

Risk Watch™
Levels Pre/K–8



correlated to

**State of Alabama
Courses of Study
English, Language Arts,
Health Education**



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Risk Watch, Pre-K–K

Risk Watch	Alabama Course of Study English Language Arts, Grade K
<i>Getting Into Character</i>	
Storyteller	1.A1, 1.A3, 1.A4, 1.A6, 1.B7, 1.B9
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A6, 1.B7, 1.B9, 2.B17, 2.C18
Lesson 2 Fire & Burn Prevention	1.A1, 1.A6, 1.B7, 2.B17, 2.C18
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A6, 1.B7, 2.B17, 2.C18
Lesson 4 Poisoning Prevention	1.A3, 1.A6, 2.B17
Lesson 5 Falls Prevention	1.A3, 1.A6, 2.B17
Lesson 6 Firearms Injury Prevention	1.A1, 1.A6, 2.B17
Lesson 7 Bike and Pedestrian Safety	1.A4, 1.A6, 1.B7, 2.B17
Lesson 8 Water Safety	1.A1, 1.A3, 1.A6, 1.B7
<i>Risk Watch in Action</i>	
Activity 1 “What’s a Risk?”	1.A6, 2.B17
Activity 2 “The Risk Watch Game”	1.A5, 1.A6, 2.B17
Activity 3 “We’ve Got Rhythm”	1.A4, 1.B9, 2.B17
<i>Caregiver Letters</i>	
Caregiver Letters	2.B17
Evaluation Instruments	
Risk Watch Knowledge Test	2.B16

Risk Watch, Grades 1–2

Risk Watch	Alabama Course of Study English Language Arts, Grade 1
<i>Getting Into Character</i>	
Detective	1.A1, 1.A3, 1.B7, 1.B11, 2.B16
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A1, 1.A3, 1.A6, 1.B11, 2.B16
Lesson 2 Fire & Burn Prevention	1.A1, 1.A3, 1.B7, 1.B11, 2.B16
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A1, 1.A3, 1.A6, 1.B7, 1.B11, 2.B16
Lesson 4 Poisoning Prevention	1.A1, 1.A3, 1.B7, 1.B11, 2.B16
Lesson 5 Falls Prevention	1.A1, 1.A3, 1.A6, 1.B11, 2.B16
Lesson 6 Firearms Injury Prevention	1.A1, 1.A3, 1.A6, 1.B11, 2.B16
Lesson 7 Bike and Pedestrian Safety	1.A1, 1.A2, 1.A3, 1.B11, 2.B16
Lesson 8 Water Safety	1.A1, 1.A3, 1.B7, 1.B11, 2.B16
<i>Risk Watch in Action</i>	
Activity 1 “On the Risk Watch Beat”	1.A1, 1.B7, 2.B16
Activity 2 “The Safety Strut”	1.A1, 2.B16
Activity 3 “The Great Safety Fun Fair”	1.A6, 1.B11, 2.B16
Activity 4 “What’s a Risk?”	1.A3, 1.B11
Activity 5 “The Big Safety Puzzle”	1.A1
<i>Caregiver Letters</i>	
Caregiver Letters	2.B16
Evaluation Instruments	
Risk Watch Knowledge Test	1.A3

Risk Watch, Grades 1–2

Risk Watch	Alabama Course of Study English Language Arts, Grade 2
<i>Getting Into Character</i>	
Detective	1.A2, 1.B8, 1.B12, 2.B17
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A2, 1.A6, 1.A7, 1.B12, 2.B17
Lesson 2 Fire & Burn Prevention	1.A2, 1.A7, 1.B8, 1.B12, 2.B17
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A2, 1.A6, 1.A7, 1.B8, 1.B12, 2.B17
Lesson 4 Poisoning Prevention	1.A2, 1.A7, 1.B8, 1.B12, 2.B17
Lesson 5 Falls Prevention	1.A2, 1.A6, 1.A7, 1.B12, 2.B17
Lesson 6 Firearms Injury Prevention	1.A2, 1.A6, 1.A7, 1.B12, 2.B17
Lesson 7 Bike and Pedestrian Safety	1.A1, 1.A7, 1.B12, 2.B17
Lesson 8 Water Safety	1.A2, 1.A7, 1.B8, 1.B12, 2.B17
<i>Risk Watch in Action</i>	
Activity 1 “On the Risk Watch Beat”	1.B8, 2.B17
Activity 2 “The Safety Strut”	2.B17
Activity 3 “The Great Safety Fun Fair”	1.B12, 2.B17
Activity 4 “What’s a Risk?”	1.B12
Activity 5 “The Big Safety Puzzle”	1.A2
<i>Caregiver Letters</i>	
Caregiver Letters	2.B17
Evaluation Instruments	
Risk Watch Knowledge Test	2.B17

Risk Watch, Grades 3–4

Risk Watch	Alabama Course of Study English Language Arts, Grade 3
<i>Getting Into Character</i>	
Reporter	1.A2, 1.A3, 1.A4, 1.A6, 1.B9
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B15
Lesson 2 Fire & Burn Prevention	1.A2, 1.A3, 1.A4, 1.A6, 1.B8, 1.B9, 1.B15
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B10, 1.B15
Lesson 4 Poisoning Prevention	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B15
Lesson 5 Falls Prevention	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B15, 2.A17
Lesson 6 Firearms Injury Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B15
Lesson 7 Bike and Pedestrian Safety	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B15
Lesson 8 Water Safety	1.A2, 1.A3, 1.A4, 1.A5, 1.B8, 1.B9, 1.B15
<i>Risk Watch in Action</i>	
Activity 1 “What’s a Risk?”	1.A3, 1.B15
Activity 2 “Risk Reporters to the Rescue”	1.A2, 1.B2, 1.B15
Activity 3 “On the Safety Scene”	1.A3, 1.A4, 1.A6, 1.B15
Activity 4 “News First”	1.B15, 2.A17
Activity 5 “Get the Message”	1.A2
<i>Caregiver Letters</i>	
Caregiver Letters	2.B19
Evaluation Instruments	
Risk Watch Knowledge Test	1.A7

Risk Watch, Grades 3–4

Risk Watch	Alabama Course of Study English Language Arts, Grade 4
<i>Getting Into Character</i>	
Reporter	1.A2, 1.A3, 1.A4, 1.A6, 1.B9
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B14
Lesson 2 Fire & Burn Prevention	1.A2, 1.A3, 1.A4, 1.A6, 1.B8, 1.B9, 1.B14
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B10, 1.B14
Lesson 4 Poisoning Prevention	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B14
Lesson 5 Falls Prevention	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B14, 2.A16
Lesson 6 Firearms Injury Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B14
Lesson 7 Bike and Pedestrian Safety	1.A2, 1.A3, 1.A4, 1.B8, 1.B9, 1.B14
Lesson 8 Water Safety	1.A2, 1.A3, 1.A4, 1.A5, 1.B8, 1.B9, 1.B14
<i>Risk Watch in Action</i>	
Activity 1 “What’s a Risk?”	1.A3, 1.B14
Activity 2 “Risk Reporters to the Rescue”	1.A2, 1.B2, 1.B14
Activity 3 “On the Safety Scene”	1.A3, 1.A4, 1.A6, 1.B14
Activity 4 “News First”	1.B14, 2.A16
Activity 5 “Get the Message”	1.A2
<i>Caregiver Letters</i>	
Caregiver Letters	2.B19
Evaluation Instruments	
Risk Watch Knowledge Test	1.A7

Risk Watch, Grades 5–6

Risk Watch	Alabama Course of Study English Language Arts, Grade 5
<i>Getting Into Character</i>	
Promoter	1.A2, 1.A3, 1.A5, 1.B14, 2.A16
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 2 Fire & Burn Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 4 Poisoning Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 5 Falls Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 6 Firearms Injury Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 7 Bike and Pedestrian Safety	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
Lesson 8 Water Safety	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.B14, 2.B16
<i>Risk Watch in Action</i>	
Activity 1 “Risk Watch Roundup”	1.B14
Activity 2 “Billboard Blitz”	1.B9, 1.B10, 1.B14
Activity 3 “What’s a Risk?”	1.B9, 1.B10, 1.B14
Activity 4 “Consider the Consequences”	1.A2, 1.B14, 2.B17
Activity 5 “Campaign for Safety”	1.A2, 1.A4, 1.A5, 1.A9, 1.A10, 1.B14, 2.B17
Evaluation Instruments	
Risk Watch Knowledge Test	1.A7

Risk Watch, Grades 5–6

Risk Watch	Alabama Course of Study English Language Arts, Grade 6
<i>Getting Into Character</i>	
Promoter	1.A2, 1.A3, 1.A5, 1.B14
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 2 Fire & Burn Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 4 Poisoning Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 5 Falls Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 6 Firearms Injury Prevention	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 7 Bike and Pedestrian Safety	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
Lesson 8 Water Safety	1.A2, 1.A3, 1.A5, 1.A6, 1.A7, 1.A9, 1.A14
<i>Risk Watch in Action</i>	
Activity 1 “Risk Watch Roundup”	1.B16
Activity 2 “Billboard Blitz”	1.B9, 1.B10, 1.B16
Activity 3 “What’s a Risk?”	1.B9, 1.B10, 1.B16
Activity 4 “Consider the Consequences”	1.A2, 1.B16, 2.A19
Activity 5 “Campaign for Safety”	1.A2, 1.A4, 1.5, 1.A9, 1.A10, 1.B14, 2.A19
Evaluation Instruments	
Risk Watch Knowledge Test	1.A7

Risk Watch, Grades 7–8

Risk Watch	Alabama Course of Study English Language Arts, Grade 7
<i>Getting Into Character</i>	
Coach	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A1, 1.A2, 1.A3, 1.A4, 1.A5, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 2 Fire & Burn Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 4 Poisoning Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.A5, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 5 Falls Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 6 Firearms Injury Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 7 Bike and Pedestrian Safety	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 8 Water Safety	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
<i>Risk Watch in Action</i>	
Activity 1 “Quick Think”	1.A3
Activity 2 “The Brainy Baby-Sitter”	1.A2, 1.A3
Activity 3 “What’s a Risk?”	1.A1, 1.B9, 1.B16
Activity 4 “Stumper Stories”	1.A1, 1.A3, 1.B16
Activity 5 “Dr. Out-There”	1.A1
Evaluation Instruments	
Risk Watch Knowledge Test	1.A7

Risk Watch, Grades 7–8

Risk Watch	Alabama Course of Study English Language Arts, Grade 8
<i>Getting Into Character</i>	
Coach	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.A1, 1.A2, 1.A3, 1.A4, 1.A5, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 2 Fire & Burn Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 4 Poisoning Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 5 Falls Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.A5, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 6 Firearms Injury Prevention	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 7 Bike and Pedestrian Safety	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
Lesson 8 Water Safety	1.A1, 1.A2, 1.A3, 1.A4, 1.B9, 1.B10, 1.B16, 2.A19
<i>Risk Watch in Action</i>	
Activity 1 “Quick Think”	1.A3
Activity 2 “The Brainy Baby-Sitter”	1.A2, 1.A3
Activity 3 “What’s a Risk?”	1.A1, 1.B9, 1.B16
Activity 4 “Stumper Stories”	1.A1, 1.A3, 1.B16
Activity 5 “Dr. Out-There”	1.A1
Evaluation Instruments	
Risk Watch Knowledge Test	1.A7

Risk Watch, Grades Pre-K-K

Risk Watch	Alabama Course of Study Health Education, Grade K
<i>Getting Into Character</i>	
Storyteller	5.20
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.5, 3.14
Lesson 2 Fire & Burn Prevention	1.4, 1.5, 3.16, 5.20
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.5, 2.6
Lesson 4 Poisoning Prevention	2.8, 3.11, 3.15
Lesson 6 Firearms Injury Prevention	1.5, 5.20
Lesson 5 Falls Prevention	1.5, 3.14
Lesson 7 Bike and Pedestrian Safety	1.5, 3.14
Lesson 8 Water Safety	1.5, 3.14, 5.21
<i>Risk Watch in Action</i>	
Activity 1 “What’s a Risk?”	1.5, 3.14, 3.15, 3.16, 5.21
Activity 2 “The Risk Watch Game”	1.5, 3.14, 3.15, 3.16, 5.21
Activity 3 “We’ve Got Rhythm”	3.14, 3.15, 3.21
<i>Caregiver Letters</i>	
Caregiver Letters	1.4, 5.20
Evaluation Instruments	
Risk Watch Knowledge Test	1.5, 2.6, 3.14, 3.15, 3.16, 3.21
Accessing Resources	
Community Resources	2.6, 3.11
Contacting Resources	2.8

Risk Watch, Grades 1–2

Risk Watch	Alabama Course of Study Health Education, Grade 1
<i>Getting Into Character</i>	
Detective	1.9
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.9, 7.28
Lesson 2 Fire & Burn Prevention	2.11, 3.17, 5.23, 7.27, 7.28
Lesson 3 Choking, Suffocation, and Strangulation Prevention	2.11, 2.12, 3.17
Lesson 4 Poisoning Prevention	2.13, 3.17, 5.23
Lesson 5 Falls Prevention	1.9, 3.17, 3.19, 7.27
Lesson 6 Firearms Injury Prevention	5.23
Lesson 7 Bike and Pedestrian Safety	1.9, 3.18
Lesson 8 Water Safety	1.9, 2.11, 3.18
<i>Risk Watch in Action</i>	
Activity 1 “On the Risk Watch Beat”	1.9, 3.17, 3.18, 3.19, 5.23
Activity 2 “The Safety Strut”	1.9, 3.17, 3.18, 3.19, 5.23
Activity 3 “The Great Safety Fun Fair”	1.9, 3.17, 3.18, 3.19, 5.23, 7.30
Activity 4 “What’s a Risk?”	1.9, 3.17, 3.18, 3.19, 5.23
Activity 5 “The Big Safety Puzzle”	1.9, 3.17, 3.18, 3.19, 5.23
<i>Caregiver Letters</i>	
Caregiver Letters	7.27, 7.28
Evaluation Instruments	
Risk Watch Knowledge Test	1.9, 3.17, 3.18, 3.19, 5.23, 7.30
Accessing Resources	
Community Resources	2.10
Contacting Resources	2.10

Risk Watch, Grades 1–2

Risk Watch	Alabama Course of Study Health Education, Grade 2
<i>Getting Into Character</i>	
Detective	3.12
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	3.12
Lesson 2 Fire & Burn Prevention	2.7, 3.12, 7.20
Lesson 3 Choking, Suffocation, and Strangulation Prevention	2.7, 2.8
Lesson 4 Poisoning Prevention	1.4, 2.8, 3.12
Lesson 5 Falls Prevention	3.12, 7.20
Lesson 6 Firearms Injury Prevention	4.14
Lesson 7 Bike and Pedestrian Safety	3.12
Lesson 8 Water Safety	2.8
<i>Risk Watch in Action</i>	
Activity 1 “On the Risk Watch Beat”	1.4, 2.8, 3.12, 7.20
Activity 2 “The Safety Strut”	1.4, 2.8, 3.12, 7.20
Activity 3 “The Great Safety Fun Fair”	1.4, 2.8, 3.12, 7.20, 7.22
Activity 4 “What’s a Risk?”	1.4, 2.8, 3.12, 7.20
Activity 5 “The Big Safety Puzzle”	1.4, 2.8, 3.12, 7.20
<i>Caregiver Letters</i>	
Caregiver Letters	2.5
Evaluation Instruments	
Risk Watch Knowledge Test	1.4, 2.8, 3.12
Accessing Resources	
Community Resources	2.6, 2.7
Contacting Resources	2.7

Risk Watch, Grades 3–4

Risk Watch	Alabama Course of Study Health Education, Grade 3
<i>Getting Into Character</i>	
Reporter	6.21
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	2.8, 3.13, 7.27
Lesson 2 Fire & Burn Prevention	2.6, 2.7, 3.13, 7.25, 7.27
Lesson 3 Choking, Suffocation, and Strangulation Prevention	3.13, 7.22
Lesson 4 Poisoning Prevention	2.6, 7.22, 7.25, 7.26
Lesson 5 Falls Prevention	3.13, 7.23, 7.27
Lesson 6 Firearms Injury Prevention	4.14, 7.23, 7.27
Lesson 7 Bike and Pedestrian Safety	3.13, 7.27
Lesson 8 Water Safety	3.13, 7.25, 7.27
<i>Risk Watch in Action</i>	
Activity 1 “What’s a Risk?”	3.13, 7.25, 7.26
Activity 2 “Risk Reporters to the Rescue”	3.13, 7.25, 7.26
Activity 3 “On the Safety Scene”	3.13, 7.25, 7.26
Activity 4 “News First”	3.13, 7.25, 7.26, 7.27
Activity 5 “Get the Message”	3.13, 7.25, 7.26
<i>Caregiver Letters</i>	
Caregiver Letters	7.24
Evaluation Instruments	
Risk Watch Knowledge Test	3.13, 7.25, 7.26
Accessing Resources	
Community Resources	2.6
Contacting Resources	2.7

Risk Watch, Grades 3–4

Risk Watch	Alabama Course of Study Health Education, Grade 4
<i>Getting Into Character</i>	
Reporter	7.30
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.9, 3.18, 7.32
Lesson 2 Fire & Burn Prevention	1.9, 2.11, 3.18, 7.33, 7.34, 7.35
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.9, 3.18, 7.33
Lesson 4 Poisoning Prevention	1.9, 2.11, 7.30, 7.31, 7.34, 7.35
Lesson 5 Falls Prevention	1.9, 3.18, 7.32, 7.35
Lesson 6 Firearms Injury Prevention	1.9, 7.32, 7.34, 7.35
Lesson 7 Bike and Pedestrian Safety	1.9, 3.18, 7.35
Lesson 8 Water Safety	1.9, 3.18, 7.34, 7.35
<i>Risk Watch in Action</i>	
Activity 1 “What’s a Risk?”	1.9, 3.18, 6.26, 7.34
Activity 2 “Risk Reporters to the Rescue”	1.9, 3.18, 6.26, 7.34
Activity 3 “On the Safety Scene”	1.9, 3.18, 6.26, 7.34
Activity 4 “News First”	1.9, 3.18, 6.26, 7.34, 7.35
Activity 5 “Get the Message”	1.9, 3.18, 6.26, 7.34
<i>Caregiver Letters</i>	
Caregiver Letters	2.11
Evaluation Instruments	
Risk Watch Knowledge Test	3.18, 7.34, 7.35
Accessing Resources	
Community Resources	2.11
Contacting Resources	7.31

Risk Watch, Grades 5–6

Risk Watch	Alabama Course of Study Health Education, Grade 5
<i>Getting Into Character</i>	
Promoter	7.32
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.8, 2.11, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 2 Fire & Burn Prevention	1.8, 2.11, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.8, 2.11, 3.16, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 4 Poisoning Prevention	1.8, 2.11, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 5 Falls Prevention	1.8, 2.11, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 6 Firearms Injury Prevention	1.8, 2.11, 4.19, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 7 Bike and Pedestrian Safety	1.8, 2.11, 7.28, 7.29, 7.31, 7.32, 7.34
Lesson 8 Water Safety	1.8, 2.11, 7.28, 7.29, 7.31, 7.32, 7.34
<i>Risk Watch in Action</i>	
Activity 1 “Risk Watch Roundup”	1.8, 3.16
Activity 2 “Billboard Blitz”	1.8, 3.16, 7.29, 7.31
Activity 3 “What’s a Risk?”	1.8, 3.16, 7.29, 7.31
Activity 4 “Consider the Consequences”	1.8, 3.16
Activity 5 “Campaign for Safety”	1.8, 3.16, 7.28, 7.29, 7.30, 7.31, 7.32, 7.34
<i>Caregiver Letters</i>	
Caregiver Letters	7.32
Evaluation Instruments	
Risk Watch Knowledge Test	1.8, 3.16
Accessing Resources	
Community Resources	2.11
Contacting Resources	2.12

Risk Watch, Grades 5–6

Risk Watch	Alabama Course of Study Health Education, Grade 6
<i>Getting Into Character</i>	
Promoter	7.28
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	2.12, 3.13f, 7.25, 7.26, 7.28, 7.29
Lesson 2 Fire & Burn Prevention	2.12, 7.25, 7.26, 7.28, 7.29
Lesson 3 Choking, Suffocation, and Strangulation Prevention	2.12, 3.13b, 7.25, 7.26, 7.28, 7.29
Lesson 4 Poisoning Prevention	2.12, 3.13c, 7.25, 7.26, 7.28, 7.29
Lesson 5 Falls Prevention	2.12, 3.13e, 7.25, 7.26, 7.28, 7.29
Lesson 6 Firearms Injury Prevention	2.12, 4.17, 7.25, 7.26, 7.28, 7.29
Lesson 7 Bike and Pedestrian Safety	2.12, 3.13e, 7.25, 7.26, 7.28, 7.29
Lesson 8 Water Safety	2.12, 3.13e, 3.13f, 7.25, 7.26, 7.28, 7.29
<i>Risk Watch in Action</i>	
Activity 1 “Risk Watch Roundup”	3.13b, 3.13c, 3.13e, 3.13f
Activity 2 “Billboard Blitz”	3.13b, 3.13c, 3.13e, 3.13f, 7.25, 7.26
Activity 3 “What’s a Risk?”	3.13b, 3.13c, 3.13e, 3.13f
Activity 4 “Consider the Consequences”	3.13b, 3.13c, 3.13e, 3.13f
Activity 5 “Campaign for Safety”	3.13b, 3.13c, 3.13e, 3.13f, 7.25, 7.26, 7.28, 7.29
<i>Caregiver Letters</i>	
Caregiver Letters	7.26
Evaluation Instruments	
Risk Watch Knowledge Test	3.13b, 3.13c, 3.13e, 3.13f
Accessing Resources	
Community Resources	2.11
Contacting Resources	2.12

Risk Watch, Grades 7–8

Risk Watch	Alabama Course of Study Health Education, Grade 7
<i>Getting Into Character</i>	
Coach	1.1a, 1.6, 7.22, 7.25, 7.26
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.1a, 3.11e, 3.11f, 6.19, 7.22, 7.25, 7.26
Lesson 2 Fire & Burn Prevention	1.1a, 3.11e, 5.17, 6.19, 7.22, 7.25, 7.26
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1a, 1.6, 3.11e, 3.11f, 6.19, 7.22, 7.25, 7.26
Lesson 4 Poisoning Prevention	1.1a, 2.8, 3.11e, 5.17, 6.19, 7.22, 7.25, 7.26
Lesson 5 Falls Prevention	1.1a, 3.11e, 6.19, 7.22, 7.25, 7.26
Lesson 6 Firearms Injury Prevention	1.1a, 3.11e, 5.17, 6.19, 7.22, 7.25, 7.26
Lesson 7 Bike and Pedestrian Safety	1.1a, 3.11e, 3.11f, 6.19, 7.22, 7.25, 7.26
Lesson 8 Water Safety	1.1a, 3.11e, 3.11f, 6.19, 7.22, 7.25, 7.26
<i>Risk Watch in Action</i>	
Activity 1 “Quick Think”	1.1a, 1.6, 3.11b, 3.11e, 3.11f, 5.17, 6.19
Activity 2 “The Brainy Baby-Sitter”	1.1a, 1.6, 3.11b, 3.11e, 3.11f, 5.17, 6.19
Activity 3 “What’s a Risk?”	1.1a, 1.6, 3.11b, 3.11e, 3.11f, 5.17, 6.19
Activity 4 “Stumper Stories”	1.1a, 1.6, 3.11b, 3.11e, 3.11f, 5.17, 6.19
Activity 5 “Dr. Out-There”	1.1a, 1.6, 3.11b, 3.11e, 3.11f, 5.17, 6.19
<i>Caregiver Letters</i>	
Caregiver Letters	7.25
Evaluation Instruments	
Risk Watch Knowledge Test	1.1a, 1.6, 3.11b, 3.11e, 3.11f, 5.17, 6.19
Accessing Resources	
Community Resources	2.8
Contacting Resources	7.22

Risk Watch, Grades 7–8

Risk Watch	Alabama Course of Study Health Education, Grade 8
<i>Getting Into Character</i>	
Coach	1.1, 3.17, 5.21, 7.25
<i>Lesson Cards</i>	
Lesson 1 Motor Vehicle Safety	1.1, 3.17, 7.25, 7.27, 7.28
Lesson 2 Fire & Burn Prevention	1.1, 1.8, 3.17, 5.21, 7.25, 7.27, 7.28
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.8, 3.17, 7.25, 7.27, 7.28
Lesson 4 Poisoning Prevention	1.1, 1.8, 3.17, 5.21, 7.25, 7.27, 7.28
Lesson 5 Falls Prevention	1.1, 3.17, 7.25, 7.27, 7.28
Lesson 6 Firearms Injury Prevention	1.1, 3.17, 4.20, 5.21, 7.25, 7.27, 7.28
Lesson 7 Bike and Pedestrian Safety	1.1, 3.17, 7.25, 7.27, 7.28
Lesson 8 Water Safety	1.1, 1.8, 3.17, 7.25, 7.27, 7.28
<i>Risk Watch in Action</i>	
Activity 1 “Quick Think”	1.1, 1.8, 3.17, 5.21, 7.25
Activity 2 “The Brainy Baby-Sitter”	1.1, 1.8, 3.17, 5.21, 7.25
Activity 3 “What’s a Risk?”	1.1, 1.8, 3.17, 5.21, 7.25
Activity 4 “Stumper Stories”	1.1, 1.8, 3.17, 5.21, 7.25
Activity 5 “Dr. Out-There”	1.1, 1.8, 3.17, 5.21, 7.25
<i>Caregiver Letters</i>	
Caregiver Letters	7.25
Evaluation Instruments	
Risk Watch Knowledge Test	1.1, 1.8, 3.17, 5.21, 7.25
Accessing Resources	
Community Resources	2.12
Contacting Resources	2.12, 2.13

Alabama Course of Study: English Language Arts, Kindergarten (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Develop an awareness of story.
- 1.A3 Gain an interest in and become acquainted with reading and writing through interactions with language.
- 1.A4 Exhibit an awareness of patterns in the language.
- 1.A5 Demonstrate curiosity about print in the environment.
- 1.A6 Develop an awareness that information may be obtained from a variety of sources.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B7 Become increasingly willing to express themselves in a variety of forms.
- 1.B9 Express meaning through writing.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

B. Gain insight—through listening, speaking, reading and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.

- 2.B16 Become aware of the power and beauty of the written and spoken word.
- 2.B17 Relate language arts material heard and/or viewed to situations in their lives.

C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.

- 2.C18 Increase awareness of others through exposure to written, spoken, and visual communication.

Alabama Course of Study: English Language Arts, First Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Demonstrate an increased interest in and involvement with reading and writing through interactions with language.
- 1.A2 Begin to use patterns in the language to create meaning.
- 1.A3 Use pictures and text to create meaning from written material.
- 1.A6 Identify appropriate sources for obtaining information.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B7 Exhibit increased participation in self-expression in a variety of forms.
- 1.B11 Use writing as a tool for communicating thoughts in all disciplines.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

B. Gain insight—through listening, speaking, reading and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.

- 2.B16 Apply knowledge learned in the language arts program to life situations.

Alabama Course of Study: English Language Arts, Second Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Construct meaning from printed material by applying appropriate strategies across the curriculum.
- 1.A2 Connect text, messages heard, and material viewed to prior knowledge and experience.
- 1.A6 Use appropriate sources for obtaining information.
- 1.A7 Demonstrate appropriate listening behaviors.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B8 Exhibit increased participation in self-expression in a variety of forms.
- 1.B12 Use writing to clarify thinking in all disciplines.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

B. Gain insight—through listening, speaking, reading and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.

- 2.B17 Associate information obtained through oral and written language with personal experiences.

Alabama Course of Study: English Language Arts, Third Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Relate oral, written, and visual material to prior knowledge and experiences to expand comprehension.
- 1.A2 Construct meaning from printed materials by applying appropriate strategies across the curriculum.
- 1.A3 Read with ease materials encountered in daily lives.
- 1.A4 Employ study strategies to gain information.
- 1.A5 Use appropriate reference sources with assistance for a variety of purposes.
- 1.A6 Grow in confidence as listeners by applying appropriate strategies.
- 1.A7 Monitor own reading, listening, and viewing processes through evaluation.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B8 Express meaning through writing simple sentences and short paragraphs.
- 1.B9 Begin to write in academic, social, and personal situations.
- 1.B10 Write in a variety of modes to express meaning.
- 1.B15 Demonstrate facility with oral language for a wide range of purposes.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

- 2.A17 Begin to interact responsibly with a variety of media to extend or enhance class studies and personal experiences.

B. Gain insight—through listening, speaking, reading and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.

- 2.B19 Become aware of how events and characters encountered in written and spoken works reflect human experiences.

Alabama Course of Study: English Language Arts, Fourth Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Link oral, written, and visual material to prior knowledge and experiences to expand comprehension.
- 1.A2 Construct meaning from printed materials by applying appropriate strategies across the curriculum.
- 1.A3 Read with ease materials encountered in daily lives.
- 1.A4 Employ study strategies with increasing facility to gain information.
- 1.A5 Use reference sources for a variety of purposes.
- 1.A6 Become more active listeners by applying appropriate strategies.
- 1.A7 Begin to control reading, listening, viewing, and studying processes through evaluation.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B8 Express meaning through writing sentences and paragraphs in an organized manner.
- 1.B9 Write with ease in academic, social, and personal situations.
- 1.B10 Write in a variety of modes to express meaning.
- 1.B14 Demonstrate increased facility with oral language for a wide range of purposes.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

- 2.A16 Interact with increased responsibility with a variety of media to extend or enhance class studies and personal experiences.

Alabama Course of Study: English Language Arts, Fifth Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Associate oral, written, and visual material to prior knowledge and experiences to expand comprehension.
- 1.A2 Construct meaning from printed materials by applying appropriate strategies across the curriculum.
- 1.A3 Read with ease materials encountered in daily lives.
- 1.A4 Employ study strategies with confidence to gain information.
- 1.A5 Select and use reference sources for a variety of purposes.
- 1.A6 Listen for a variety of purposes by applying appropriate strategies.
- 1.A7 Exhibit increasing control over reading, listening, viewing, and studying processes through evaluation.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B9 Write effectively in academic, social, and personal situations.
- 1.B10 Write effectively in a variety of modes to express meaning.
- 1.B14 Demonstrate increased facility with oral language for a wide range of purposes.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

- 2.A16 Interact responsibly with a variety of media to extend or enhance class studies and personal experiences.

B. Gain insight—through listening, speaking, reading and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.

- 2.B17 Examine effective uses of language to communicate ideas and opinions.

Alabama Course of Study: English Language Arts, Sixth Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Interpret oral, written, and/or visual material.
- 1.A2 Construct meaning by applying appropriate strategies to printed material across the curriculum.
- 1.A3 Read with ease materials encountered in their daily lives.
- 1.A4 Utilize the studying process to manage information.
- 1.A5 Demonstrate an awareness of the research process.
- 1.A6 Demonstrate general listening behaviors in various situations for different purposes.
- 1.A7 Evaluate their control of the reading, listening, viewing, studying, and research processes through self-monitoring and feedback from peers and teachers.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B9 Express personal feelings, opinions, and information in formal, informal, and interpersonal situations.
- 1.B10 Compose and present in many ways, using various techniques for different audiences.
- 1.B16 Demonstrate active listening and speaking behaviors related to effective oral communication in a variety of situations for various purposes.
- 1.B17 Evaluate their control of the oral communication process.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

- 2.A19 Acquire listening, speaking, reading, and viewing habits through involvement/interaction with varied language media.

Alabama Course of Study: English Language Arts, Seventh Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Analyze oral, written, and/or visual material.
- 1.A2 Construct meaning by applying appropriate strategies to printed material across the curriculum.
- 1.A3 Read with ease materials encountered in their daily lives.
- 1.A4 Utilize the studying process to manage information.
- 1.A5 Conduct project research, individually and collaborately, utilizing all aspects of the research process.
- 1.A6 Refine general listening behaviors.
- 1.A7 Evaluate their control of the reading, listening, viewing, studying, and research processes through self-monitoring and feedback from peers and teachers.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B9 Express personal feelings, opinions, and information in formal, informal, and interpersonal situations.
- 1.B10 Compose and present in many ways, using various techniques for different audiences.
- 1.B15 Discuss orally, with understanding and empathy, information read, viewed, and/or heard.
- 1.B16 Demonstrate speaking and listening behaviors related to effective oral communication in a variety of situations for various purposes.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

- 2.A19 Refine listening, speaking, reading, and viewing habits through involvement/interaction with varied language media.

Alabama Course of Study: English Language Arts, Eighth Grade (Partial Listing)

1. EFFECTIVE COMMUNICATORS

A. Apply strategies to construct meaning from oral, written, and visual material.

- 1.A1 Analyze oral, written, and/or visual material.
- 1.A2 Construct meaning by applying appropriate strategies to printed material across the curriculum.
- 1.A3 Read with ease materials encountered in their daily lives.
- 1.A4 Utilize the studying process to manage information.
- 1.A5 Conduct individual research utilizing all aspects of the research process.
- 1.A6 Demonstrate critical listening behaviors in various situations for various purposes.
- 1.A7 Evaluate their control of the reading, listening, viewing, studying, and research processes through self-monitoring and feedback from peers and teachers.

B. Express meaning effectively, competently, and confidently in various spoken and written modes.

- 1.B9 Express personal feelings, opinions, and information in formal, informal, and interpersonal situations.
- 1.B10 Compose and present in many forms, using different techniques for various audiences.
- 1.B15 Critique orally, with understanding and empathy, information read, viewed, and/or heard.
- 1.B16 Demonstrate active listening and speaking behaviors related to effective oral communication in a variety of situations for various purposes.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

- 2.A19 Expand listening, speaking, reading, and viewing habits through involvement/interaction with varied language media.

Alabama Course of Study: Health Education, Kindergarten (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- 1.4 Describe characteristics needed to be a responsible family member and friend.
- 1.5 Recognize personal safety practices.

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.6 Identify names of major health-promoting occupations.
- 2.8 Use technology to access health information.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.11 Demonstrate how to get help in an emergency.
- 3.14 Demonstrate personal safety in school settings including field trips and extracurricular activities.
- 3.15 Identify symbols that warn of environmental hazards.
- 3.16 Demonstrate safety procedures for fire prevention and weather hazards.

Health Literacy Goal 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- 5.20 Practice speaking to adults about health concerns.
- 5.21 Use accurate and developmentally appropriate health vocabulary.

Alabama Course of Study: Health Education, First Grade (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- 1.9 Identify personal safety skills.

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.10 Investigate health information sources in the community.
- 2.11 Describe the roles of community health providers.
- 2.12 Identify various safety symbols and protections.
- 2.13 Demonstrate the ability to dial 911 for emergencies and relate specific information to give an emergency helper.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.17 Demonstrate personal safety practices.
- 3.18 Use products and devices that protect health.
- 3.19 Develop an awareness of personal body space.

Health Literacy Goal 4

Students will analyze the influence of culture, media, technology, and other factors on health.

- 4.21 Describe how health choices are influenced by peers, media, family, and the community.

Health Literacy Goal 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- 5.23 Demonstrate refusal skills to enhance health.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.27 Practice keeping their school and home environments clean and safe.
- 7.28 Engage in healthful family, school, and community activities.
- 7.30 Serve the school with a health-related activity.

Alabama Course of Study: Health Education, Second Grade (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- 1.4 Discuss healthful and unhealthful uses of ordinary household substances.

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.5 Identify agencies and appropriate individuals in the community where help can be obtained for emergency situations.
- 2.6 Identify sources of and methods to access health information and services for children in their community.
- 2.7 Explain the role of community health workers.
- 2.8 Recognize products and devices that protect health.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.12 Practice safe behaviors appropriate for specific environments.

Health Literacy Goal 4

Students will analyze the influence of culture, media, technology, and other factors on health.

- 4.14 Identify healthful and unhealthful messages in media and advertising.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.20 Practice in activities that encourage healthful behaviors.
- 7.22 Serve the community with a health-related project.

Alabama Course of Study: Health Education, Third Grade (Partial Listing)

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.6 Identify health-related services provided for elementary-age children.
- 2.7 Identify sources of health-related information for elementary-age children.
- 2.8 Identify environmental and community health occupations.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.13 Practice safe behaviors appropriate for specific environments.

Health Literacy Goal 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- 6.21 Track progress toward achievement of a personal health goal.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.22 Identify persons offering assistance with family health and personal problems.
- 7.23 Express opinions about health issues based on accurate information.
- 7.24 Discuss ways families advocate for healthful behaviors.
- 7.25 Report dangerous behaviors to responsible adults.

Health Literacy Goal 4

Students will analyze the influence of culture, media, technology, and other factors on health.

- 4.14 Describe how family members, peers, and cultures influence health behavior.

- 7.26 Demonstrate ways of practicing health-enhancing behaviors within the family.
- 7.27 Serve the community with a health-related project.

Alabama Course of Study: Health Education, Fourth Grade (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- 1.9 Discuss how personal acts can prevent dangerous consequences.

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.11 Discuss methods to access health-related help and information.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.18 Respond appropriately to potentially endangering situations in their environment.

Health Literacy Goal 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- 6.26 Demonstrate the ability to apply a decision-making process to health issues and problems.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.30 Implement health-promotion activities related to school and community health advocacy.
- 7.31 Describe how community agencies advocate for health.
- 7.32 Express opinions and relate information about health issues.
- 7.33 Demonstrate the ability to influence and support others in making positive health choices.
- 7.34 Report dangerous behaviors to responsible adults.
- 7.35 Serve the community with a health-related project.

Alabama Course of Study: Health Education, Fifth Grade (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- (A) Discuss the six adolescent risk behaviors that are the most common causes of death.
- (A) Behaviors that result in the unintentional and intentional injuries

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.11 Identify appropriate sources of help to cope with health-related problems.
- 2.12 Investigate reliable sources of health information.

Health Literacy Goal 4

Students will analyze the influence of culture, media, technology, and other factors on health.

- 4.19 Analyze how messages from media and other sources influence health behaviors.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.28 Participate in school-sponsored health advocacy events.
- 7.29 Relate information and opinions about health issues using assertive communication.
- 7.30 Identify potential barriers to personal health advocacy.
- 7.31 Demonstrate the ability to influence and support

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.16 Demonstrate the ability to practice basic first aid skills.

others to reduce health risks and to make positive health choices.

- 7.32 Demonstrate the ability to work cooperatively to advocate for healthful individuals, families, schools, and environments.
- 7.34 Serve the community with a health-related project.

Alabama Course of Study: Health Education, Sixth Grade (Partial Listing)

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.11 Identify health-related functions and responsibilities of local, state, and federal health agencies.
- 2.12 Identify criteria to be used in determining validity of health information, products, and services.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- (A) Practice prevention of physical and/or emotional injury.
 - 3.13b Managing food intake responsibly
 - 3.13c Avoiding tobacco, alcohol, and harmful substances
 - 3.13e Practicing personal safety
 - 3.13f Using safety equipment

Health Literacy Goal 4

Students will analyze the influence of culture, media, technology, and other factors on health.

- 4.17 Understand the influence of positive and negative cultural messages on health behaviors.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.25 Apply health advocacy strategies.
- 7.26 Discuss current health issues that relate to healthful living.
- 7.28 Advocate for a community health issue.
- 7.29 Serve the community with a health-related project.

Alabama Course of Study: Health Education, Seventh Grade (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- 1.1 Analyze the short- and long-term effects of the risk behaviors that compromise adolescent health.
 - 1.1a Behaviors that result in unintentional and intentional injuries
- 1.6 Discuss steps to take during medical emergency situations.

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.8 Identify appropriate providers for typical health care.

Health Literacy Goal 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- 5.17 Apply assertiveness, negotiation, and refusal skills to situations involving health risks.

Health Literacy Goal 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- 6.19 Apply methods to reduce the potential harm caused by the six adolescent risk behaviors.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.11 Practice prevention of physical and/or emotional injury.
 - 3.11b Managing food intake responsibly
 - 3.11e Practicing personal safety
 - 3.11f Using safety equipment

- 7.22 Evaluate various advocacy strategies for their effectiveness to promote health issues.
- 7.23 Interpret current research findings on health issues.
- 7.25 Influence and support positive health choices of others.
- 7.26 Serve the community with a health-related project.

Alabama Course of Study: Health Education, Eighth Grade (Partial Listing)

Health Literacy Goal 1

Students will comprehend concepts related to health promotion and disease prevention.

- 1.1 Describe strategies to reduce risks related to adolescent health problems.
- 1.8 Discuss steps to take during medical emergency situations.

Health Literacy Goal 2

Students will demonstrate the ability to access information and health-promoting products and services.

- 2.12 Access services provided by local community agencies, health department, and other government agencies.
- 2.13 Locate accurate health information for personal use.

Health Literacy Goal 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 3.17 Implement a personal plan to prevent physical and/or emotional injuries.

Health Literacy Goal 4

Students will analyze the influence of culture, media, technology, and other factors on health.

- 4.20 Recognize cultural influences that impact upon health behaviors.

Health Literacy Goal 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- 5.21 Apply assertiveness, negotiation, and refusal skills to situations involving health risks.

Health Literacy Goal 7

Students will demonstrate the ability to advocate for personal, family, and community health.

- 7.25 Relate information and express opinions about health issues.
- 7.27 Influence and support positive health choices of peers.
- 7.28 Serve the community with a health-related project.