promotion of healthy eating concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
| Drink plenty of water. SKILL: AV (Advocate to your school community about drinking plenty of water) | I | I | | Michigan Model Grade 5 Nutrition and Physical Activity Unit: Lesson 2 p. 27 <i>OSU Lane County Extension Service</i> |

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| Identify how to keep food safe through proper food preparation and storage practices. | C | C | OSU Lane County Extension Service | OSU Lane County Extension Service |
| Explain how healthy eating habits can lead to wellness. SKILL: AI (Describe media, cultural, and family influences that encourage healthy eating practices) | E | E | Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 3, pg. 47-53 | Michigan Model, Grade 5, Nutrition and Physical Activity Unit: Lesson 3 p. 43 |

Grades 4-5

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.

| Promotion of mental, social and emotional health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|---|---|---|--|
| Explain how to use pro-social behaviors to build and maintain healthy family and peer relationships. SKILL: AI (Identify people to talk to about mental and emotional health issues, concerns, and worries) SKILL: IC (Demonstrate ways to communicate respectfully and assertively) | E | E | Michigan Model, Grade 4, Social and Emotional Health Unit: Lessons 1,2,3,4,5,6,7,8,9 pg.13-143 <i>Second Step: Empathy</i> | Michigan Model Grade 5 Social and Emotional Health Unit: Lessons 1,5,6 p. 17, p. 83, p. 103 <i>Second Step</i> |

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| List qualities that contribute to a positive self-image. SKILL: SM (Identify personal strengths that contribute to a positive self-image) SKILL: INF (Analyze how culture, media and others convey accurate and inaccurate messages about appearance and body image) | I | I | Michigan Model, Grade 4, Social and Emotional Health Unit: Lesson 1, 2, 8, 9 pg.13-37, 126-127, 144 <i>MV010702 My Self Esteem</i> <i>MV970875 That's Me</i> | Michigan Model Grade 5 Personal Health and Wellness Unit: Lessons 1, 2 p. 9, p. 21 Michigan Model Grade 5 Social and Emotional Health Unit: Lesson 1 p. 17 |
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| Promotion of mental, social and emotional health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
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| Identify different kinds of emotions. SKILL: SM (Describe appropriate ways to express and deal with personal feelings, wants, and needs) SKILL: IC (Explain how the expression of emotions may help and/or harm oneself and | C | C | Michigan Model, Grade 4, Social and Emotional Health Unit: Lesson 1, 8, 9 pg.13-28, 113-143 <i>Second Step</i> | <i>Second Step: Empathy</i> |

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| others) | | | | |
| List personal stressors at home, in school, with peers. SKILL: SM (Demonstrate appropriate ways to express emotions and the consequences if it is not done appropriately) SKILL: GS (Identify a specific source of stress, set a goal and develop a stress management plan) | I | I | Michigan Model, Grade 4, Social and Emotional Health Unit: Lesson1, pg. 13-28 | Michigan Model Grade 5 Social and Emotional Health Unit: Lesson 2,3,4 p. 33, p. 49, p. 65 |

| Promotion of mental, social and emotional health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
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| Recognize diversity among people including disability, gender, race, sexual orientation and body size. SKILL: IC (Demonstrate ways to communicate respect for diversity) SKILL: AV (Advocate respect) | E | E | <i>Second Step</i> | Michigan Model Grade 5 Social and Emotional Health Unit: Lessons 5,6,13,14 p. 83, p. 103, p. 221, p. 245 |
| Identify disordered eating habits and issues around body image. SKILL: INF (Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions) | C | E | <i>MV000065, Body Task: Teens Talk About their Bodies: Eating Disorders and Activism CV040841 Eating Disorders</i> | Michigan Model Grade 5 Social and Emotional Health Unit: Lessons 1,2 p. 17, p. 33 <i>MV000065, Body Task: Teens Talk About their Bodies: Eating Disorders and Activism CV040841 Eating Disorders</i> |

Grades 4-5

PROMOTION OF PHYSICAL ACTIVITY -- Acquire knowledge and skills to understand the role physical activity has in promoting health.

Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.

| Promotion of physical activity concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|---|---|---|---|
| Identify physical, academic, mental and social benefits of physical activity. SKILL: GS (Set a personal goal to participate in physical activities) SKILL: AV (Advocate within the school and community for the importance of physical activity) | I | I | Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 4, pg. 61-67 <i>MV050117 Ten Reasons to Get in Shape</i> | <i>MV050117 Ten Reasons to Get in Shape</i> |
| List and explain the components of fitness. | C | C | Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 4, pg. 66-67 <i>Eating Healthy for Weight Control</i> <i>MV950202 Fitness first: Planning for self improvement</i> <i>MV050117 Ten Reasons to Get in Shape</i> | Physical Education <i>CV0406T1 Eating Healthy for Weight Control</i> <i>MV950202 Fitness first: Planning for self improvement</i> <i>MV050117 Ten Reasons to Get in Shape</i> |

| Promotion of physical activity concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|--|--|
| Describe the use of safety equipment and procedures for physical activity. SKILL: SM (Demonstrate the use of safety equipment during physical activity) SKILL: AV (Advocate for the proper use of safety equipment during physical activity) | I | I | Physical Education | Physical Education |
| Describe the importance of balancing food intake and physical activity. SKILL: SM (Demonstrate the ability to balance food intake and physical activity) | E | E | Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 1,2, pg. 11-45 | <i>OSU Lane County Extension Service</i> |

Grades 4-5

PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.

Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.

| Promotion of sexual health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|---|------------|------------|--|--|
| Describe physical, social and emotional changes that occur during puberty. SKILL: AI (Identify people in the school or community who could provide valid health information about the changes that occur during puberty) | E E | E E | Puberty: The Wonder Years Tier A: Lessons A-4, A-5, A-6 p. 43, p. 55, p. 63 Tier B: Lessons B-1, B-2, B-3p. 9, p. 29, p. 39 | Puberty: The Wonder Years Tier A: Lessons A-4, A-5, A-6 p. 43, p. 55, p. 63 Tier B: Lessons B-1, B-2, B-3p. 9, p. 29, p. 39 <i>Planned Parenthood</i> |
| Identify health practices during puberty. SKILL: SM (Demonstrate proper hygiene practices) | E | E | Healthy Kids: Keeping Safe, Grades 4/5, Lesson 3, pg. 175-178 <i>MV001094 Just Around the Corner for Girls</i> <i>MV001094 Just Around the Corner for Boys</i> <i>teacher preview recommended</i> | Puberty: The Wonder Years Tier B: Lesson B-5 p. 67 |
| Describe the role of the menstrual cycle. | I | E | Puberty: The Wonder Years Tier B: Lesson B-4 p. 49 | Puberty: The Wonder Years Tier B: Lesson B-4 p. 49 |
| Describe how conception occurs. | I | I | Puberty: The Wonder Years Tier B: Lesson B-3, B-4 p. 39, p. 49 | Puberty: The Wonder Years Tier B: Lesson B-3, B-4 p. 39, p. 49 |

| Promotion of sexual health concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|--|--|
| <p>Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV and pregnancy. SKILL: INF (Identify influences that encourage young people to be abstinent) SKILL AV (Advocate for choosing abstinence)</p> | I | E | <p>Healthy Kids: Keeping Safe Grades 4/5 Lessons 4,5 p. 179, p. 183 Michigan Model Grade 5 HIV and Reproductive Health Unit: Lesson 1 p. 3</p> | <p>Healthy Kids: Keeping Safe Grades 4/5 Lessons 4,5 p. 179, p. 183 Michigan Model Grade 5 HIV and Reproductive Health Unit: Lesson 1 p. 3</p> |
| <p>Understand gender roles and sexual orientation within healthy sexuality.</p> | I | I | | |

Grades 4-5

UNINTENTIONAL INJURY PREVENTION – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.

Common Curriculum Goals: Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

| Unintentional injury prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------------------------------|----------------------------------|---|---|
| Identify labels of products that give information about dangers. SKILL: AI: (Recognize danger signs and symbols on consumer products) SKILL: SM (Understand the importance of staying away from products that are harmful to children) | C I | C | | |
| Identify ways to prevent fires and reduce the risk of injuries in case of fire. SKILL: AI (Understand the nature of fire, how fires start, fire’s destructiveness and how fires can be prevented) SKILL: IC (Demonstrate how to respond to peers who may encourage you to misuse fire or fireworks) | E E E | I E E | Michigan Model, Grade 4, Safety, Lesson 1,2, pg.11-42 | Michigan Model, Grade 5, Safety Unit: Lesson 1 p. 11 <i>Smoke Detective, State Farm Insurance</i> |

| Unintentional injury prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
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| Identify ways to reduce risk of injuries in and around water. SKILL: IC (Demonstrate the ability to influence others' safety behaviors in and around water) SKILL: AV (Advocate for safety in around water) | E | E | <i>Lane County Sheriff Water Safety/Boating</i> | Michigan Model Grade 5 Safety Unit: Lesson 2p. 27 <i>Lane County Sheriff Water Safety/Boating</i> |
| Identify ways to reduce risk of injuries while traveling to and from school and in the community. SKILLS: IC (Demonstrate refusal skills when asked to participate in unsafe or dangerous situations) | E | C | <i>Smart Ways to School, LTD Shane Rhodes 682-6212</i> | 4J Bus Safety Program |
| Identify ways to reduce risk of injuries during sports/recreational participation. SKILL: DM (Use the decision making process to use safety equipment during physical activity) | C | C | <i>Bicycle Transportation Alliance Bicycle Safety Education Program Sacred Heart, Head Trauma, "Trauma Nurses"</i> | Michigan Model Grade 5 Safety Unit: Lesson 1 p. 11 <i>Bicycle Transportation Alliance Bicycle Safety Education Program Sacred Heart, Head Trauma, "Trauma Nurses"</i> |

| Unintentional injury prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|--|----------|----------|--|---|
| Explain what to do during an emergency and/or natural disaster (e.g., flood, tsunami, earthquake, etc.). SKILL: SM (Create a family emergency plan to be used in the case of any emergency) SKILL: GS (Set a goal to develop an emergency plan including a disaster kit at home) | E | I | District safety guidelines, school practices, monthly drills | District safety guidelines, school practices, monthly drills |
| Identify basic first aid procedures needed to treat injuries and other emergencies. SKILL: SM (Demonstrate appropriate responses and basic first aid in emergency simulations) | E | E | <i>American Red Cross, BAT program</i> | Michigan Model Grade 5 Safety Unit: Lesson 2 p. 27 <i>American Red Cross, BAT program</i> |
| Identify situations that might harm vision and hearing. SKILL: AI (Develop a goal to use safety equipment to protect ears and eyes (e.g., sunglasses, earplugs)) | C | C | | |

| Unintentional injury prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|---|----------|----------|--------------------------|--|
| Recognize rules and laws intended to prevent injuries. SKILL: AI (Access resources on rules and laws pertaining to helmet and seatbelt use) | C | C | | |
| Identify ways to reduce sun exposure. | C | C | | Michigan Model Grade 5 Safety Unit: Lesson 1 p. 11 |

Grades 4-5

VIOLENCE AND SUICIDE PREVENTION – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals: Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.

| Violence and Suicide Prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|---|---|---|---|--|
| Explain pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: IC (Demonstrate a variety of clear communication skills and peer resistance skills to | E | E | <i>Steps to Respect</i> <i>Second Step: Empathy, Problem Solving</i> | Michigan Model Grade 5 Social and Emotional Health Unit: Lessons 5,6 p. 83, p. 103 |

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| avoid violent situations) SKILL: AV (Advocate for respectful interactions at home, school and community) | | | | |
| Identify bullying and its' affects on health and safety. SKILL: INF (Analyze the influence of effective bystander behavior in a bullying situation) SKILL: IC (Demonstrate what to say and do if someone is bullying others) | E | E | Michigan Model, Grade 4, Social and Emotional Health Unit: Lesson 1, 2, pg. 39-67 <i>Steps to Respect</i> <i>MV980503 Bully</i> <i>Health: How to Tame a Troublemaker</i> | Michigan Model Grade 5 Social and Emotional Health Unit: Lessons 3,4 p. 49, p. 65 |

| Violence and Suicide Prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
|---|----------|----------|---|---|
| Explain the role problem solving, anger management and impulse control have on preventing violence. SKILL: SM (Demonstrate steps of problem solving anger management and impulse control) | E | E | Michigan Model Grade 4, Social and Emotional Health Unit: Lesson 5,6,7,8,9, pg. 69-143 <i>Second Step Empathy, Problem solving and anger management</i> | Michigan Model, Grade 5, Social and Emotional Health Unit: Lessons 7,8,10,11,12 p. 117, p. 141, p. 177, p. 191, p. 209 |
| Identify the differences between physical, verbal and relational violence. SKILL: GS (Set a goal to prevent and avoid physical, verbal and relational violence) | I | I | <i>MV000649 Staying Safe Around Guns (teacher preview recommended)</i> <i>MV90084 Welcome to Earth: The Danger Ranger</i> <i>MB910432 What to do with Secrets</i> | <i>MV000649 Staying Safe Around Guns (teacher preview recommended)</i> <i>MV90084 Welcome to Earth: The Danger Ranger</i> <i>MB910432 What to do with Secrets</i> |
| Identify how witnesses and bystanders can help prevent violence by reporting dangerous situations. SKILL: SM (Demonstrate safe ways o respond to bullying and | I | I | Michigan Model, Grade 4, Social and Emotional Health Unit: Lesson 3,4 pg. 39-67 <i>Steps to Respect</i> <i>MV980503 Bullybreath; How to Tame a Troublemaker</i> | Michigan Model Grade 5, Social and Emotional Health Unit: Lessons 9, p. 163 <i>MV980503 Bullybreath; How to Tame a Troublemaker</i> |

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| other forms of violence) | | | | |
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| Violence and Suicide Prevention concepts | 4 | 5 | Grade 4 Resources | Grade 5 Resources |
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| Identify that media contains violent messages. SKILL: INF (Identify influences that contain anti-social words and actions) SKILL: GS (Set personal media viewing goals) | I | I | <i>MV970554 Violence, (compares violence on TV with real life.)</i> | <i>MV970554 Violence, (compares violence on TV with real life.)</i> |

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Bold = State Performance Benchmark, Grade 5