

# HEALTH EDUCATION

## PRIORITIZATION OF OREGON HEALTH EDUCATION STANDARDS GRADE LEVEL CURRICULUM MAP K-3

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 K-3**

**HEALTH SKILLS – The study of health education prepares students to makes 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	K	1	2	3
<b>Accessing Information</b> Demonstrate ability to access valid health and safety related information. <b>Identify and access resources for basic health and safety information.</b>	E	E	E	E
<b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. <b>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</b>	E	E	E	E
<b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health. <b>Identify influences on health related behaviors including methods of persuasion.</b>	E	E	E	E
<b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. <b>Demonstrate positive communication skills.</b>	E	E	E	E
<b>Goal Setting</b> Demonstrate ability to use goal-setting skills to enhance health and safety. <b>Set short term personal goals to enhance health and safety.</b>	E	E	E	E
<b>Decision Making</b> Demonstrate ability to use decision-making skills to enhance health and safety. <b>Use a decision making model to make decisions that involve health and safety.</b>	E	E	E	E
<b>Advocacy</b> Demonstrate the ability to advocate for personal, family, and community health and safety. <b>Advocate for healthy and safe behaviors at home and at school.</b>	E	E	E	E

**Grades K-3**

**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.**

<b>Alcohol, tobacco and other drug prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Identify the benefits of a tobacco-free environment. SKILL: AV (Advocate in the school community for a tobacco free environment)	<b>I</b>	<b>I</b>	<b>C</b>	<b>C</b>	Student Rights and Responsibilities Handbook pg.10	Michigan Model, Grade 1, Alcohol, Tobacco, and Other Drugs, Lesson 3, pgs. 25-34	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 3 pp. 37 -48	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 2, pgs. 31-46 Student Rights & Responsibilities Handbook <i>American Lung Association</i>
State reasons why young people do not use alcohol and tobacco. SKILL: INF (Recognize the influences that persuade young people to abstain from alcohol and tobacco)	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>		Michigan Model, Grade 1, Alcohol, Tobacco, and Other Drugs, Lesson 3, pgs. 25-34	Michigan Model Alcohol, Tobacco and Other Drugs, Lesson 2 pp. 23 - 36	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 3, pgs. 47-59

<p><b>Identify that alcohol and tobacco, including cigarettes, cigars, pipes, and smokeless tobacco are harmful to one’s health.</b>  <b>SKILL IC</b>  <b>(Demonstrate refusal skills towards using tobacco and alcohol products)</b></p>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model Alcohol, Tobacco and Other Drugs, lesson1, pg. 11	Michigan Model, Grade 1, Alcohol, Tobacco, and Other Drugs, Lesson 3, pgs. 25-27  <i>4j IMC Getting to Know Your Heart Kit, American Heart Assc. 612.1 KT 05761</i>	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 2 pp. 23 - 36	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 6, pgs. 83-101 <i>American Lung Association</i>
<b>Alcohol, tobacco and other drug prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Identify that secondhand smoke is harmful. SKILL: SM (Demonstrate behaviors to avoid secondhand smoke when possible)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model Alcohol, Tobacco and other drugs, Lesson 1, pg. 11	Michigan Model, Grade 1, Alcohol, Tobacco, and Other Drugs, Lesson 3, pgs. 27-30	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 3 pp. 37 -48	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 2, pgs. 31-46 <i>American Lung Association</i>
Describe safe use of “over the counter” and prescription drugs. SKILL:AC (Explain who is an appropriate person to dispense medication to children)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Alcohol, Tobacco and other drugs, Lesson 1 pg. 9-12	Michigan Model, Grade 1, Alcohol, Tobacco, and Other Drugs, Lesson 1, pgs. 9-13	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 1 p. 13	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 1, pgs. 13-29

List family rules and school policies about alcohol, tobacco, “over the counter” and prescription medication use. SKILL: AV (Create a display of school rules regarding alcohol and tobacco use and “over the counter” and prescription drug use)	C	C	I	I	Student Rights and Responsibilities	Michigan Model, Grade 1, Alcohol, Tobacco, and Other Drugs, Lesson 1, pgs. 9-13 Student Rights and Responsibilities Handbook	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson #2 pp. 23 – 36  Students Rights and Responsibilities Handbook	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 5, pgs. 75-82  Student Rights & Responsibilities Handbook
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**Grades K-3**

**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.**

<b>Prevention and control of disease concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Explain ways to prevent communicable and non-communicable disease. SKILL: SM (Demonstrate strategies for proper personal health care) SKILL: DM (Use the decision making model to	E	E	E	E	Michigan Model, Personal Health and Wellness, Lesson 1 pg. 9-20  Healthy Kids Keeping Safe, Lesson 1, pg. 20-	Michigan Model, Grade 1 Personal Health and Wellness, Lesson 1, pgs. 11-16	Healthy Kids: Keeping Safe, Lesson 1, 2, 4, Pg. 75-94, 97-100	Healthy Kids: Keeping Safe, Grade 3, Lesson 1, pgs. 113-119

make healthy decisions for preventing disease)					27 <i>Reading Rainbow, Germs Make me Sick</i>			
Identify important personal health care practices that prevent the spread of communicable disease (including HIV/AIDS, and Hepatitis B and C). SKILL: GS (Develop personal goals to prevent the spread of communicable diseases) SKILL: AV (Share strategies for preventing the spread of communicable disease to others)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Personal Health and Wellness, Lesson 1 pg. 9-20  Healthy Kids Keeping Safe, Lesson 1, pg. 20-27 <i>Reading Rainbow, Germs Make me Sick</i>	Michigan Model, Grade 1, Personal Health and Wellness, Lesson 1, pgs. 11- 16  Healthy Kids: Keeping Safe, HIV Instructions, (7 lessons)  <i>4j IMC Video 'All About Health and Hygiene' 613.4 VR 07971</i>	Healthy Kids: Keeping Safe, Lesson 1, 2, 3,4,6, Pg. 75-100,105-108	Healthy Kids: Keeping Safe, Grade 3, Lesson 3, pgs. 126-132

**Grades K-3**

**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	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
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List sources of air and water pollution. SKILL: AI (Access information on how air and water pollution affects our health)	C	C	C	C	<i>Splash! K-2 Water Sourcebook K-2, Chapter 2 and 5, Education Research and Inservice Center, U.of N. Alabama</i>	<i>Eugene Public Library, Video 'Pollution' 363.73</i>		
Identify ways to reduce exposure to the sun. SKILL: SM (Demonstrate ways to protect oneself from ultraviolet radiation (sun) and other harmful substances)	I	C	I	C	Michigan Model Safety, Lesson 2, pg 23	<i>Eugene Public Library 'Why Do I Get Sunburn?' by Royston</i>	Michigan Model, Safety, Lesson 2 p. 38	
Identify ways to reduce exposure to potentially harmful substances including lead and other toxic substances. SKILL: GS (Set a goal relating to reducing exposure to a potentially harmful substance)	C	C	C	C		Michigan Model, Alcohol, Tobacco, and Other Drugs, Lesson 2, pgs. 21-23,		



**Grades K-3**

**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.**

<b>Promotion of healthy eating concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Identify the food groups in the current USDA recommended guidelines. SKILL: AI (Examine the food groups in the USDA guidelines and identify examples from each) SKILL: GS (Set a short-term personal goal with a family member for healthy eating and track progress)	<b>I</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Nutrition and Physical Activity, Lesson 1 and 2 pg. 9-24  <i>MacMillan Mac Graw Lang.A RTS LEVEL K UNIT 4</i>	Michigan Model, Grade 1, Nutrition and Physical Activity, Lesson 1, pgs. 9-20  <i>4j IMC ‘The Edible Pyramid: Good Eating Everyday,’ by Leedy</i>  <i>4j IMC computer disc ‘Millie Meter’s Nutrition Adventure’ 613.2 CP 08036</i>	Michigan Model, Nutrition and Physical Activity, Lesson 1, pp. 9 – 19	Michigan Model, Grade 3, Nutrition & Physical Activity, Lesson 1, pgs. 11-24 <i>Oregon Dairy Council, Smart Start Eating &amp; Reading</i>

<b>Recognize the importance of variety and moderation in food selection and consumption.</b> <b>SKILL: SM</b> (Choose a variety of foods to eat from different food groups) <b>SKILL: AV</b> (Advocate for more fruits and vegetables at school)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Nutrition and Physical Activity, Lesson 1 and 2 pg. 9-24	Michigan Model, Grade 1, Nutrition and Physical Activity, Lesson 2, pgs. 21-28 <i>4j IMC ‘Healthy Snacks,’ by Schuh</i> <i>‘Good for Me: All About Food in 32 Bites’ by Burns</i>	Michigan Model, Nutrition and Physical Activity, Lesson 2 pp. 21 – 26	Michigan Model, Grade 3, Nutrition & Physical Activity, Lesson 1, pgs. 11-24 <i>Oregon Dairy Council, Smart Start Eating &amp; Reading</i>
	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>				
	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>				

<b>Promotion of healthy eating concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Identify how healthful eating habits can lead to wellness.	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	Michigan Model, Nutrition and Physical Activity, Lesson 1 and 2 pg. 9-16	Michigan Model, Grade 1, Nutrition and Physical Activity, Lessons 1, pg. 11	Michigan Model, Nutrition and Physical Activity, Lesson #1 pp. 9 – 19	Michigan Model, Grade 3, Nutrition & Physical Activity, Lesson 1, pgs. 11-24 <i>Oregon Dairy Council, Smart Start Eating &amp; Reading</i>
Identify how to keep food safe. SKILL: IC	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>		<i>Eugene Public Library, Teacher Resource, ‘Keep</i>		

(Communicate to family how to keep food safe at home and at school).						<i>Your Food Safe,' 641.48</i>		
Distinguish the impact advertising has on food choices. SKILL: INF (Describe advertising strategies used to impact our food choices)	<b>I</b>	<b>E</b>	<b>C</b>	<b>E</b>				Michigan Model, Grade 3, Nutrition & Physical Activity, Lesson 2, pgs. 25-33 <i>Oregon Dairy Council, Smart Start Eating &amp; Reading</i>

**Grades K-3**

**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.**

<b>Promotion of mental, social, and emotional health concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
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Describe pro-social behaviors within healthy family and peer relationships. SKILL: IC (Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Social and Emotional Health, Lesson, 1,2,3,4,5,6,7,8, pg.11-71  <i>Second Steps, Pre-K</i>	Michigan Model, Social and Emotional Health, Lessons 1 through 8, pgs. 11-82  <i>4j IMC Big Book 'Good for You'</i>	Michigan Model, Social and Emotional Health, Lesson 1, 2,3 pp. 15 -44	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 2, pgs. 23-35 <i>Second Steps, Unit 1, Empathy</i>
Identify qualities that contribute to a positive self-image. SKILL: SM (Identify personal strengths)	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	Michigan Model, Social and Emotional Health, Lesson, 7	<i>Eugene Public Library, 'Stand Tall, Molly Lou Melon' by Lovell</i>		Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 3, pgs. 37-42 Healthy Kids: Keeping Safe, Lesson 6, pgs. 146-149
List different kinds of emotions. SKILLS: SM (Describe appropriate ways to express and deal with personal feelings, wants and needs) SKILL: INF (Identify internal and external influences on emotions and feelings)	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	Michigan Model, Social and Emotional Health, Lesson, 4,5,6 pg. 33-56	Michigan Model, Grade 1, Social and Emotional Health, Lesson 1-2, pgs. 11-29	Michigan Model, Social and Emotional Health, Lesson 1, 2,3 pp. 15 -44	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 1, pgs. 13-22 <i>Second Steps, Unit 1, Empathy</i>

Promotion of mental, social, and emotional health concepts	K	1	2	3	Grade K Resources	Grade 1 Resources	Grade 2 Resources	Grade 3 Resources
Recognize personal stressors at home, in school and with peers. SKILL: GS (Identify a source of stress and set a goal to help manage that stressor)	C	I	I	I	Michigan Model, Social and Emotional Health, Lesson 5, pg. 44	<i>Eugene Public Library, Teacher Resource 'Kid Stress: what it is, how it feels, how to help,' by Witkin</i>	Michigan Model, Social and Emotional Health, Lesson 7, 8 pp. 77 - 105	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 8, pgs. 85-97 <i>Second Steps, Unit 2, Impulse Control, Unit 3, Anger Management</i>
Recognize diversity among people, including body size, disability, gender, race, and sexuality. SKILL: AV (Advocate for respect)	E	E	E	E	<i>Character Building, Jeri Carroll, Respect and Compassion</i>	<i>4j IMC picture book, 'The Family Book' by Todd Parr</i>  <i>Eugene Public Library Titles: 'Black is Brown is Tan' by Adoff 'Snow in Jerusalem' by Da Costa 'Stand Tall, Molly Lou Melon' by Lovell 'Black Like Kyra, White Like Me' by Vigna</i>	Michigan Model, Social and Emotional Health, Lesson 4, 5, 6, pp. 47 - 74	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 4, pgs. 43-48 Healthy Kids: Keeping Safe, Lesson 5, pgs. 143-145

					<i>'One Dad, Two Dads, Brown Dad, Blue Dad' by Valentine</i> <i>'My Name is Yoon' by Recorvits</i> <i>'Harry and Willy and Carrothead' by Caseley</i> <i>'The Sneetches' by Dr. Seuss</i> <i>'Metropolitan Cow' by Egan</i> <i>'Nadia's Hands' by English</i> <i>'Whoever You Are' by Fox</i> <i>'The Araboolies of Liberty Street' by Swope</i> <i>'Yoko' by Wells</i>		
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**Grades K-3**

**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.**

<b>Promotion of physical activity</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Give examples and benefits of physical activity. SKILL: AI (Identify places where youth and families can be physically active) SKILL: INF (Analyze influences that encourage youth to participate in physical activity)	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	Michigan Model, Nutrition and Physical Activity Lesson 3, pg.25-29	Michigan Model, Nutrition and Physical Activity, Lesson 3, pgs. 30-38	Michigan Model, Nutrition and Physical Activity, Lesson 3 pp. 29 - 36	Michigan Model, Grade 3, Nutrition & Physical Activity, Lesson 3, pgs. 35-38
Identify the components of fitness.	<b>C</b>	<b>I</b>	<b>I</b>	<b>I</b>		Michigan Model, Nutrition and Physical Activity, Lesson 3, pgs. 30-38		Michigan Model, Grade 3, Nutrition & Physical Activity, Lesson 4, pgs. 39-50

List safety equipment needs and procedures for physical activity. SKILL: SM (Demonstrate the use of safety equipment during physical activity) SKILL: GS (Set a personal goal to use and wear safety equipment correctly during physical activity)	I	I	I	I		<i>Eugene Public Library Video 'Be Cool, Play It Safe,' 613.6</i>  4j School Policies	Michigan Model, Safety, Lesson 1 pp. 13 - 34	<i>BlueCross/BlueShield of Oregon, Oregon Youth Care</i>
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**Grades K-3**

**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	K	1	2	3	Grade K Resources	Grade 1 Resources	Grade 2 Resources	Grade 3 Resources
List the physical similarities and differences between males and females.	C	C	C	C				
Identify body parts, proper anatomical names and stages in the basic growth process.	C	C	C	C		<i>For Purchase Only 'Human Body: Curious Kids Guide' by Avison</i>		
Understand to stay away from potentially unsafe body fluids and objects, including condoms and needles.	E	E	E	E	Healthy Kids: Keeping Safe Lesson 2, 4 pg. 28-33, 37-40	Healthy Kids: Keeping Safe, HIV Instructions, (7 lessons)	Healthy Kids: Keeping Safe, Lessons 3,4,5,6,	Healthy Kids: Keeping Safe, Lesson 3, pgs. 126-132



SKILL: AI (Identify who to talk with at school, home and in the community if you see unsafe objects)							pg.92-108,	
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**Grades K-3**

**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.**

<b>Unintentional injury prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Recognize labels of home products that give information about dangerous products and situations. SKILL: AI (Recognize danger signs and symbols on consumer products)	<b>I</b>	<b>I</b>	<b>C</b>	<b>I</b>	Michigan Model, Safety, Lesson 3, pg. 25-31  Michigan Model, Alcohol, Tobacco and other Drugs, Lesson 2, pg.13-24	Michigan Model, Alcohol, Tobacco, and Other Drugs, Lesson 2, pgs. 15-21	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 1 p. 13	Michigan Model, Grade 3, Alcohol, Tobacco & Other Drugs, Lesson 1, pgs. 13-29

<p>Identify ways to prevent fires and reduce the risk of injuries in case of fire.  <b>SKILL: SM</b>          (Develop a home fire escape plan and practice it during the day and at night with family)  <b>SKILL: INF</b>          (Analyze the role of fire throughout history)  <b>SKILL: GS</b>          (Set a goal to test the smoke alarms at home monthly)</p>	<b>E</b>	<b>E</b>	<b>E</b>	<b>I</b>	<p>Michigan Model Safety Lesson 4 pg. 33-44</p> <p><i>Learn Not To Burn Resource Book Level 1</i>  <i>Fire Safety Skills 2nd Edition Office of Oregon State Fire Marshal</i></p>	<p>Michigan Model Safety, Lessons 2, 3, and 4 pgs. 23-37</p> <p><i>Eugene Public Library Video 'Be Cool, Play It Safe,' 613.6</i></p> <p><i>4j IMC picture book, 'No Dragons for Tea', by Jean Pendziwol</i></p> <p><i>Eugene Public Library Disney video, 'I'm No Fool with Fire'</i></p>		<p>District Safety Guidelines          School Practice, monthly drills  <i>Eugene Fire Department</i></p>
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<b>Unintentional injury prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
<p>Identify ways to reduce risk of injuries in and around water.  <b>SKILL: AV</b>          (Advocate for safety in and around water)</p>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<p>Michigan Model Safety Lesson 4 pg. 33-44</p>	<p><i>Eugene Public Library Video 'Be Cool, Play It Safe,' 613.6</i></p>	<p>Michigan Model, Safety, Lesson 2 p. 35 - 43</p>	<p><i>City of Eugene, Echo Hollow Pool</i></p>
<p><b>Identify safe behaviors when traveling to and from school and in the community,</b>  <b>SKILLS: DM</b></p>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<p>Michigan Model, Safety, Lesson. 2 and 3 pg. 17-32</p>	<p>Michigan Model Safety, Lesson 7, pgs. 57-65</p>	<p>Michigan Model, Safety, Lesson 5 p. 87</p>	<p>Michigan Model, Grade 3, Safety, Lesson 1, pgs. 13-26</p>

<b>(Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school)</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>				Lesson 2, pgs. 27-42
Explain the importance of safety at play including wearing helmets, pads and other safety equipment. SKILL: SM (Demonstrate the correct use of protective equipment during sports and physical activity) SKILL: GS (Set goals to remain injury-free during sports and physical activity at school, at play and in the community)	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	Local Police Departments will usually come out and give a bike safety demonstration	<i>Eugene Public Library Video 'Be Cool, Play It Safe,' 613.6</i>	Michigan Model, Safety, Lesson 1 p. 13 - 34	<i>BlueCross/BlueShield of Oregon, Oregon Youth Care</i>

<b>Unintentional injury prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Identify what to do during an emergency and/or natural disaster, including floods, earthquakes SKILL: AI (Demonstrate how to dial 911, poison control, and other emergency numbers and provide appropriate	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<i>Michigan Model, Safety Lesson 4, pg. 33-43</i>  District safety guidelines,	Michigan Model, Safety, Lesson 6, pgs. 49-56  District Safety Guidelines School Practice, Monthly Drills		Michigan Model, Grade 3, Safety, Lesson 3, pgs. 43-60 District Safety Guidelines School Practice, monthly drills

information) SKILL: SM (Demonstrate what to do during an earthquake including methods of “duck, cover and roll”) SKILL: DM (Use the decision making process to identify safe locations and meeting places at school and at home in the event of an emergency)					School practice, monthly drills  The Quake Patrol Mandated Cost Systems Inc	(Also reviewed in fire safety lesson)		
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**Grades K-3**

**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.**

<b>Violence and Suicide Prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Identify pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: SM (Demonstrate ways to prevent violence and unsafe situations)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Social and Emotional Health, Lesson, 1,2,3,4,5,6,7,8, pg.11-71	Michigan Model, Social and Emotional Health, Lessons 1 through 8, pgs 11-82 (covered in Social and Emotional Health	Michigan Model, Social and Emotional Health, Lesson 4, 5 pp. 47 - 64	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 6, pgs. 65-74 <i>Second Steps, Unit 1, Empathy</i>

SKILL: GS (Set a goal to engage in positive, helpful behaviors)					<i>Character Building Jeri Carroll, Honesty, Respect, Self Discipline</i>	essential skill)  <i>Second Steps</i>		
Identify bullying, harassment and teasing. SKILL: AI (Identify how to report unsafe situations in the home, school, or community) SKILL: IC (Demonstrate assertiveness and conflict resolution)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<i>Second Step</i>	Michigan Model, Safety, Lesson 5, pgs. 39-46  4j Student Rights and Responsibilities Handbook  <i>Second Steps Steps to Respect Eugene Public Library 'Stop Picking on Me: A First Look at Bullying' by Thomas</i>	Michigan Model, Social and Emotional Health, Lesson 6,7,8,9, pp. 65 - 116	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 5, pgs. 49-63 Student Rights & Responsibilities Handbook <i>Second Steps, Unit 2, Impulse Control, Unit 3, Anger Management Bully Prevention In Positive Behavior Support American Medical Association Alliance, I Can Handle Bullies</i>

<b>Violence and Suicide Prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
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Identify safe, unsafe and confusing touch. <b>SKILL: AI</b> (Identify safe people and places to go to if you feel unsafe or threatened)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Safety, Lesson 5 pg.45-65  M.M. Social and Emotional Health Lesson 3, pg. 29 - 32	Michigan Model, Safety, Lesson 7, pgs. 58-78  <i>Safe Touch Curriculum</i>	Michigan Model, Safety, Lesson 4 pp. 63 - 83	Michigan Model, Grade 3, Safety, Lesson 4, pgs. 61-86
Explain the difference between appropriate touch and inappropriate touch. <b>SKILL: IC</b> (Practice and use refusal skills if someone is touching you inappropriately)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	Michigan Model, Social and Emotional Health Lesson 3, pg. 29 - 32  <i>Second Steps Pre-K</i>	Michigan Model, Safety, Lesson 7, pgs. 66-78  <i>Safe Touch Curriculum</i>	Michigan Model, Safety, Lesson 4,5 pp. 63 - 85	Michigan Model, Grade 3, Safety, Lesson 4, pgs. 61-86
<b>Identify that media contains violent messages.</b> <b>SKILL: INF</b> (Explain how helpful and hurtful messages in media can affect an individuals' behavior)	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>		<i>Eugene Public Library</i> <i>*'Ten Talks Parents Must Have with Their Children about Violence,'</i> <i>Ch. 4, 'Talking About Violence in the Media'</i> <i>by Cappello</i>  <i>'Television: Identifying</i>		

						<i>Propaganda Techniques' by O'Sullivan</i>		
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<b>Violence and Suicide Prevention concepts</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grade K Resources</b>	<b>Grade 1 Resources</b>	<b>Grade 2 Resources</b>	<b>Grade 3 Resources</b>
Explain the role of problem solving, anger management and impulse control in preventing violence. <b>SKILL: SM</b> (Demonstrate the steps of problem solving, anger management and impulse control) <b>SKILL: IC</b> (Manage interpersonal conflict in non-violent ways)	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	Michigan Model, Social and Emotional, Lesson 5, pg. 41 - 48  <i>Second Steps Pre-K</i>  <i>Peace Making Skills For Little Kids Fran Schmidt et al</i>  <i>Kelso- Conflict</i>	Michigan Model, Social & Emotional Health, lesson 7 and 8, pgs. 64-81  <i>Second Step</i>	Michigan Model, Social and Emotional Health, Lesson 6,7,8,9 pp. 65 - 116	Michigan Model, Grade 3, Social & Emotional Health Activity, Lesson 8, pgs. 85-97 <i>Second Steps, Unit 2, Impulse Control, Unit 3, Anger Management</i>

				<i>Management for Children</i>			
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