



Recommended 4th and 5th Grade Curriculum Framework

Content: Health Education – Grades 4 and 5						
Topic: Safety (Weeks 1-2)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
PL-E-1.6.1 There are health and safety hazards to recognize and avoid at home, school and play.	<p>Personal Wellness AE 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>DEMONSTRATORS</p> <ul style="list-style-type: none"> Identify preventative safety procedures for the home, school and community. <p>POS Students will follow school safety rules (e.g., playground, bus, classroom).</p> <p>POS – HE-5-13 Identify health and safety hazards at home, school and play.</p> <p>POS Practice school safety procedures (e.g., tornado, fire, earthquake drills).</p>					



Recommended 4th and 5th Grade Curriculum Framework

Content: Health Education – Grades 4 and 5						
Topic: Safety (Weeks 1-2)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>PL-E-1.6.2 Safe traffic and transportation practices (e.g., crossing the street at appropriate places and times; wearing protective gear when roller blading, skateboarding, bicycling; wearing seat belts) help decrease injuries.</p> <p>PL-E-1.6.3 There are procedures (e.g., staying calm, heeding warnings, following safety procedures) for dealing with potentially unsafe and threatening situations (e.g., water, fire, animals, earthquake, stranger danger).</p> <p>PL-E-1.6.4 There are procedures (e.g., dial 911) for obtaining emergency assistance.</p>	<p>POS - HE-5-14 Students will describe safe traffic/transportation rules (e.g., crossing streets, riding bikes).</p> <p>POS-HE-5-15 Students will explain and exhibit personal safety strategies (e.g., when to say no).</p> <p>POS-HE-5-16 Students will demonstrate procedures for basic emergency assistance.</p>					



Recommended 4th and 5th Grade Curriculum Framework

Content: Health Education – Grades 4 and 5						
Topic: Safety (Weeks 1-2)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)



Recommended 4th and 5th Grade Curriculum Framework

Content: Health Education – Grades 4 and 5						
Topic: Safety (Weeks 1-2)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)