

Brookfield Public Schools
Health Curriculum
Framework

November 2008

Health Education Philosophy

The Brookfield School District is committed to providing a comprehensive health education program in grades K-12, aligned with Connecticut and National standards, as an integral part of each student's education. The health education program supports students in making connections and applying skills for a lifetime of health and well-being. The health education program will provide students with information to protect, maintain and promote a healthy and balanced lifestyle. Students will learn to make responsible decisions related to their personal wellness and to develop positive attitudes about themselves and their interactions with others within a diverse society.

Students will develop the skills and health literacy necessary to achieve total wellness. They will comprehend concepts related to wellness, implement realistic plans and be advocates for a lifetime of optimal well-being. The primary goal of Brookfield's health education program is to equip students to live actively and fully in a state of personal, interpersonal and environmental well-being.

Health Program Goals

As a result of the health education program in grades K-12, students will:

- Develop skills needed to live a healthy and balanced lifestyle.
- Access, evaluate and use information from various sources to achieve overall wellness.
- Comprehend concepts related to wellness and implement realistic plans for a lifetime of optimal well-being.
- Make plans and take actions that lead to healthy and balanced living for themselves and the world around them.

Health Education Hallmarks of Excellent Practice

- Application of decision-making skills that enable students to become well informed health literate individuals.
- Engagement in experiences that promote a healthy and balanced lifestyle.
- Hierarchically structured development building upon prior knowledge.
- Participation in interactive, student-based, co-operative classroom activities.
- Engagement in inquiry and problem-solving about significant health issues.
- Incorporation of technology to facilitate teaching and learning.
- Incorporation of differentiated instruction to meet the needs of all students.
- Integration of real world and personal connections for a deeper understanding.
- Engagement in ongoing personal reflection and self-evaluation.
- Use of formative and summative evaluation of student progress that includes performance-based assessments.
- Communication of student progress to parents, staff, and the community.

Health Education Essential Understandings

1. Comprehending current health information and concepts is integral for establishing a foundation for healthy and balanced living.
2. Developing the skills to access valid health information provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.
3. Practicing health-enhancing behaviors will avoid or reduce health risks.
4. Analyzing the influence of family, peers, culture, media, technology and other factors enhances decision making.
5. Utilizing interpersonal communication skills aides in developing and maintaining healthy personal relationships.
6. Applying decision making skills makes it possible for individuals to transfer health knowledge into healthy and balanced living.
7. Using the goal setting process enables individuals to formulate and implement an effective plan for total wellness.
8. Advocating for personal, family and community health promotes healthy behaviors.

Health Education Essential Questions

1. What do I need to know to stay healthy?
2. How and where do I find information and resources?
3. What can I do to avoid or reduce health risks?
4. What influences my health behaviors and decisions?
5. How can communication enhance my personal health?
6. How do I make good decisions to keep myself healthy?
7. How do I use the goal-setting process to improve my health?
8. What can I do to promote accurate health information and healthy behaviors?

Health Education Content Standards

Standard 1: Core Concepts

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

Standard 2: Accessing Health Information

Students will demonstrate the ability to access valid health information and products and services to enhance health.

Standard 3: Self-Management of Healthy Behaviors

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

Standard 4: Analyzing Internal and External Influences

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

Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 6: Decision-Making Skills

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

Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Standard 8: Advocacy

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

Comprehensive School Health Education

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P (pre-kindergarten).1.1. List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)</p> <p>P.1.2. Describe similarities and differences between self and others and understand that the body is good and special</p> <p>P.1.3. Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth)</p> <p>P.1.4. Identify how families can influence personal health</p> <p>P.1.5. Describe a healthy and safe environment</p> <p>P.1.6. Identify health and safety problems that can be treated early</p> <p>P.1.7. Identify ways injuries can be prevented</p> <p>P.1.8. Identify and practice ways to prevent disease and other health problems</p> <p>P.1.9. Discuss germs and their connection to illness</p>	<p>E (elementary).1.1. Describe relationships between personal health behaviors and individual well-being</p> <p>E.1.2. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body</p> <p>E.1.3. Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems</p> <p>E.1.4. Explore how families can influence personal health</p> <p>E.1.5. Examine how physical, social and emotional environments influence personal health</p> <p>E.1.6. Identify health problems and illnesses that can be prevented or treated early</p> <p>E.1.7. Explain how childhood injuries can be prevented or treated</p> <p>E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause</p>	<p>M (middle).1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p> <p>M.1.2. Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/adolescence</p> <p>M.1.3. Explain how health is influenced by the growth and interaction of body systems</p> <p>M.1.4. Examine how families and peers can influence the health of adolescents</p> <p>M.1.5. Analyze ways in which the environment and personal health are interrelated</p> <p>M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M.1.7. Explain how appropriate health care can prevent premature death and disability</p> <p>M.1.8. Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and</p>	<p>H (high).1.1. Analyze how behaviors can affect health maintenance and disease prevention</p> <p>H.1.2. Describe the interrelationship of mental, emotional, social and physical health throughout adulthood</p> <p>H.1.3. Evaluate the impact of personal health behaviors on the functioning of body systems</p> <p>H.1.4. Evaluate how families, peers and community members can influence the health of individuals</p> <p>H.1.5. Analyze ways in which the environment influences the health of the community</p> <p>H.1.6. Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood</p> <p>H.1.7. Assess how public health policies and government regulations can influence health promotion and disease prevention</p> <p>H.1.8. Analyze how research and medical advances can influence the prevention and control of health problems</p> <p>H.1.9. Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases,</p>

	<p>and prevention of disease and other health problems</p> <p>E.1.9. Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)</p>	<p>other health problems</p> <p>M.1.9. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)</p> <p>M.1.10. Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education</p> <p>M.1.11. Define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each</p>	<p>diabetes, cancer, heart disease, hepatitis)</p> <p>H.1.10. Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death</p> <p>H.1.11. Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy</p>
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Comprehensive School Health Education

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.2.1. Demonstrate the ability to seek health information from trusted adults (e.g. common health and safety concerns, roles and responsibilities of community helpers)</p> <p>P.2.2. Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers)</p> <p>P.2.3. Identify characteristics of a trusted adult</p>	<p>E.2.1. Demonstrate the ability to locate valid health information, products and services</p> <p>E.2.2. Demonstrate the ability to locate resources from home, school and community that provide valid health information</p> <p>E.2.3. Describe factors that may influence the selection of health information, products and services</p> <p>E. 2.4. Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults</p>	<p>M.2.1. Demonstrate the ability to locate valid health information, products and services</p> <p>M.2.2. Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services</p> <p>M.2.3. Examine factors that may influence the personal selection of health information, products and services</p> <p>M. 2.4. Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults</p>	<p>H.2.1. Evaluate the validity of health information and the cost of products and services</p> <p>H.2.2. Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others</p> <p>H.2.3. Evaluate factors that may influence the personal selection of health products and services</p> <p>H.2.4. Analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults</p>

Comprehensive School Health Education

Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.3.1. Identify healthy behaviors (e.g. wearing seatbelts, hand washing)</p> <p>P.3.2. Identify personal behaviors that are health enhancing</p> <p>P.3.3. Identify personal health behaviors that need to be changed</p> <p>P.3.4. Demonstrate good hygiene practices to improve and maintain personal health</p> <p>P.3.5. Understand and follow rules and routines</p> <p>P.3.6. Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time)</p>	<p>E.3.1. Identify responsible health behaviors</p> <p>E.3.2. List personal health needs</p> <p>E.3.3. Compare behaviors that are safe to those that are risky or harmful</p> <p>E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions</p> <p>E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease</p> <p>E.3.6. Identify and practice skills to manage stress</p>	<p>M.3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.2. Examine personal health status to determine needs</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions</p> <p>M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease</p> <p>M.3.6. Apply skills to manage stress</p>	<p>H.3.1. Assess the importance of assuming responsibility for personal health behaviors</p> <p>H.3.2. Analyze personal health status to determine needs</p> <p>H.3.3. Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community</p> <p>H.3.4. Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions</p> <p>H.3.5. Use and evaluate safety techniques to avoid and reduce injury and prevent disease</p> <p>H.3.6. Evaluate and apply appropriate stress management strategies</p>

Comprehensive School Health Education

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.4.1. Discuss their roles in the family and the roles of their parents/guardians</p> <p>P.4.2. Recognize how media and technology can influence their lives</p> <p>P.4.3. Discuss how families and school influence personal health</p>	<p>E.4.1. Describe how family and culture influence personal health behaviors</p> <p>E.4.2. Explain how media and technology influence personal and health behaviors</p> <p>E.4.3. Explain how family, school and peers influence personal health</p> <p>E.4.4. Identify and explain how the media may influence messages one may receive about body image</p>	<p>M.4.1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors</p> <p>M.4.2. Analyze how media, technology and other factors influence personal health behaviors</p> <p>M.4.3. Analyze how family, school and peers influence personal health</p> <p>M.4.4. Identify and explain how the media may influence behaviors and decisions in regard to sexuality</p>	<p>H.4.1. Analyze how family and cultural diversity enriches and affects personal health behaviors</p> <p>H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health</p> <p>H.4.3. Evaluate how information from family, school, peers and the community influences personal health</p> <p>H.4.4. Analyze the media influence on behaviors and decisions as it relates to sexuality</p>

Comprehensive School Health Education

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.5.1. Practice using words to communicate as a means of enhancing health</p> <p>P.5.2. Describe characteristics of a responsible individual</p> <p>P.5.3. Practice using words to identify emotions</p> <p>P.5.4. Identify healthy ways to express needs, wants and feelings</p> <p>P.5.5. Demonstrate caring and empathy for others</p> <p>P.5.6. Demonstrate the ability to listen and speak in turn</p> <p>P.5.7. Identify ways to deal with conflict</p> <p>P.5.8. List examples of conflict</p> <p>P.5.9 Engage in developing solutions to resolve conflicts and seek help when necessary</p>	<p>E.5.1. Practice verbal and nonverbal communication as a means of enhancing health</p> <p>E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community</p> <p>E.5.3. Describe emotions and how they can affect an individual's behavior</p> <p>E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings</p> <p>E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>E.5.6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members</p> <p>E.5.7. Demonstrate avoidance and refusal skills to enhance health</p> <p>E.5.8. Identify possible causes of conflict</p>	<p>M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health</p> <p>M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community</p> <p>M.5.3. Identify ways in which emotions may affect communication, behavior and relationships</p> <p>M.5.4. Compare and contrast healthy ways to express needs, wants and feelings</p> <p>M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>M.5.6. Use communication skills to build and maintain healthy relationships</p> <p>M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships</p>	<p>H.5.1. Compare and contrast skills for communicating effectively with family, peers and others</p> <p>H.5.2. Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community</p> <p>H.5.3. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior</p> <p>H.5.4. Analyze situations and demonstrate healthy ways to express needs, wants and feelings</p> <p>H.5.5. Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>H.5.6. Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts</p> <p>H.5.7. Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships</p> <p>H.5.8. Analyze the possible causes of conflict in families, among peers, and in schools and communities</p>

	<p>E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate</p>	<p>M.5.8. Examine the possible causes of conflict among youth in schools and communities</p> <p>M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate</p>	<p>H.5.9. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate</p>
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Comprehensive School Health Education

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.6.1. Discuss choices that enhance health</p> <p>P.6.2. Identify adults who can assist in making health-related decisions</p> <p>P.6.3. Discuss reasons to make and results of making healthy choices</p>	<p>E.6.1. Demonstrate the ability to apply a decision-making process to enhance health</p> <p>E.6.2. Explain when to ask for assistance in making health related decisions</p> <p>E.6.3. Predict outcomes of positive health decisions</p>	<p>M.6.1. Use a decision-making process to enhance health</p> <p>M.6.2. Describe and analyze how health-related decisions are influenced by using resources from family, school and community</p> <p>M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p>	<p>H.6.1. Demonstrate various strategies when making decisions to enhance health</p> <p>H.6.2. Demonstrate the ability to make health- enhancing decisions using the collaborative decision-making process</p> <p>H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community</p>

Comprehensive School Health Education

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.7.1. Define a healthy goal	E.7.1. Demonstrate the ability to apply the goal setting process to enhance health	M.7.1. Use the goal-setting process to enhance health	H.7.1. Demonstrate various strategies when making goal setting decisions to enhance health

Comprehensive School Health Education

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

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

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.8.1. Use language to convey healthy behaviors</p> <p>P.8.2. Use language to express opinions about health topics</p> <p>P.8.3. Name trusted adults at home, in school and in the community</p> <p>P.8.4. Identify ways to encourage others to make positive health choices</p> <p>P.8.5. Participate in small and large group activities, interacting cooperatively with one or more children</p> <p>P.8.6. Discuss positive ways to show care, consideration and concern for others</p>	<p>E.8.1. Describe a variety of methods to convey accurate health information, concepts and skills</p> <p>E.8.2. Express opinions about health issues based on accurate health information</p> <p>E.8.3. Name trusted adults at home, in school and in the community</p> <p>E.8.4. Describe ways to encourage and support others in making positive health choices</p> <p>E.8.5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools</p> <p>E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other</p>	<p>M.8.1. Analyze various methods to accurately express health information, concepts and skills</p> <p>M.8.2. Express opinions about health issues based on accurate health information</p> <p>M.8.3. Identify and describe community agencies that advocate for healthy individuals, families and communities</p> <p>M.8.4. Encourage and support others in making positive health choices</p> <p>M.8.5. Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools</p> <p>M.8.6. Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>M.8.7. Assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality</p>	<p>H.8.1. Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills</p> <p>H.8.2. Support and defend a position with accurate health information</p> <p>H.8.3. Engage the support of community agencies that advocate for healthy individuals, families and communities</p> <p>H.8.4. Use the ability to influence and support others in making positive health choices</p> <p>H.8.5. Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities</p> <p>H.8.6. Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>H.8.7. Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality</p>