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**Risk Watch, Pre-K–K**

<b>Risk Watch</b>	<b>North Carolina Standard Course of Study English Language Arts, Grade K</b>
<b><i>Getting Into Character</i></b>	
Storyteller	8, 13, 14, 16, 17
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	8, 13, 14, 15, 16, 17
Lesson 2 Fire & Burn Prevention	13, 14, 15, 16, 17
Lesson 3 Choking, Suffocation, and Strangulation Prevention	8, 13, 14, 15, 16, 17
Lesson 4 Poisoning Prevention	8, 10, 14, 15, 16, 17
Lesson 5 Falls Prevention	14, 15, 17
Lesson 6 Firearms Injury Prevention	10, 14, 15, 16, 17
Lesson 7 Bike and Pedestrian Safety	10, 14, 15, 16, 17
Lesson 8 Water Safety	10, 13, 14, 16, 17
<b><i>Risk Watch in Action</i></b>	
Activity 1 “What’s a Risk?”	14, 17
Activity 2 “The Risk Watch Game”	8, 14, 17
Activity 3 “We’ve Got Rhythm”	13, 14, 17
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	17
<b><i>Evaluation Instruments</i></b>	
Risk Watch Knowledge Test	17

### Risk Watch, Grades 1–2

Risk Watch	North Carolina Standard Course of Study English Language Arts, Grade 1
<b><i>Getting Into Character</i></b>	
Detective	13, 16, 18, 19, 23
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	13, 16, 23, 24
Lesson 2 Fire & Burn Prevention	13, 16, 20, 23
Lesson 3 Choking, Suffocation, and Strangulation Prevention	8, 14, 16, 18, 20, 23, 24
Lesson 4 Poisoning Prevention	6, 13, 16, 18, 20
Lesson 5 Falls Prevention	13, 16, 19, 20, 23
Lesson 6 Firearms Injury Prevention	16, 19, 22, 23
Lesson 7 Bike and Pedestrian Safety	6, 7, 23
Lesson 8 Water Safety	16, 17, 20, 23
<b><i>Risk Watch in Action</i></b>	
Activity 1 “On the Risk Watch Beat”	18, 19, 23
Activity 2 “The Safety Strut”	7, 20, 23
Activity 3 “The Great Safety Fun Fair”	13, 16, 23
Activity 4 “What’s a Risk?”	13, 23
Activity 5 “The Big Safety Puzzle”	19, 22, 23
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	16
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	16, 20

### Risk Watch, Grades 1–2

<b>Risk Watch</b>	<b>North Carolina Standard Course of Study English Language Arts, Grade 2</b>
<b><i>Getting Into Character</i></b>	
Detective	9, 17, 19
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	9, 13, 14, 17, 19, 21
Lesson 2 Fire & Burn Prevention	9, 14, 17, 18, 19
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1, 11, 14, 17, 19, 21
Lesson 4 Poisoning Prevention	1, 2, 9, 14, 17
Lesson 5 Falls Prevention	9, 14, 17, 19
Lesson 6 Firearms Injury Prevention	1, 2, 14, 17, 19
Lesson 7 Bike and Pedestrian Safety	1, 2, 3, 14, 19
Lesson 8 Water Safety	1, 2, 14, 17, 19
<b><i>Risk Watch in Action</i></b>	
Activity 1 “On the Risk Watch Beat”	19
Activity 2 “The Safety Strut”	19
Activity 3 “The Great Safety Fun Fair”	3, 9, 15, 17, 19
Activity 4 “What’s a Risk?”	9, 19
Activity 5 “The Big Safety Puzzle”	13, 14, 19
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	17
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	17, 19

### Risk Watch, Grades 3–4

Risk Watch	North Carolina Standard Course of Study English Language Arts, Grade 3
<b><i>Getting Into Character</i></b>	
Reporter	R2, R3, R12, W4, W8, W22
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	R2, R3, R4, R12, R15, W4, W7, W8, W22
Lesson 2 Fire & Burn Prevention	R2, R3, R4, R12, R15, W4, W7, W8, W22
Lesson 3 Choking, Suffocation, and Strangulation Prevention	R2, R3, R4, R12, R15, W4, W7, W8, W22
Lesson 4 Poisoning Prevention	R2, R3, R4, R12, R15, R24, W4, W7, W8, W22
Lesson 5 Falls Prevention	R2, R3, R4, R12, R15, W4, W7, W8, W22
Lesson 6 Firearms Injury Prevention	R2, R3, R4, R12, R15, W4, W7, W8, W22
Lesson 7 Bike and Pedestrian Safety	R2, R3, R4, R12, R15, W4, W7, W8, W22
Lesson 8 Water Safety	R2, R3, R4, R12, R15, W4, W7, W8, W22
<b><i>Risk Watch in Action</i></b>	
Activity 1 “What’s a Risk?”	R26
Activity 2 “Risk Reporters to the Rescue”	R2, R3, R24, W4
Activity 3 “On the Safety Scene”	R2, R3, R4, R12
Activity 4 “News First”	R3, R24, W4, W22
Activity 5 “Get the Message”	R12
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	R12
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	R12

### Risk Watch, Grades 3–4

<b>Risk Watch</b>	<b>North Carolina Standard Course of Study English Language Arts, Grade 4</b>
<b><i>Getting Into Character</i></b>	
Reporter	R14, R15
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	R14, R15, W4, W15, W16, W18
Lesson 2 Fire & Burn Prevention	R14, R15, W4, W15, W16, W18
Lesson 3 Choking, Suffocation, and Strangulation Prevention	R14, R15, W4, W15, W16, W18
Lesson 4 Poisoning Prevention	R8, R13, R14, R15, W4, W15, W16, W18
Lesson 5 Falls Prevention	R14, R15, W4, W15, W16, W18
Lesson 6 Firearms Injury Prevention	R14, R15, W4, W15, W16, W18
Lesson 7 Bike and Pedestrian Safety	R14, R15, W4, W15, W16, W18
Lesson 8 Water Safety	R14, R15, W4, W15, W16, W18
<b><i>Risk Watch in Action</i></b>	
Activity 1 “What’s a Risk?”	R8
Activity 2 “Risk Reporters to the Rescue”	R8, R13, W15
Activity 3 “On the Safety Scene”	R14, R15
Activity 4 “News First”	R8, R13, W15, W16
Activity 5 “Get the Message”	R8
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	R8
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	R8

### Risk Watch, Grades 5–6

Risk Watch	North Carolina Standard Course of Study English Language Arts, Grade 5
<b><i>Getting Into Character</i></b>	
Promoter	W10, W16, W17
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	R1, R9, R18, R23, W3, W9, W10, W16, W17
Lesson 2 Fire & Burn Prevention	R1, R9, R18, R23, W3, W9, W10, W16, W17
Lesson 3 Choking, Suffocation, and Strangulation Prevention	R1, R9, R18, R23, W3, W9, W10, W12, W16, W17
Lesson 4 Poisoning Prevention	R1, R9, R18, R23, R15, W3, W9, W10, W16, W17
Lesson 5 Falls Prevention	R1, R9, R18, R23, W3, W9, W10, W14, W16, W17
Lesson 6 Firearms Injury Prevention	R1, R9, R18, R20, R23, W3, W9, W10, W16, W17
Lesson 7 Bike and Pedestrian Safety	R1, R9, R18, R23, W3, W9, W10, W11, W16, W17
Lesson 8 Water Safety	R1, R9, R18, R23, W3, W9, W10, W16, W17
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Risk Watch Roundup”	R19
Activity 2 “Billboard Blitz”	R1, W12
Activity 3 “What’s a Risk?”	R1, W12
Activity 4 “Consider the Consequences”	R1, R2, R11, R18
Activity 5 “Campaign for Safety”	R1, R2, R19, R23, W11
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	R18

### Risk Watch, Grades 5–6

Risk Watch	North Carolina Standard Course of Study English Language Arts, Grade 6
<b><i>Getting Into Character</i></b>	
Promoter	R3, W2
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	R3, R10, R12, W2, W11, W18, W23
Lesson 2 Fire & Burn Prevention	R3, R10, R12, R14, W2, W11, W18, W23
Lesson 3 Choking, Suffocation, and Strangulation Prevention	R3, R10, R12, W2, W11, W18, W23
Lesson 4 Poisoning Prevention	R3, R10, R12, R18, W2, W11, W18, W23
Lesson 5 Falls Prevention	R3, R10, R12, W2, W11, W18, W23
Lesson 6 Firearms Injury Prevention	R3, R10, R12, R18, W2, W11, W18, W23
Lesson 7 Bike and Pedestrian Safety	R3, R10, R12, W2, W11, W18, W23
Lesson 8 Water Safety	R3, R10, R12, W2, W11, W17, W18, W23
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Risk Watch Roundup”	R3
Activity 2 “Billboard Blitz”	R3, W2, W17
Activity 3 “What’s a Risk?”	R3, W2, W17
Activity 4 “Consider the Consequences”	R3, R10, R14, R18
Activity 5 “Campaign for Safety”	R3, R10, R12, W13, W16
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	R12

### Risk Watch, Grades 7–8

Risk Watch	North Carolina Standard Course of Study English Language Arts, Grade 7
<b><i>Getting Into Character</i></b>	
Coach	R5, R6, R8, W8, W10, W14
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	R2, R6, R8, W3, W14, W15
Lesson 2 Fire & Burn Prevention	R2, R6, R8, W3, W14, W15
Lesson 3 Choking, Suffocation, and Strangulation Prevention	R2, R6, R8, W3, W14, W15
Lesson 4 Poisoning Prevention	R2, R6, R8, R12, W3, W14, W15
Lesson 5 Falls Prevention	R2, R6, R8, W3, W14, W15
Lesson 6 Firearms Injury Prevention	R2, R6, R8, R18, W3, W14, W15
Lesson 7 Bike and Pedestrian Safety	R2, R6, R8, W3, W14, W15
Lesson 8 Water Safety	R2, R6, R8, W3, W8, W14, W15
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Quick Think”	R2
Activity 2 “The Brainy Baby-Sitter”	R2, R8, R18
Activity 3 “What’s a Risk?”	R2, R18
Activity 4 “Stumper Stories”	R2, R8, R18
Activity 5 “Dr. Out-There”	W2

### Risk Watch, Grades 7–8

<b>Risk Watch</b>	<b>North Carolina Standard Course of Study English Language Arts, Grade 8</b>
<b><i>Getting Into Character</i></b>	
Coach	R2, R3, R21, W1, W2, W5, W17
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
Lesson 2 Fire & Burn Prevention	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W16, W17
Lesson 3 Choking, Suffocation, and Strangulation Prevention	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
Lesson 4 Poisoning Prevention	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
Lesson 5 Falls Prevention	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
Lesson 6 Firearms Injury Prevention	R2, R4, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
Lesson 7 Bike and Pedestrian Safety	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
Lesson 8 Water Safety	R2, R7, R8, R9, R13, R21, W1, W2, W5, W6, W17
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Quick Think”	R18
Activity 2 “The Brainy Baby-Sitter”	R13, R18
Activity 3 “What’s a Risk?”	R13, R18
Activity 4 “Stumper Stories”	R13, R18
Activity 5 “Dr. Out-There”	W2
<b><i>Evaluation Instruments</i></b>	
Risk Watch Knowledge Test	R8

### Risk Watch, Grades Pre-K-K

Risk Watch	North Carolina Framework for Healthful Living Education, Grade K
<b><i>Getting Into Character</i></b>	
Storyteller	1.3
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.3, 3.2, 3.3, 3.4
Lesson 2 Fire & Burn Prevention	1.3, 3.5, 3.6, 3.7
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.3, 3.6, 5.4
Lesson 4 Poisoning Prevention	1.3, 6.1
Lesson 5 Falls Prevention	1.3, 9.2
Lesson 7 Bike and Pedestrian Safety	1.3, 3.3, 3.4
Lesson 8 Water Safety	1.3, 3.6
<b><i>Risk Watch in Action</i></b>	
Activity 1 “What’s a Risk?”	1.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 9.2
Activity 2 “The Risk Watch Game”	1.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 9.2
Activity 3 “We’ve Got Rhythm”	1.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 9.2
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.3
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 9.2
<b>Accessing Resources</b>	
Community Resources	4.2
Contacting Resources	4.2

### Risk Watch, Grades 1–2

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 1
<b><i>Getting Into Character</i></b>	
Detective	1.1, 1.2
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.2, 3.1, 3.2
Lesson 2 Fire & Burn Prevention	1.2, 3.3, 3.4
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.2, 3.3
Lesson 4 Poisoning Prevention	1.2
Lesson 5 Falls Prevention	1.2, 9.4
Lesson 6 Firearms Injury Prevention	1.2
Lesson 7 Bike and Pedestrian Safety	1.2, 3.1, 3.2
Lesson 8 Water Safety	1.2
<b><i>Risk Watch in Action</i></b>	
Activity 1 “On the Risk Watch Beat”	1.1, 1.2, 3.1, 3.2, 3.3, 3.4
Activity 2 “The Safety Strut”	1.1, 1.2, 3.1, 3.2, 3.3, 3.4
Activity 3 “The Great Safety Fun Fair”	1.1, 1.2, 3.1, 3.2, 3.3, 3.4
Activity 4 “What’s a Risk?”	1.1, 1.2, 3.1, 3.2, 3.3, 3.4
Activity 5 “The Big Safety Puzzle”	1.1, 1.2, 3.1, 3.2, 3.3, 3.4
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.1
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.2, 3.1, 3.2, 3.3, 3.4

### Risk Watch, Grades 1–2

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 2
<b><i>Getting Into Character</i></b>	
Detective	1.1, 1.2
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 3.6, 3.7
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 3.5
Lesson 4 Poisoning Prevention	1.1, 1.2, 3.5
Lesson 5 Falls Prevention	1.1, 1.2
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 3.5
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2
Lesson 8 Water Safety	1.1, 1.2, 3.5
<b><i>Risk Watch in Action</i></b>	
Activity 1 “On the Risk Watch Beat”	1.1, 1.2, 3.5, 3.6, 3.7
Activity 2 “The Safety Strut”	1.1, 1.2, 3.5, 3.6, 3.7
Activity 3 “The Great Safety Fun Fair”	1.1, 1.2, 3.5, 3.6, 3.7
Activity 4 “What’s a Risk?”	1.1, 1.2, 3.5, 3.6, 3.7
Activity 5 “The Big Safety Puzzle”	1.1, 1.2, 3.5, 3.6, 3.7
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.1, 1.2
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.2, 3.5, 3.6, 3.7

### Risk Watch, Grades 3–4

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 3
<b><i>Getting Into Character</i></b>	
Reporter	1.1
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2, 1.3, 3.5, 4.4
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 1.3, 3.1, 3.2, 3.5, 4.1
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 1.3, 3.4, 3.5, 4.4
Lesson 4 Poisoning Prevention	1.1, 1.2, 1.3, 3.5
Lesson 5 Falls Prevention	1.1, 1.2, 1.3
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 1.3, 4.1
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2, 1.3, 4.4
Lesson 8 Water Safety	1.1, 1.2, 1.3, 3.5
<b><i>Risk Watch in Action</i></b>	
Activity 1 “What’s a Risk?”	1.1, 1.2, 1.3, 3.2, 3.3, 3.5
Activity 2 “Risk Reporters to the Rescue”	1.1, 1.2, 1.3, 3.2, 3.3, 3.5
Activity 3 “On the Safety Scene”	1.1, 1.2, 1.3, 3.2, 3.3, 3.5
Activity 4 “News First”	1.1, 1.2, 1.3, 3.2, 3.3, 3.5
Activity 5 “Get the Message”	1.1, 1.2, 1.3, 3.2, 3.3, 3.5
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.1, 1.2, 1.3, 3.1
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.2, 1.3, 3.2, 3.3, 3.5
<b>Accessing Resources</b>	
Community Resources	3.5
Contacting Resources	3.5

### Risk Watch, Grades 3–4

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 4
<b><i>Getting Into Character</i></b>	
Reporter	1.1
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2, 1.3
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 1.3
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 1.3, 2.1, 3.5
Lesson 4 Poisoning Prevention	1.1, 1.2, 1.3
Lesson 5 Falls Prevention	1.1, 1.2, 1.3
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 1.3
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4
Lesson 8 Water Safety	1.1, 1.2, 1.3
<b><i>Risk Watch in Action</i></b>	
Activity 1 “What’s a Risk?”	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4
Activity 2 “Risk Reporters to the Rescue”	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4
Activity 3 “On the Safety Scene”	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4
Activity 4 “News First”	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4
Activity 5 “Get the Message”	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.1, 1.2, 1.3
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4

### Risk Watch, Grades 5–6

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 5
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2, 3.4
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 3.3, 3.4, 3.5
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 3.1, 3.4
Lesson 4 Poisoning Prevention	1.1, 1.2, 3.4
Lesson 5 Falls Prevention	1.1, 1.2, 3.3, 3.4
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 3.4
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2, 3.4
Lesson 8 Water Safety	1.1, 1.2, 3.3, 3.4
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Risk Watch Roundup”	3.2, 3.5
Activity 2 “Billboard Blitz”	3.2, 3.3, 3.4, 3.5
Activity 3 “What’s a Risk?”	3.2, 3.3, 3.4, 3.5
Activity 4 “Consider the Consequences”	1.1, 1.2, 1.3, 3.2, 3.5
Activity 5 “Campaign for Safety”	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.3
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	3.1, 3.2, 3.3, 3.4, 3.5
<b>Accessing Resources</b>	
Community Resources	3.4
Contacting Resources	1.3, 3.4

### Risk Watch, Grades 5–6

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 6
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 1.3, 2.1, 2.4
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 1.3, 2.1, 2.3
Lesson 4 Poisoning Prevention	1.1, 1.2, 1.3, 2.1, 2.4
Lesson 5 Falls Prevention	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 1.3, 2.1, 2.4
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2, 1.3, 2.1, 2.2
Lesson 8 Water Safety	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Risk Watch Roundup”	1.1, 1.2, 2.1, 3.1, 3.2, 3.3
Activity 2 “Billboard Blitz”	1.1, 1.2, 2.1, 3.1, 3.2, 3.3
Activity 3 “What’s a Risk?”	1.1, 1.2, 2.1, 3.1, 3.2, 3.3
Activity 4 “Consider the Consequences”	1.1, 1.2, 2.1, 3.1, 3.2, 3.3
Activity 5 “Campaign for Safety”	1.1, 1.2, 2.1, 3.1, 3.2, 3.3
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.3
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.2, 1.3, 3.1, 3.2, 3.3

### Risk Watch, Grades 7–8

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 7
<b><i>Getting Into Character</i></b>	
Coach	1.1, 1.5
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2, 1.3, 1.5
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 1.3, 1.5, 3.1
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 1.3, 1.5
Lesson 4 Poisoning Prevention	1.1, 1.2, 1.3, 1.5
Lesson 5 Falls Prevention	1.1, 1.2, 1.3, 1.5
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 1.3, 1.5
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2, 1.3, 1.5
Lesson 8 Water Safety	1.1, 1.2, 1.3, 1.5
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Quick Think”	1.1, 1.5, 3.1
Activity 2 “The Brainy Baby-Sitter”	1.1, 1.5, 3.1
Activity 3 “What’s a Risk?”	1.1, 1.5, 3.1
Activity 4 “Stumper Stories”	1.1, 1.5, 3.1
Activity 5 “Dr. Out-There”	1.1, 1.5, 3.1
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.1, 1.2
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.5, 3.1

### Risk Watch, Grades 7–8

Risk Watch	North Carolina Framework for Healthful Living Education, Grade 8
<b><i>Getting Into Character</i></b>	
Coach	1.1, 1.5
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1, 1.2, 1.3, 1.4, 1.5
Lesson 2 Fire & Burn Prevention	1.1, 1.2, 1.4, 1.5
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1, 1.2, 1.4, 1.5, 3.1
Lesson 4 Poisoning Prevention	1.1, 1.2, 1.4, 1.5
Lesson 5 Falls Prevention	1.1, 1.2, 1.4, 1.5
Lesson 6 Firearms Injury Prevention	1.1, 1.2, 1.3, 1.4, 1.5
Lesson 7 Bike and Pedestrian Safety	1.1, 1.2, 1.4, 1.5
Lesson 8 Water Safety	1.1, 1.2, 1.4, 1.5
<b><i>Risk Watch in Action</i></b>	
Activity 1 “Quick Think”	1.1, 1.3, 1.4, 1.5, 3.1
Activity 2 “The Brainy Baby-Sitter”	1.1, 1.3, 1.4, 1.5, 3.1
Activity 3 “What’s a Risk?”	1.1, 1.3, 1.4, 1.5, 3.1
Activity 4 “Stumper Stories”	1.1, 1.3, 1.4, 1.5, 3.1
Activity 5 “Dr. Out-There”	1.1, 1.3, 1.4, 1.5, 3.1
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.1, 1.2
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1, 1.3, 1.4, 1.5, 3.1

## North Carolina Standard Course of Study: English Language Arts, Kindergarten (Partial Listing)

### Decoding and Word Recognition

- 8 Recognizes some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.

### Spelling and Writing

- 10 Demonstrates understanding of literary language (e.g., "once upon a time," variety of sentence patterns).  
13 Writes and/or participates in writing behaviors.

### Language, Comprehension, and Response to Text

- 14 Uses new vocabulary and language in own speech.  
15 Understands and follows oral/graphic directions.  
16 Demonstrates sense of story (e.g., beginning, middle, end, characters, details).  
17 Connects information and events in text to experience.

## North Carolina Standard Course of Study: English Language Arts, Grade One (Partial Listing)

### Decoding and Word Recognition

- 6 Recognizes many high frequency and/or common irregularly spelled words in text (e.g., *have, said, where, two*).  
7 Reads aloud with fluency and comprehension any text that is appropriately designed for the first half of grade one.  
8 Uses pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct error.

### Spelling and Writing

- 13 Composes a variety of products (e.g., stories, journal entries, letters).

### Language, Comprehension, and Response to Text

- 14 Reads and comprehends both narrative and expository text by using one or two strategies.  
16 Elaborates on how information and events connect to life experiences.  
17 Reads and understands simple written instructions.  
18 Predicts and explains what will happen next in stories.  
19 Discusses and explains responses to *how, why, and what-if* questions in sharing narrative and expository texts.  
20 Retells new information in own words.  
22 Responds and elaborates in answering *what, when, where, and how* questions.  
23 Uses new vocabulary and language in both speech and writing.  
24 Demonstrates familiarity with a variety of types of text (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, labels).

## North Carolina Standard Course of Study: English Language Arts, Grade Two (Partial Listing)

### Decoding and Word Recognition

- 1 Uses phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.
- 2 Accurately reads most high frequency and many irregularly spelled words in text.
- 3 Reads aloud with fluency and comprehension any text appropriate for the first half of grade two.

### Spelling and Writing

- 9 Given help with organization, writes structured, informative presentations and narratives.

### Language, Comprehension, and Response to Text

- 11 Reads and comprehends both narrative and expository text that is appropriate for grade two.
- 13 Interprets information from diagrams, charts, and maps.
- 14 Recalls facts and details from text.
- 15 Reads expository materials for answers to specific questions.
- 17 Connects and compares information across expository selections to experience and knowledge.
- 18 Poses possible *how*, *why*, and *what-if* questions to understand and/or interpret text.
- 19 Explains and describes new concepts and information in own words.
- 21 Uses text for a variety of functions, including literary, informational, and practical.

## North Carolina Standard Course of Study: English Language Arts, Grade Three (Partial Listing)

### READING COMPETENCIES

#### Characteristics of the Reader: Exhibits the attitudes, habits, and disposition of a reader.

- R2 Reads materials on a variety of topics.
- R3 Reads for a variety of purposes such as for pleasure, to gain information, or to support an opinion.
- R4 Describes personal reactions to poetry, informational, practical, and narrative texts.

#### Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

- R12 Paraphrases information from text in own words.

#### Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

- R15 Reads literary, informational, and practical text.
- R24 Summarizes and records information. Notes and charts detail.
- R26 Understands and interprets maps, charts, diagrams, and other visual representations.

### WRITING COMPETENCIES

#### Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

- W4 Writes in response to literature, informational, and practical texts.
- W6 Incorporates feelings and personal experiences in narrative writing.
- W7 Uses vocabulary, ideas, themes, and structure from books in writing.
- W8 Records what the student knows, wants to know, and has learned by writing in learning log.

#### Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

- W22 Writes practical texts such as news articles, recipes, directions and interviews.

## North Carolina Standard Course of Study: English Language Arts, Grade Four (Partial Listing)

### READING COMPETENCIES

**Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.**

- R8 Summarizes information from literary and informational materials.
- R13 Organizes and summarizes information by using a technique such as a graphic organizer.

**Reading Comprehension: Constructs meaning from literary informational, and practical texts.**

- R14 Reads literary, informational, and practical text.
- R15 Reads materials on a variety of topics beyond personal experiences.

### WRITING COMPETENCIES

**Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.**

- W4 Shares own written work with peers.
- W6 Creates characters, settings, problems, and events from outside personal environment.

**Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.**

- W15 Writes literary, information and practical compositions with teacher support.
- W16 Writes on a variety of topics.
- W17 Assesses own growth in reading by writing in learning log/response journal.
- W18 Writes imaginative and personal narratives to develop a logical sequence of events within an overall action.

## North Carolina Standard Course of Study: English Language Arts, Grade Five (Partial Listing)

### READING COMPETENCIES

**Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.**

- R1 Reads literary, informational, and practical materials beyond personal experience.
- R2 Reads widely for pleasure, for interest, or for learning.

**Reading Comprehension: Constructs meaning from literary, informational, and practical texts.**

- R9 Reads literary, informational, and practical text.
- R11 Recognizes coherence, logic, and organization in descriptive text.
- R15 Discusses implied motives of characters as evidenced in the text.
- R18 Recognizes evidence presented in text that supports a recommendation, opinion, or argument.
- R19 Supports recommendation, opinion, or argument by reference to evidence presented in text.
- R20 Compares information from different sources.
- R23 Describes links between personal experiences and arguments and ideas in text.

### WRITING COMPETENCIES

**Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.**

- W3 Selects vocabulary from reading and discussion to use in own writing.

**Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.**

- W9 Writes literary, information and practical compositions with teacher support and independently.
- W10 Assesses individual performance on a task by writing in learning log.
- W11 Expresses main idea and uses details in expository (clarification) writing.
- W12 Writes descriptions that provide sufficient, related information to provide an overall impression or view.
- W14 Completes standard forms requiring personal information.
- W16 Questions the significance, application, or relevance of new information or ideas by writing in reading log.
- W17 Reflects about, between, and beyond what is read by writing in reading log.

# North Carolina Standard Course of Study: English Language Arts, Grade Six (Partial Listing)

## READING COMPETENCIES

**Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.**

- R2 Responds to novels, biographies and informational books through oral, artistic and dramatic projects.
- R3 Questions and reflects on issues encountered in texts.

**Reading Comprehension: Constructs meaning from literary informational, and practical texts.**

- R10 Reads informational and practical materials with complex vocabulary, concepts, and formats with teacher support.
- R12 Responds to questions about a subject based on prior knowledge.
- R14 Recognizes coherence, logic, and organization in expository (clarification) text.
- R18 Discovers related ideas, concepts, and generalizations in text.

## WRITING COMPETENCIES

**Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.**

- W2 Offer reasons for the feelings provoked by text by writing in reading log/response journal.

**Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.**

- W11 Writes in range of writing forms.
- W13 Chooses narrative, descriptive, and some forms of expository as appropriate to purpose and task.

**Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.**

- W16 Writes literary, informational, and practical compositions independently.
- W17 Writes on a variety of topics and in more than one genre.
- W18 Assesses individual performance as the member of a group by writing in learning log.
- W20 Expresses main idea and uses details in expository (point of view) writing.
- W23 Compares and contrasts ideas and information by writing in learning log.

# North Carolina Standard Course of Study: English Language Arts, Grade Seven (Partial Listing)

## READING COMPETENCIES

**Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.**

R2 Makes relevant, logical contributions to discussion of a selection and its effect.

**Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.**

R5 Identifies resources that are needed to complete various reading tasks.

R6 Determines the practicality and usefulness of information or ideas in light of purpose.

**Reading Comprehension: Constructs meaning from literary informational, and practical texts.**

R8 Reads informational and practical materials with complex vocabulary, concepts, and formats with teacher support and independently.

R12 Recognizes the presence of archetypal characters and themes.

R18 Identifies faulty reasoning in text.

## WRITING COMPETENCIES

**Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.**

W1 Recognizes that writing can persuade and change people's actions and attitudes.

W2 Recognizes that writing can help explore opposing points of view or all aspects of a problem or issue.

**Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.**

W3 Writes on a variety of topics in more than one mode.

W8 Uses writing as preparation for contributing to a discussion.

**Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.**

W9 Writes expository (point of view) texts that have a coherent, logical, and organized structure.

W10 Writes expository (point of view) texts that provide sufficient, related, elaborated reasons to support a position.

W11 Expresses main idea and uses details in argumentative writing.

W14 Summarizes key points previously recorded in learning log.

W15 Writes using appropriate genre and mode.

# North Carolina Standard Course of Study: English Language Arts, Grade Eight (Partial Listing)

## READING COMPETENCIES

### **Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.**

- R2 Expresses emotional reactions and personal opinions and relates personal value to a selection or experience.
- R3 Acknowledges that there are many reasons for seeking information such as curricular pursuits, personal interests, or consumer needs.
- R4 Compares and offers critical analysis of materials presented in the media.

### **Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.**

- R7 Supports argument or opinion by reference to evidence presented in sources outside the text.
- R8 Assesses own performance relative to material and purpose.
- R9 Manages identified resources needed to complete reading tasks.

### **Reading Comprehension: Constructs meaning from literary informational, and practical texts.**

- R13 Reads informational and practical materials with complex vocabulary, concepts, and formats independently.
- R18 Synthesizes and expands on information from a range of texts.
- R21 Analyzes and formulates a critical opinion about literary and informational material.

## WRITING COMPETENCIES

### **Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.**

- W1 Appreciates writing as a major source for learning through note taking, brainstorming, listing, or writing in journals or learning logs.
- W2 Works collaboratively on a written product that expresses a response to a selection or experience.

### **Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.**

- W5 Writes on a variety of topics and in more than one genre and mode.
- W6 Assesses own performance relative to audience and purpose.

### **Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.**

- W16 Writes practical texts such as letters of request and complaint, application forms, or written directions.
- W17 Offers critical opinions or analysis of reading and expresses an alternate point of view of author by writing in learning log.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, KINDERGARTEN (PARTIAL LISTING)

### 1. Preparatory

- 1.3 Explaining health risks for age group.

### 3. Protecting Self/Others

- 3.2 Using seat belts.
- 3.3 Describing meanings of traffic signs and signals.
- 3.4 Responding to warning signs, sounds, and labels.
- 3.5 Demonstrating the stop, drop and roll response to burning clothing.
- 3.6 Getting help in an emergency.
- 3.7 Identifying items that can burn oneself.

### 4. Relationships

- 4.2 Seeking and offering help in the home, school, and community.

### 5. Nutrition/Weight Management

- 5.4 Distinguishing between safe and unsafe substances to put in mouth.

### 6. Substance Abuse

- 6.1 Being careful with medicines.

### 9. Game and Sport Skills

- 9.2 Developing movement control for safe participation in games and sports.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE ONE (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Summarizing health risks for age group.
- 1.2 Predicting consequences of various health-related behaviors.

### 3. Protecting Self/Others

- 3.1 Demonstrating stop and search when entering or crossing a street or road.
- 3.2 Following playground, school bus, school ground safety rules.
- 3.3 Making emergency phone calls.
- 3.4 Identifying firefighters by their appearance.

### 9. Game and Sport Skills

- 9.4 Developing safety skills and work cooperatively with others in game situations.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE TWO (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Summarizing health risks for age group.
- 1.2 Identifying own health-promoting behaviors.

### 3. Protecting Self/Others

- 3.5 Getting help in an emergency.
- 3.6 Demonstrating the stop, drop, and roll response to burning clothing.
- 3.7 Handling flammable liquids safely.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE THREE (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Summarizing health risks for age group.
- 1.2 Interpreting benefits of health to oneself.
- 1.3 Identifying characteristics of responsible health behaviors.

### 4. Relationships

- 4.1 Effectively expressing opinions contrary to those of others.
- 4.4 Showing concern for others.

### 3. Protecting Self/Others

- 3.1 Making a plan to escape fire in a building.
- 3.2 Avoiding smoke inhalation during a fire.
- 3.3 Responding appropriately to weather-related emergencies.
- 3.4 Demonstrating first aid for minor problems.
- 3.5 Selecting appropriate resources to deal with a variety of health risk situations.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE FOUR (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Summarizing health risks for age group.
- 1.2 Identifying a personal health goal.
- 1.3 Using modeling as a strategy to reach a personal health goal.

### 2. Stress Management

- 2.1 Associating behaviors with personal and universal standards.

### 3. Protecting Self/Others

- 3.1 Knowing types, sources, benefits of bicycle helmets.
- 3.2 Using a helmet when riding a bicycle.
- 3.3 Exercising caution when entering or crossing a street or road.
- 3.4 Avoiding swerving and wrong-way riding on a bicycle.
- 3.5 Providing first aid for choking victims, including the Heimlich maneuver.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE FIVE (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Summarizing health risks for age group.
- 1.2 Assuming responsibility for own health.
- 1.3 Appraising own health status.

### 3. Protecting Self/Others

- 3.1 Practicing first aid for common conditions.
- 3.2 Identifying health risks of environmental choices.
- 3.3 Planning behaviors related to environment.
- 3.4 Evaluating reliability of health information sources.
- 3.5 Explaining smoke detector value and maintenance.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE SIX (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Explaining health risks for age group.
- 1.2 Accurately describing the incidence of high-risk behaviors for age group.
- 1.3 Appraising own health behaviors.

### 2. Stress Management

- 2.1 Developing criteria to assess the significance of a decision/problem.
- 2.2 Projecting behavioral consequences as a means of anticipating problems.
- 2.4 Initiating requests for help or assistance.

### 3. Protecting Self/Others

- 3.1 Identifying highest risk behaviors for drowning.
- 3.2 Explaining principles of water survival.
- 3.3 Identifying practices that prevent spinal cord injury.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE SEVEN (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Explaining health risks for age group.
- 1.2 Appraising own health status.
- 1.3 Differentiating between objective and subjective perceptions of personal health.
- 1.5 Accurately describing the incidence of high-risk behaviors for age group.

### 3. Protecting Self/Others

- 3.1 Extinguishing fires correctly.

## FRAMEWORK FOR HEALTHFUL LIVING EDUCATION, GRADE EIGHT (PARTIAL LISTING)

### 1. Preparatory

- 1.1 Explaining health risks for age group.
- 1.2 Appraising own health status.
- 1.3 Identifying automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.
- 1.4 Predicting the potential for health risk in a variety of situations.
- 1.5 Accurately describing the incidence of high-risk behaviors for age group.

### 3. Protecting Self/Others

- 3.1 Demonstrating basic CPR techniques and procedures, including community resources for becoming certified in CPR and including the Heimlich maneuver.