



Health

Madison Public Schools
Madison, Connecticut

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Health Curriculum Guide

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Madison, Connecticut for the work.
Thank you in advance.

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FOREWORD

This *Guide to Curriculum and Instruction in Health and Safety Education* has been developed to provide tangible assistance and support to Madison teachers and administrators in the implementation of a comprehensive K-12 health and safety education program. While this guide is not a day-to-day prescribed course of study, it is intended to assist all involved Madison educators in the design and delivery of a meaningful and relevant health education program that is planned, ongoing, and systematic. The material presented herein reflects the current thinking and experience of outstanding Connecticut educators interested in and responsible for health education across the state.

This guide provides a helpful framework for implementing a comprehensive health and safety instruction program, but the most critical component of any quality program is teachers who are interested, prepared, and committed to health education. With enthusiastic teachers who are working with the visible support of school board members, administrators, and parents, we really can lay the foundation for a healthier generation of Americans who will live in future societies.

Health and safety education cannot be the responsibility of the school in isolation. The schools and the community need to foster and maintain close relationships with health care institutions, community health agencies, and promote businesses to help Madison Public Schools become the center of health promotion and health education in the community.

ACKNOWLEDGMENTS

The efforts of many individuals contributed to the development of this guide to curriculum and instruction. The members of the Madison Curriculum Management Cycle Phase I: Program Review Committee and the Phase II: Program Development Committee deserve a special expression of appreciation. They devoted valuable time to preparing, criticizing, and revising drafts of this guide. The composition of these committees assured balanced input from representatives of elementary teachers, health teachers, and administrators, and community health agencies representation throughout the Madison community. Committee membership included the following:

HEALTH EDUCATION REVIEW COMMITTEE

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We would also like to thank the following people for their past contributions to this guide:

Sara Benedetto	H. Kaye Griffin	Martin Sklaire, M.D.
Mr. Ray Ezell	David Melillo	Joanne Sullivan
Constance Fusco	Gary Meunier	Edward Valla

Appreciation must also be expressed to the health education staff at the Connecticut State Department of Education for providing expert leadership and guidance in the design and development of the program described in this guide:

Barbara Westwater
Bonnie Edmonson

INTRODUCTION

Intended Use Of This Guide

This curriculum guide was designed to be used by Madison teachers and administrators responsible for the implementation and evaluation of a K-12 health and safety instruction program. It is not a cookbook for day-to-day lesson planning. However, teachers responsible for health and safety instruction at every grade level should adhere to the philosophy, goals, learning objectives, and related information provided in this publication as they plan instruction for their classrooms.

In addition to being a resource for implementation of the K-12 health and safety instruction, it is hoped that this guide will be used by new teachers and their mentors as a basic resource in the inservice preparation of both elementary-level teachers and also secondary-level health educators.

This curriculum guide offers a comprehensive health and safety instruction program reflecting the current thinking of national, state, and local health education leaders. The committees responsible for the development of this guide believe that the components of this guide have the potential to be adapted at the building-level for a meaningful health and safety instruction program.

Finally, this document must be considered a living curriculum which is subject to change and continuous improvement in the information available to educators in regard to contemporary health education. The Department of Curriculum and Instruction for the Madison Public Schools welcomes suggestions for improving the guide from those using it throughout the district.

PROGRAM OVERVIEW

The Madison Curriculum Management Cycle addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and usually occurs within a five year cycle. The full cycle includes two phases. Phase I: Development/Revision and Phase II: Implementation. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Implementation and Step 2: Monitoring.

As a result of careful study, the health subject area committee has ensured that the revised curriculum is in alignment with the state and federal legislation.

The subject area committee throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle examined several curriculum guides from school districts within the state as well as the most recent Connecticut State Department of Education effort. The articulation of the guide's goals and objectives across grade levels has been examined carefully and has been achieved to the satisfaction of the health subject area committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality health education program that is planned, ongoing, and systematic.

H. Kaye Griffin
Superintendent of Schools

Karen A. Costello
Assistant Superintendent



Health

SECTION 1:

Program Overview:

Role of the Schools

Philosophy of the Program

Goals of the Program

ROLE OF THE SCHOOLS¹

Our schools originally were designed to teach reading, writing, and arithmetic, and to train and develop effective and productive citizens. Today, schools are asked to do even more. Over the past decade, shifting patterns in our society have wrought enormous changes upon the family and its support systems and, therefore, upon children.

Teachers and students alike also have been affected by societal changes, and some say the resulting challenge to schools to fulfill these additional expectations has become overwhelming. Unfortunately, teachers and schools often are unable and unequipped to respond to this challenge as quickly as necessary.

Teachers now have the additional responsibility of being available to and supportive of children in more ways than formerly were required. They need to be more aware of their impact on students, and begin to teach the skills necessary to build self-esteem and self-confidence. The school has emerged as the central and dominant social setting for some of our youth today.

The challenge facing school districts today is to design and implement a health and safety education program that will meet the needs of all students. As a prerequisite, educators in Madison Public Schools must address cultural and societal changes that have occurred over the past decade.

As educators in the Madison Public Schools begin to look at contemporary societal problems and the frightening statistics that describe them, and at the greater diversity of cultural and ethnic backgrounds of students, the challenge of educating all children in a relevant manner becomes apparent. While there are no simple answers to the complex problems facing young people today, schools have a great opportunity to enable students to confront and deal more effectively with the problems they face.

A well developed and comprehensive health and safety education program will provide Madison Public Schools with an ideal vehicle with which to teach children the knowledge, skills, attitudes and attributes they will need both now and in the future.

¹Adapted from *A Guide to Curriculum Development for Health and Safety, Chapter 1*, State of Connecticut Board of Education, 1990.

PHILOSOPHY

Today throughout the country, the emphasis on health promotion and health and safety education has never been greater. Educators in the Madison community have the opportunity to make a positive impact on the lives of school-age youth. This is an opportunity we cannot afford to approach haphazardly in planning or half-heartedly in delivery.

Comprehensive health and safety education develops skills for daily living and prepares individuals for their future roles as parents and citizens. Recent trends underscore the need for informed and educated individuals who have the knowledge, skills, and motivation to assume responsible roles in personal, family, and community health.

Madison educators believe that the commitment to comprehensive health education must be maintained now and into the next century. Educators and all citizens of the community must guarantee that efforts are made to emphasize health as a value in life, and to enhance critical thinking, decision-making, and problem-solving skills regarding health. Quality health education motivates individuals to take an active role in protecting, maintaining, and improving their health.

The overriding emphasis of this philosophy is upon having individuals successfully develop, establish, and achieve positive lifestyle goals. These goals enhance the probability of lifelong participation in health-promoting behaviors, with resulting total health benefits.

Specifically, this philosophy is grounded in two fundamental principles: *The first is that health issues are approached in a positive manner.* Health and safety education is a basic ingredient in a prevention formula. It can encourage the individual and the community to assume responsibility for the promotion of well-being and the prevention of disease and disability.

The second principle is based on the "whole person" concept, on recognizing that each individual is multidimensional. The physical, emotional, social, and intellectual dimensions of each person are dynamically intertwined and are influenced by time, setting, situation, and other people.

Acknowledging and nurturing these interactions, both within the individual and between individuals, is critical to successful health and safety promotion practices.

GOALS OF THE PROGRAM²

Inherent in the district's philosophy statement are beliefs which promote positive health patterns for all students, K-12. By progressing through a planned, ongoing, and systematic health and safety education program, we believe that the following goals, which serve as the basis for specific learning outcomes for health and safety education, will be attained:

1. *Students will develop attitudes, attributes and skills to foster and maintain a positive self-concept.*
2. *Students will develop attitudes, attributes and skills that foster effective responsibility and decision-making for maintaining personal health and protection, as well as family and community health.*
3. *Students will develop attitudes, attributes and skills in developing relationships and communicating effectively to refuse or resist inappropriate or damaging behavior related to one's health.*
4. *Students will develop attitudes, attributes and skills that promote bonding to family, school, peers, and the community and foster respect, trust, and appreciation for both themselves and for others.*
5. *Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines.*
6. *Students will know accurate information related to all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.*
7. *Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.*
8. *Students will know accurate and current information related to the prevention, transmission, symptoms, and treatment of diseases.*
9. *Students will develop a high degree of awareness of safety and accident prevention, including a concern for the well-being of themselves and others.*
10. *Students will know that all individuals share the responsibility for conserving natural resources and the environment, and identifying and addressing community health problems.*

²Adapted from *A Guide to Curriculum Development*, Connecticut State Department of Education, State Board of Education, 1990.

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11. *Students will have accurate knowledge of first aid and emergency procedures to be followed as well as skills to be utilized in handling situations that are a threat to life and health.*
 12. *Students as consumers will be able to identify authorities on health, means of access to the health care system, and community and public health resources.*
 13. *Students will know that lifestyle choices and habits directly influence the state of one's own physical, mental, and emotional fitness.*
 14. *Students will learn strategies for personality maturation and increased understanding of the mental, emotional, social, economic, and psychological, as well as the physical phases of human relations, as these affect and are affected by male and female relationships.*

A comprehensive health and safety education program that supports the goals listed above can make a difference and can influence the quality of life for the current and subsequent students in Madison Public Schools. It is therefore with the greatest optimism and enthusiasm that improvement of the health and safety status of our community's youth should be approached by the home / school / community team.



Health

SECTION 2:

Program Components and Framework

Comprehensive Health Education Program

Overview of Topics of Health and Safety Education

Integration of Topics

Program Delivery Model

Interrelationship with Health Services and Community

COMPREHENSIVE HEALTH EDUCATION PROGRAM

The Connecticut State Department of Education's *Guide to Curriculum Development in Health and Safety* states the following: *"The primary goal of health and safety education is to provide students with the ability to acquire information, develop skills, learn to think critically and make appropriate decisions that will result in a healthy lifestyle."* To achieve this goal, the Madison Public Schools must empower students by teaching them the skills to evaluate and use new health and safety information as it becomes available, and to make appropriate and reasonable decisions for themselves.

The components of this guide, as outlined in the next section, generally focus on achieving the goals of health and safety education as they are outlined in Section 10-16b of the *Connecticut General Statutes* which includes the statement presented below: (Appendices).

"In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, ... health and safety, including but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention and safety and accident prevention..."

In order to effectively teach these topics within the available instructional timeframe, teachers must integrate the required topics into a comprehensive program that clearly articulates interrelationships among the topics and stresses knowledge, skills, attitudes and attributes.

To facilitate this process, the topics have been organized into three distinct **blocks** or categories, encompassing critical skills, essential or core knowledge, and related knowledge.

The graphic on the next page illustrates the division of these topics of the comprehensive health education program in the Madison Public Schools. Each topic is directly correlated with one of the goals of the program.

BLOCK I: Attitudes, Attributes, and Skills

This category consists of key attitudes, attributes and skills that have been identified in *Connecticut's Common Core of Learning* (1987, 1998) as critical elements to be taught to students. These topics are taught yearly as part of mental and emotional health education in conjunction with Block II.

BLOCK II: Essential Knowledge

This category consists of major health topics that have been identified as essential knowledge-based elements. Topics in this block are taught yearly in conjunction with topics in Block I.

BLOCK III: Related Knowledge

This category consists of important related topics in health. These topics are taught periodically at key developmental stages; alternatively, they are integrated easily into other curriculums, or taught by local community experts in distinct units.

Topics of Comprehensive Health Education

Block I Skills, Attitudes, Attributes

- Self-Concept
Responsibility and
Decision Making
- Interpersonal Skills and
Communication
- Bonding to Peers,
Family, Community

Block II Core Topics

- Nutrition
- Substance Abuse
- Growth and
Development
- Disease Prevention
 - HIV
 - Respect
 - Tolerance

Block III Related Topics

- Safety and Accident
Prevention
 - Community Health
 - First Aid and Emergency
Procedures
 - Consumer Health
 - Physical Fitness
 - Family Life Education
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OVERVIEW OF THE TOPICS of HEALTH and SAFETY EDUCATION

BLOCK I: Attitudes, Attributes and Skills
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The following skills, attitudes, and attributes that all students need to develop in order to become healthy, productive citizens are contained within Block I:

SELF-CONCEPT

The far-reaching significance of a person's positive self-concept is reaffirmed by many research studies. Young people with high self-esteem are found to be more effective, competent, independent, than their peers. Children with low self-esteem are found to feel powerless, helpless, weak, incompetent and stressed, and to experience lower academic success and be less bonded to family and peers (Alvy, 1987 and Hawkins, 1985 and 1988). Clearly, this basic sense of self-worth plays an important role in many areas of a student's life.

RESPONSIBILITY AND DECISION MAKING

These skills allow students to apply what they have learned to specific problems, to examine the relationships between a behavior and the consequences of that behavior, and to be accountable for the behavioral choices they make.

INTERPERSONAL SKILLS AND COMMUNICATION

This area encompasses both verbal and nonverbal communication and the development of trust with one's peers and family. Also included are assertiveness, negotiation and coping skills which allow children to refuse or resist inappropriate or damaging behavior.

BONDING TO FAMILY, SCHOOL, PEERS AND COMMUNITY

The sense of bonding is a basic human need. Strengthening and reinforcing relationships with others in one's family, school and community will help children to develop skills fostering respect, trust and appreciation both for themselves and for others.

BLOCK II: Essential Information / Knowledge
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Topics in Block II essentially are knowledge based and include important factual information that students require from the earliest grades. This information is taught in an age-appropriate and developmentally based manner. Block II information is introduced to students in kindergarten, and evolves and is reinforced across all grade levels.

NUTRITION

Food intake is the source of nutrients for growth and maintenance of a healthy body. Food selection and eating patterns are influenced by many diverse factors. Sound nutritional knowledge is needed to allow individuals to make wise food choices. Food habits which help to build and protect good health are not acquired naturally; they must be learned. It is important for students during their early school years to be provided with knowledge about nutrition as well as with the skills to make informed and responsible choices about the food they eat.

SUBSTANCE ABUSE

Many studies have demonstrated the negative impact of student substance abuse on learning and behavior. Knowing the facts about drugs and how they are used is critical. However, it is also important to be aware of the interrelationship of substance abuse and other problems.

Research shows, for example, that increases in substance abuse parallel increases in suicide, sexual promiscuity, delinquency and violent crimes. Thus, students at risk for any one of these problems, also are at risk for the others.

Substance abuse is a growing problem in our schools and exacts a substantial toll in the form of preventable deaths, illnesses and disabilities. Substance abuse also contributes to family problems, poor school and job performance, and can lead to long-term chronic disease.

The health program, which combines the necessary skills and attitudes with knowledge about drugs, provides students a way to combat this problem.

GROWTH AND DEVELOPMENT

This topic addresses the structure and function of the systems of the body and their contributions to the healthy function of the body as a whole.

The overall goal is to provide students with information about:

- critical issues in growth and development (including puberty, sexual behavior and causes of premature death);
 - the connection between individual behavior and the healthy development of an individual;
-
-

-
-
- how to utilize health services and resources; and
 - accepting responsibility for personal health and protection to assure the optimal functioning of the human body throughout life.

DISEASE PREVENTION

Factors such as heredity, socioeconomic background, prenatal exposure, environment and behavior all influence the degree of risk of developing a particular disease. There is increasing evidence that the roots of many of these diseases, such as heart disease, stroke, diabetes and cancer, are found in patterns established early in life. Eating patterns, exercise habits and exposure to carcinogens all can increase the potential for developing diseases later in life.

Of the remaining infectious diseases, HIV AIDS (Acquired Immunodeficiency Syndrome) poses the greatest threat. The principal means of arresting the spread of HIV is through education and altered sexual and drug use behavior patterns. As is the case with the behavior patterns which predispose one to chronic diseases, the patterns which may place one at risk for HIV are established early in life.

Changes in personal behavior, however, are more difficult to effect when the health benefits are not immediately visible. It is essential that students receive the necessary information to learn how diseases are contracted and spread, and establish appropriate skills and behavior patterns to protect themselves from being exposed to them.

BLOCK III: Related Information / Knowledge

Topics included in Block III provide important information for all students. These topics are integrated into existing courses or taught at developmentally appropriate times.

SAFETY AND ACCIDENT PREVENTION

Accidents are the leading cause of disability and mortality in the 1-21 age group. Students, therefore, must develop a high degree of safety awareness, including a concern for the well-being of themselves and others. Safety awareness provides recognition of potential hazards and the consequences of risk-taking behaviors. The key starting point is to give students the knowledge, attitudes and behavior patterns for safe living and to provide them with an opportunity to practice safe behaviors.

COMMUNITY HEALTH

All individuals share the responsibility for conserving natural resources and the environment, and identifying and addressing community health problems. The critical factor determining the success of environmental programs is the degree of individual cooperation in cleaning and protecting the environment. To become a responsible citizen, a student must recognize both what constitutes the environment and what resources exist for its protection and improvement. This awareness then leads to active involvement in promoting, protecting and improving the community and the environment.

FIRST AID AND EMERGENCY PROCEDURES

The continuous emphasis which needs to be given to safety education for all students should be reinforced through training in first aid and cardiopulmonary resuscitation (CPR), so that students may learn to act and react appropriately in emergency situations. Accurate knowledge of the procedures to be followed and the skills to be utilized in handling emergencies help to reduce the threat to life and health. Students will need practice time, supervised by qualified instructors, in order to master the necessary skills. The level of instruction appropriate for the age and grade level of the students, and subsequent training reinforces these skills.

CONSUMER HEALTH

A variety of forces influences an individual in his or her selection of health information, products and services. Health-related information is widely disseminated via the media, requiring that the individual be able to discriminate between what is vital and what is not. Students must acquire sophistication in decision making by the time they reach adulthood. They should be able to identify authorities on health, means of access to the health care system, and community public health resources.

PROGRAM DELIVERY MODEL

Two alternative delivery models have been suggested by the State Board of Education in order to facilitate the process of integrating health and safety education in the overall curriculum. The model selected by the Madison Public Schools is called Model B.

MODEL "B" PROGRAM DELIVERY

The topics in Blocks I and II are integrated into a core program in Model B consisting of 20 to 40 lessons taught yearly to all students in Grades K-12 by qualified and trained educators. The topics in Block III are taught periodically at developmentally appropriate stages, and are integrated into other relevant curriculums or taught by community experts. The material from Block III consists of from 10 to 30 lessons per year.

The Madison health and safety program, which is based upon Model B, allows for greater flexibility* within the school system. Using this model, Madison elementary school classroom teachers are able to concentrate on several interrelated core topics (Blocks I and II topics), while relying upon local experts to present information / programs related to Block III topics at appropriate times in the instructional program.

In the secondary schools, health teachers are responsible for delivery of the core topics (Blocks I and II), while science, physical education, social studies, home economics and language arts teachers infuse instruction of Block III topics within the curriculum of their discipline.

The following conditions make "Model B" a viable choice for the Madison Public Schools.

- The district has a well-trained staff with the skills to integrate the health education program at the elementary level.
 - The district has trained elementary classroom teachers who are responsible for the overall health curriculum but who are encouraged to utilize "experts" to teach specific topics. *A Madison community speakers' bureau has been developed to assist the teachers in locating and scheduling experts for class presentations.
 - The district has a well-trained staff on the secondary level that is able to incorporate Block III topics as distinct units into pre-existing courses, as well as certified health teachers who teach the core program (Block I and Block II topics) in discrete health education courses.
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- The district has the ability to provide adequate in-service training to all staff members who are responsible for teaching the Block I and Block II topics. Selected teachers / staff members also receive training, as appropriate, in methods for teaching the Block III topics.

GRADE / COURSE LEVEL IMPLEMENTATION

As described above, the health and safety education program is delivered through several different delivery systems throughout the schools / grade levels. The following list provides an overview of where in the instructional program health and safety education is delivered and by whom.

Elementary School Program - Grades K-5

Topics:

- Substance Abuse
- Nutrition
- Growth and Development
- Community Health
- First Aid and Emergency Procedures
- Consumer Health

Delivered by Whom:

- Classroom Teachers (K-5)
- DARE Officers (5)
- Classroom Teachers (K-5)
- Classroom Teachers (K-5)
- Community Experts (K-5)
- Classroom Teachers (K-5)
- Community Experts (K-5)
- Classroom Teachers (K-5)
- Community Experts (K-5)
- Classroom Teachers (K-5)
- Community Experts (K-5)

PROGRAM DELIVERY TIMEFRAME: The program is presented throughout the school year. Learner outcomes / activities are included in the context of integrated units of study with language arts, social studies, science, physical education, and fine arts. In each grade level, 17-20 lessons / activities are presented related to substance abuse education. A total of 40-45 lessons / activities constitute the health and safety education program for students in grades 1-5.

Middle School Program - Grades 6-8

- Substance Abuse
Madison Youth Services (6-8)
Community Experts (6-8)
Health Educator (6-8)
- Nutrition
Health Educator (6-8)
Consumer Education Teacher (7-8)
- Growth and Development
Health Educator (6-8)
Science Teachers (7-8)
- Community Health
Health Educator (6-8)
Science Teachers (6-8)
Social Studies Teachers (6-8)
Community Experts (6-8)
- Consumer Health
Health Educator (6-8)
Consumer Education Teacher (6-8)
Community Experts (6-8)

PROGRAM DELIVERY TIMEFRAME: The program is presented throughout the school year. Learner outcomes / activities are included in the context of integrated units of study with language arts, social studies, science, physical education, and fine arts. In grades 7-8, approximately 17-20 lessons / activities are presented related to substance abuse education. Grade six students meet with the health educator for a total of eighteen (18) class periods; grade seven and grade eight students meet with the health educator for a total of thirty (30) class periods.

High School Program - Grades 9-12
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- Substance Abuse Health Educators (9-12)
Madison Youth Services (10)
- Nutrition Health Educators (9-12)
Consumer Education Teacher (9-12)
- Growth and Development Health Educators (9-12)
Science Teachers (9-10)
- Community Health Health Educators (11-12)
Social Studies Teachers (11-12)
Community Experts (11-12)
- First Aid and Emergency Procedures Physical Education Teachers (10)
Community Experts (9)
- Consumer Health Health Educators (9-11)
Social Studies Teachers (9-11)
Community Experts (9-11)

PROGRAM DELIVERY TIMEFRAME: The program is presented throughout the school year. Learner outcomes / activities are included in the context of integrated units of study across Blocks I, II, and III. In each health course presented to students in grades 9-12, substance abuse education constitutes 17-20 lessons / activities. Students meet with the health educator each year of the program per the following:

- Grade 9:** 30 class periods
- Grade 10:** 30 class periods
- Grade 11:** 30 class periods
- Grade 12:** 30 class periods

Block III topics presented in science, consumer education, physical education, and social studies classes are integrated within the eighteen-week, semester courses.

The matrix on the following page provides a scope and sequence matrix for all of the Block I, Block II, and Block III health and safety education topics that are delivered.

INTEGRATION OF TOPICS

Integrating the topics and skills from Blocks I, II and III will enable students to learn essential facts and, at the same time, develop the skills and attitudes required for a healthy lifestyle. An example of the integration of topics and skills is shown in the illustration below:

Facts	+	Skills	+	Attitudes	=	Behavior
Facts about drugs	+	Refusal Skills	+	Self-esteem	=	No drug abuse
Facts about nutrition	+	Decision-making skills	+	Self-esteem	=	Well-nourished bodies

It is clear that the learning skills generally can be integrated with many different topics and thus are a critically important component of the curriculum. An example is shown in the illustration below:

The goal of teaching these topics as an integrated program is to provide students with the knowledge, attitudes and ability to develop and reinforce behaviors that allow them to become healthy and responsible adults. When appropriately selected and used, the suggested integrated learning activities provided in Section 3 will assist teachers in the Madison Public Schools to achieve this goal.

INTERRELATIONSHIP AMONG SCHOOL AND COMMUNITY HEALTH EDUCATION PROGRAMS

Programs Sponsored by the Madison Public Schools

Here's Looking At You, 2000

This program focuses on substance abuse prevention/intervention. The curriculum which is taught to students from kindergarten through grade 12 constitutes the core instructional program for substance abuse education.

Student Study Team (S.S.T.)

This is a prevention/intervention program to Madison. It was formulated to familiarize staff with an awareness of the issue of substance abuse, the extent of the problem today in all schools, and to promote earlier identification and help for students whose personal and/or drug problems interfere with school performance.

Team Up Against Drugs

This program is offered three times a year (Fall, Winter, Spring) by the Athletic Department. Parents and student athletes meet at the start of the season with the Athletic Director who presents a substance abuse prevention program involving speakers such as former Hand athletes, present athletes, and the system's substance abuse counselor. After a general presentation, the different teams composed of parents and coach, meet in a group to discuss rules and regulations and breaches of those rules which might make them ineligible to play sports.

Programs Sponsored by Madison Police Services

Drug Abuse Resistance Education (D.A.R.E.)

D.A.R.E. is a prevention/intervention substance abuse program presented in conjunction with the "2000" curriculum and sponsored by the Madison Police Department. The D.A.R.E. curriculum, as presented in the Madison Public Schools, promotes a "no use" message to students.

There are two D.A.R.E. officers assigned to our two elementary schools and the middle school. It is presented to 5th grade students. Madison High School Health teachers join officers in secondary school D.A.R.E. training. The D.A.R.E. program has won high acclaim from parents, teachers, and students in the Madison Community.

Programs Sponsored by the Madison Youth Service (MYS) Alliance

Substance Abuse Counselor - Hand High School

Through the cooperation of Madison Youth Services, a substance abuse counselor has been assigned to Hand High School for 30 hours per week. The substance abuse counselor provides classroom presentations and individual/group counseling for students in substance abuse prevention / intervention. The counselor also provides assistance to parents in regard to referral services for students in need.

Peer Advocate Program

The peer advocates are made up of Hand High School students who have an interest to be of help to their peers. They are trained by Madison Youth Services and receive training after school hours. The focus on this program is to provide young people with positive youth attitudes through their involvement with school and community. During the year they are called on to speak to peers who might need some direction from a peer rather than an adult. They also are invited during the year to speak to middle school pupils on substance abuse and related sensitive issues.

School Agency Substance Abuse Curriculum Integration Program

- Grade 8: Choices Program
 Taught by MYS staff in conjunction with health
 education teacher supplementing the substance
 abuse curriculum
- Grade 9: Drug/Alcohol Information (ten sessions)
 Taught by MYS staff in conjunction with health
 education teacher supplementing the substance
 abuse curriculum

Peer Helper Program

Seventh and eighth grade students are trained by MYS staff in communication skills and pertinent information, including substance abuse, to provide academic tutoring and positive peer influence to sixth graders.

Parent Power

Parent Power is a six-week course taught by MYS staff designed to give parents information, strategies and techniques for raising drug free children.

Programs Sponsored by Selectmens' Council on Youth Substance Abuse

This council is made up of school, business, and community members. It is a school/community effort to form a collaborative, cooperative committee in order to organize substance abuse programs in the Madison community, such as the Madison Alcohol Free Weekend held in the Fall, Alcohol Free Graduation Party, Graduation flyers to every graduates' home, M.A.D.D. Prom Campaign, and Safe Rides. This council also sponsors newspaper advertising and approaches civic organizations to donate monies for substance abuse prevention/intervention activities and projects, as well as, to help the Madison police department cover some of its D.A.R.E. expenses.

Madison's Alcohol-Free Weekend

The Madison community sponsors an annual alcohol-free weekend. A variety of activities sponsored by community organizations are planned over a weekend. All activities encourage the idea of having fun, without the use of alcohol.



Health

Section 3:

Learner Outcomes (K - 12)

Scope and Sequence

Self-Concept

Responsibility and Decision Making

Interpersonal Skills and Communications

Bonding to Family, School, Peers, Community

Nutrition

Substance Abuse

Growth and Development

Disease Prevention

Safety and Accident Prevention

Community Health

First Aid and Emergency Procedures

Consumer Health



Health

BLOCK I

SELF-CONCEPT

PROGRAM GOAL #1:

Students will develop attitudes, attributes and skills to foster and maintain a positive self-concept.

LEARNER OUTCOMES:

GRADES K-2

By the end of Grade 2, students will . . .

- 1.1 Accept that they are worthy of care and consideration.
- 1.2 Accept that they are lovable and capable.
- 1.3 Recognize examples of positive and negative feelings.
- 1.4 Demonstrate appropriate ways of expressing positive and negative feelings.

GRADES 3-5

By the end of Grade 5, students will . . .

- 1.5 Appreciate that they are worthy of care and consideration.
- 1.6 Appreciate that they are lovable and capable.
- 1.7 Identify positive qualities in themselves and others.
- 1.8 Identify ways to enhance their strengths and minimize their weaknesses.
- 1.9 Practice behaviors that enhance their self-image.
- 1.10 Practice expressing feelings appropriately.

GRADES 6-8

By the end of Grade 8, students will . . .

- 1.11 Respond to others in a manner that reflects that they are worthy of care and consideration.
- 1.12 Remember that they are lovable and capable.
- 1.13 Practice positive self-talk.
- 1.14 Identify strategies for enhancing their self-image.
- 1.15 Evaluate personal behaviors that may hurt themselves or others.
- 1.16 Give and receive constructive feedback.
- 1.17 Examine the relationship between individual behavior and others' perceptions of that behavior.

BLOCK I OUTCOMES

Accomplished through the following resources, materials and outcomes:

Here's Looking At You 2000

Here's Looking At You 2000

Here's Looking At You 2000

Emotion poster, Substance Abuse, Disease Prevention, and Growth and Development Outcomes
Mock Counseling and role plays
7th Grade: Conflict Resolution and Peer Mediation Program
Journals

GRADES 9-12

By the end of Grade 12, students will . . .

- 1.18 Respond to others in a consistent manner, valuing all individuals from diverse backgrounds.
- 1.19 Internalize that they are lovable and capable.
- 1.20 Accept themselves as unique individuals with strengths and weaknesses.
- 1.21 Appreciate the uniqueness of others.

ILAC (I am lovable and capable)
Basic Classroom Rules

INTERPERSONAL SKILLS / COMMUNICATION

PROGRAM GOAL #3:

Students will develop attitudes, attributes and skills by developing relationships and communicating effectively to refuse or resist inappropriate or damaging behavior related to one's health.

LEARNER OUTCOMES:

GRADES K-2

By the end of Grade 2, students will . . .

- 3.1 Practice positive ways to ask for what they want from peers and adults.
- 3.2 Practice ways to ask for help from adults.
- 3.3 Demonstrate appropriate ways of expressing positive and negative feelings.
- 3.4 Demonstrate assertiveness skills.
- 3.5 Say "NO" to friends when appropriate, in a way that will not hurt their feelings.
- 3.6 Say "please" and "thank you."

GRADES 3-5

By the end of Grade 5, students will . . .

- 3.6 Practice assertiveness skills.
- 3.7 Identify resources for help within the family, school and community.
- 3.8 Ask adults for help.
- 3.9 Practice expressing positive and negative feelings in an appropriate manner.
- 3.10 Give positive feedback to peers.
- 3.11 Role play giving constructive criticism to others.
- 3.12 Role play refusal skills.
- 3.13 Identify strategies for managing stress, depression and personal loss.
- 3.14 Know the warning signs of hurting yourself or hurting others.

BLOCK I OUTCOMES

Accomplished through the following resources, materials and outcomes:

Here's Looking at You 2000

Here's Looking at You 2000 and the DARE Program

**Conflict resolution and negotiation skills are emphasized in each grade level*

GRADES 6-8

By the end of Grade 8, students will . . .

- 3.15 Be assertive when appropriate.
- 3.16 Distinguish between reliable and unreliable sources of information.
- 3.17 Recognize when adult help is needed, *e.g., potential suicide, drug involvement.*
- 3.18 Ask for help for themselves and others when problems that require adult help occur, *e.g., potential suicide.*
- 3.19 Identify positive ways of gaining attention.
- 3.20 Give praise to peers.
- 3.21 Practice giving constructive criticism to others.
- 3.22 Practice refusal skills.
- 3.23 Practice strategies for managing stress, depression and personal loss.
- 3.24 Know and describe the stages of grief and loss and demonstrate skills to cope with loss.
- 3.25 Describe the warning signs of suicide.
- 3.26 Describe resources available for students who are concerned about potential suicide.
- 3.27 Recognize enabling behavior in themselves.

GRADES 9-12

By the end of Grade 12, students will . . .

- 3.28 Make "I" statements.
- 3.29 Consistently give praise to peers.
- 3.30 Give constructive criticism to others when appropriate.
- 3.31 Recognize and accept that adult help may be needed in specific circumstances, *e.g., potential suicide, drug involvement.*
- 3.32 Develop a plan for whom to contact, what to do and how to get help for friends who potentially may be suicidal, drug involved or have a serious emotional or physical problem.
- 3.33 Incorporate stress management, coping and refusal skills into their individual lifestyles.
- 3.34 Practice ways to stop their enabling behavior.

Here's Looking at You 2000

Journals
Mock Counseling
Substance Abuse Outcomes

Classroom Guidelines
Role Playing
Cooperative Learning Activities
Here's Looking at You 2000
Peer Helpers

Here's Looking at You 2000

Substance Abuse Outcomes

Accepting Responsibility
Activities
Cooperative Working Activities

Suicide Unit

Stress Units emphasizing Yoga

Drug Unit

**Conflict resolution and negotiation skills are emphasized in each grade level*

BONDING TO FAMILY, SCHOOL, PEERS, COMMUNITY

PROGRAM GOAL #4:

Students will develop attitudes, attributes and skills that promote bonding to family, school, peers, and the community and foster respect, trust, responsibility, and appreciation for both themselves and for others.

LEARNER OUTCOMES:

GRADES K-2

By the end of Grade 2, students will . . .

- 4.1 Practice making other children feel included and accepted in groups.
- 4.2 Name adults who might be helpful to them, *e.g., parents, relatives, teachers, clergy, doctor.*
- 4.3 Learn ways to cooperate with others.

GRADES 3-5

By the end of Grade 5, students will . . .

- 4.4 Accept diversity within their class or school.
- 4.5 Describe the role the individual plays within his or her peer group and family.
- 4.6 Analyze the need children have to belong to some group and the role this need plays in peer selection.
- 4.7 Describe peer pressure.
- 4.8 Develop a sense of "classroom community" by respecting and accepting individual differences and learning to work cooperatively.

BLOCK I OUTCOMES

Accomplished through the following resources, materials and outcomes:

Here's Looking at You 2000

Here's Looking at You 2000 and the DARE Program

GRADES 6-8

By the end of Grade 8, students will . . .

- 4.9 Respond in positive ways to students who may be different from themselves.
- 4.10 Analyze their emotional needs and find appropriate methods to meet them.
- 4.11 Describe the importance of peer groups in their lives.
- 4.12 Describe the roles individuals play in the success or failure of a community.
- 4.13 Describe the importance of volunteerism.
- 4.14 Share the reasons peer influences become critical during adolescence.
- 4.15 Develop a sense of "school community."

GRADES 9-12

By the end of Grade 12, students will . . .

- 4.16 Value diversity within their school and community.
- 4.17 Recognize needs in others and find appropriate ways of meeting those needs.
- 4.18 Demonstrate cooperation and commitment and accept personal responsibility for successful completion of a group project.
- 4.19 Analyze the role of one's family during adolescence.
- 4.20 Analyze contributions that individuals make to group success or failure.

- 4.21 Volunteer for a group project of their choice within their community.
- 4.22 Develop a sense of responsibility in the community in which they live.
- 4.23 Internalize their need to belong.

Classroom Guidelines

Substance Abuse Outcomes
Journals

Here's Look at You 2000

Council

Student Committee Activities

Substance Abuse Outcomes

School Improvement and
Community Involvement
Encouraged

Cooperative Learning Activity

Study of Functional and
Dysfunctional Family



Health

BLOCK II



Health

Nutrition

NUTRITION

PROGRAM GOAL #5:

Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines.

LEARNER OUTCOMES:

GRADES K-3

By the end of Grade 3, students will . . .

- 5.1 Classify foods according to sources, food groups, textures, and traditions.
- 5.2 Illustrate food combinations that provide a balanced daily meal.
- 5.3 Describe the effect of foods on fitness and growth.
- 5.4 Identify foods for breakfast and snacks that provide energy and nutrients for work and play.
- 5.5 Identify foods that are high in fiber, such as fruits and vegetables, whole grains, and legumes.
- 5.6 Select foods, based on ethnic and cultural preferences, which promote growth and development.
- 5.7 Conclude that a large variety of food is necessary for good health.

GRADES 4-6

By the end of Grade 6, students will . . .

- 5.8 Classify foods on the basis of nutrient content.
- 5.9 Describe the function of the major nutrients.
- 5.10 Appraise the impact of diet on growth and development during puberty.
- 5.11 Explain the different nutritional needs of individuals depending on age, sex, activity and state of health.
- 5.12 Select foods that are low in fat - particularly saturated fats - salt and sugar, and foods that are high in fiber.
- 5.13 Describe social, emotional, ethnic and cultural influences on attitudes about foods and eating habits.

GRADES 7-8

By the end of Grade 8, students will . . .

- 5.14 Evaluate daily food intake in terms of nutritional requirements for adolescents.
 - 5.15 Analyze the relationship between food intake, physical activity and body weight.
 - 5.16 Evaluate temporary and long-term health problems associated with poor food choices and eating habits, *e.g., cardiovascular disease.*
 - 5.17 Assess the nutrient content of common fad diets.
 - 5.18 Analyze reasons for eating, *e.g., sustain life, boredom, anxiety, low self-image.*
 - 5.19 Recognize emotional and stressful eating patterns and disorders.
 - 5.20 Recognize and appreciate the nutritional value in cultural and ethnic foods.
 - 5.21 Weigh the impact of the media on eating lifestyles; and
 - 5.22 Be able to assess food labeling and compare costs for nutritional value.
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GRADES 9-12

By the end of Grade 12, students will . . .

- 5.23 Develop individual diet plans for self and family.
 - 5.24 Differentiate the diet requirements for different lifestyles.
 - 5.25 Consider the impact of dieting in causing or contributing to specific diseases and health conditions.
 - 5.26 Assess the influence of economic, social and emotional factors on personal eating habits.
 - 5.27 Analyze the impact the media have on food selections.
 - 5.28 Evaluate the impact of alcohol, tobacco and substance abuse on nutritional needs.
 - 5.29 List the U.S. dietary guidelines for healthy lifestyles.
 - 5.30 Assess the impact of economics on food selection.
 - 5.31 Analyze the impact of food sources on world hunger.
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GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
5.1	classify foods according to sources, food groups, textures and traditions.	5.1a	paste or draw pictures of food on paper and will name the food and the food group to which it belongs.
5.2	illustrate food combinations that provide a balanced daily meal.	5.2a	use play food or pictures to show food combinations that make a balanced meal.
5.3	describe the effect of foods on fitness and growth.	5.3a	observe his/her growth on a class growth chart.
5.5	identify foods that are high in fiber, such as fruits and vegetables, whole grains and legumes.	5.5a	taste a variety of vegetables and discuss the differences in taste, texture and color.
5.6	select foods, based on ethnic and cultural preferences, which promote growth and development.	5.6a	taste a variety of holiday foods.
5.7	conclude that a large variety of food is necessary for good health.	5.7a	discuss that a large variety of food ingredients are necessary for good health.
		5.7b	name and list the ingredients in his/her favorite soup.
		5.7c	make up his/her own "stone soup" recipe.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
5.1	classify foods according to sources, food groups, textures and traditions.	5.1a	create lists and then collect or draw pictures of the foods they like to eat. The students will then tack the pictures of the foods in the correct food group
		5.1b	make a classification chart of foods.
5.2	illustrate food combinations that provide a balanced daily meal.	5.2a	list all the foods that are eaten for breakfast and cut out pictures of these foods.
5.3	describe the effect of foods on fitness and growth.	5.3a	participate in a class discussion.
5.4	identify foods for breakfast and snacks that provide energy and nutrients for work and play.	5.4a	create a food list or poster identifying nutritious foods.
5.5	identify foods that are high in fiber, such as fruits and vegetables, whole grains and legumes.	5.5a	paste and label various grains on paper.
		5.5b	classify various plant foods as fruits or vegetables.

5.6 select foods, based on ethnic and cultural preferences, which promote growth and development.

5.6a make a classification chart of holiday foods.

5.7 conclude that a large variety of food is necessary for good health.

5.7a participate in a class discussion. (Discussion will include that it is healthy to eat more foods from some groups, for example: fruits, vegetables and grains.)

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
5.1	classify foods according to sources, food groups, textures and traditions.	5.1a	collect food samples, models, pictures or packages of a variety of foods and place them in appropriate categories.
5.2	illustrate appropriate categories food combinations that provide a balanced daily meal.	5.2a	plan a healthy meal which includes all of the food groups.
5.3	describe the effect of foods on fitness and growth.	5.3a	write a paragraph describing the effect of foods on fitness and growth.
5.4	identify foods for breakfast and snacks that provide energy and nutrients for work and play.	5.4a	classify snacks into categories of high-sugar, high salt, and high-fat foods and then list other more nutritious snacks to replace them.
5.5	identify foods that are high in fiber, such as fruits and vegetables, whole grains and legumes.	5.5a	create a food chart showing high fiber foods.
		5.5b	participate in a class discussion.

5.6 select foods, based on ethnic and cultural preferences, which promote growth and development.

5.6a make a list of ethnic foods and create a graph or chart showing country of origin.

5.7 conclude that a large variety of food is necessary for good health.

5.7a design a poster that consists of the five food groups.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 classify foods according to sources, food groups, textures and traditions.	5.1a determine sources of foods and classify them according to the five food groups. 5.1b participate in various games with food models. 5.1c interview family members about their ethnic foods. 5.1d taste various foods, then share their opinions with others. 5.1e represent in a drawing an illustration of food during a special occasion. 5.1f list occasions that are associated with special foods.
5.2 illustrate food combinations that provide a balanced daily meal.	5.2a participate in a class discussion. 5.2b participate in various games with food models. 5.2c write down their favorite fast food meal and answer questions about the nutritional value. 5.2d compare food lists to determine which grocery bag contains foods that represent a balanced meal.
5.3 describe the effect of foods on fitness and growth.	5.3a write a story and share it with the class. 5.3b draw a picture to go with his/her story.

- 5.4** list foods for breakfast and snacks that provide energy and nutrients for work and play.
- 5.4a read fruit juice labels and determine which are most nutritious.
 - 5.4b write the description of how a grape and a piece of candy feel before and after soaking in water and then write which food is more important and why.
 - 5.4c design and display posters about nutritious breakfast.
 - 5.4d role-play.
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- 5.5** list foods that are high in fiber, such as fruits and vegetables, whole grains and legumes.
- 5.5a record observations from a bread-making demonstration.
 - 5.5b list the ingredients that were used to make the bread.
 - 5.5c grow sprouts and then taste them.
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- 5.6** select foods, based on ethnic and cultural preferences, which promote growth and development.
- 5.6a prepare short talks about the food heritage of his/her own family.
 - 5.6b select foods which are associated with a particular holiday and write mystery riddles about them.
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- 5.7** conclude that a large variety of food is necessary for good health.
- 5.7a plan a well-balanced breakfast and draw a picture of it.
 - 5.7b write the five food groups and then categorize a list of foods that he/she eats.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>5.6 select foods, based on ethnic and cultural preferences, which promote growth and development.</p>	<p><i>The student will be able to:</i></p> <p>5.6a research foods that are good sources of fiber and cut out pictures of these foods to make a bulletin board or mobile.</p> <p>5.6b make a list of foods he/she eats at home that contain high fiber.</p>
<p>5.8 classify foods on the basis of nutrient content.</p>	<p>5.8a weigh a slice of bread toasted and not toasted and record his/her results.</p> <p>5.8b use computer software to analyze a meal for nutrient content.</p>
<p>5.10 appraise the impact of diet on growth and development during puberty. Review balanced varied diet.</p>	<p>5.10a participate in a class discussion. Discuss food allergies.</p> <p>5.10b list his/her personal food choices and calculate the calorie content of a typical meal.</p>
<p>5.11 explain the different nutritional needs of individuals, depending on age, sex, activity, and state of health.</p>	<p>5.11a list and explain the reasons for differences in the amount of food required by individuals.</p> <p>5.11b make a list of foods which equate to 100 calories.</p> <p>5.11c work in small groups and find pictures that relate to the functions of vitamins.</p>

5.12 select foods that are low in fat (particularly saturated fat), salt and sugar, and foods that are high in fiber.

5.12a research foods that are good sources of fiber and cut out pictures of these foods to make a bulletin board or mobile.

5.12b make a list of foods he/she eats at home that contain high fiber.

5.13 describe social, emotional, ethnic and cultural influences on attitudes about food and eating habits.

5.13a research foods commonly eaten in his/her assigned country and design a menu including those foods.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.8 classify foods on the basis of nutrient content.	5.8a participate in a class discussion/demonstration. 5.8b participate in various activities with food models. 5.8c make posters which describe and illustrate the six basic nutrients.
5.9 describe the function of major nutrients.	5.9a work in groups to create a large silhouette of the human body by tracing the outline of a student's body. Students will then cut the silhouette into six parts which represent the percentages of the six nutrients. 5.9b tape the puzzle back together and color and label each of the six pieces. 5.9c play a matching game with nutrients and their function.
5.10 appraise the impact of diet on growth and development during puberty. Review balanced varied diet.	5.10a respond in writing to questions about diet, growth and puberty. (Discuss food allergies.) 5.10b evaluate situations and write his/her opinions and reactions. 5.10c participate in class discussions.

5.11 explain the different nutritional needs of individuals depending on age, sex, activity and state of health..	5.11a plan a lunch menu for different age groups to be served in the school cafeteria.
5.12 select foods that are low in fat (particularly saturated fat), salt and sugar, and foods that are high in fiber.	<p>5.12a work in small groups to research and report on the importance of maintaining a diet that is low in fat, salt and sugar, but high in fiber.</p> <p>5.12b complete a demonstration on greasy foods and record his/her results.</p> <p>5.12c examine labels for fat content on ingredients lists and the kinds of fat identified.</p> <p>5.12d evaluate foods based on sight, smell and taste and record his/her opinions.</p> <p>5.12e participate in a class discussion.</p> <p>5.12f discuss foods that students might be allergic to; e.g., peanuts.</p>
5.13 describe social, emotional, and ethnic and cultural influences on attitudes about food and eating habits.	<p>5.13a interview a parent or grandparent about why certain foods have special meaning or associations.</p> <p>5.13b discuss the impact on his/her present eating behaviors.</p> <p>5.13c Discuss his/her enjoyment of a healthy eating style; healthful eating can be positive.</p>

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.8 classify foods on the basis of nutrient content.	5.8a complete worksheets. 5.8b participate in various games with food models. 5.8c list the foods which they commonly eat and identify the nutrient content.
5.9 describe the function of the major nutrients.	5.9a gather information about a chosen nutrient and report the information to the class. 5.9b participate in various matching games with nutrients and their functions. 5.9c pass a quiz
5.10 appraise the impact of diet on growth and development during puberty. (Stress the importance of nutrition on one’s health and review balanced varied diets.)	5.10a participate in a class discussion. 5.10b list the foods which he/she commonly eat and identify the nutrient content. 5.10c write down their favorite fast food restaurant and evaluate nutritional content with resources provided. 5.10d bring in labels from home and evaluate nutritional content.

5.11 explain the different nutritional needs of individuals depending on age, sex, activity, and state of health.

5.11a participate in a class discussion.

5.11b take notes.

5.12 select foods that are low in fat- (particularly saturated fats), salt and sugar, and foods that are high in fiber.

5.12a participate in a class discussion.

5.12b observe classroom demonstrations and write his/her reactions and opinions.

5.12c list healthy options to "junk food".

5.13 describe social, emotional, ethnic and cultural influences on attitudes about foods and eating habits.

5.13a participate in a class discussion.

5.13b research various ethnic eating habits and share them with the class.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.14 evaluate daily food intake in terms of nutritional requirements for adolescents. (Stress the positive role nutrition has on one’s health.)	5.14a list the foods he/she eats in a day and analyze the nutrient content. 5.14b participate in various activities with food models. 5.14c calculate daily nutritional intake with a CD-ROM program.
5.15 analyze the relationship between food intake, physical activity and body weight.	5.15a complete worksheets. 5.15b answer questions from a video. 5.15c chart what activities he/she participates in and how many calories he/she requires in a day. 5.15d calculate calorie content for foods by using food models. 5.15e calculate daily nutritional intake with a CD-ROM program.
5.16 evaluate temporary and long-term health problems associated with poor choices and eating habits, e.g., cardiovascular disease.	5.16a read and respond to current articles relating to diet and disease. 5.16b interview friends and family about the relationship of diet and disease and share results with the class. 5.16c participate in a class discussion.

- 5.17** analyze the nutrient content of fad diets.
- 5.17a participate in a class discussion.
 - 5.17b watch and respond to a video.
 - 5.17c create commercials for special diet products and fat reducers and present them to the class.
 - 5.17d calculate calorie, fat and sodium content of favorite fast foods using fast food menus.
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- 5.18** analyze the reasons for eating, e.g., sustain life, boredom, anxiety, low self-image.
- 5.18a participate in a class discussion.
 - 5.18b read and answer questions about eating disorders.
 - 5.18c list when and what he/she eats in a day.
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- 5.19** recognize emotional and stressful eating patterns and disorders.
- 5.19a participate in a class discussion.
 - 5.19b read and answer questions about eating disorders and identify resources for help.
 - 5.19c list when and what he/she eats in a day and how moods affect what he/she eats.
 - 5.19d recognize a healthy body image.
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- 5.20** recognize and appreciate the nutritional value in cultural and ethnic foods.
- 5.20a participate in various activities with food models.
 - 5.20b order off menus from ethnically diverse restaurants and calculate the nutritional value.
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- 5.21** weigh the impact of the media on eating lifestyles.
- 5.21a participate in a class discussion.
 - 5.21b design cereals and analyze nutritional content.
 - 5.21c cut out pictures of various body types and write about the impact on teenagers.
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- 5.22** assess food labeling and compare costs for nutritional value.
- 5.22a bring in labels from home and evaluate the nutritional content.
 - 5.22b participate in various activities with food models.
 - 5.22c observe classroom demonstrations and write reactions.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes

Sample Indicators / Assessments of Learning

The topic of nutrition is taught to eighth graders in Consumer Education.
Teacher(s) will stress the positive role nutrition has on one's health.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
5.28	evaluate the impact of alcohol, tobacco and substance abuse on nutritional needs.	5.28a	take notes.
		5.28b	participate in a class discussion.
		5.28c	answer questions about the U.S.D.A. Guidelines
5.30	assess the impact of economics on food selection.	5.30a	participate in a class discussion.
		5.30b	work in groups to research and explain to the class a typical meal of a foreign country.
5.31	analyze the impact of food sources on world hunger.	5.31a	participate in a class discussion.
		5.31b	work in groups to research and explain to the class a typical meal of a foreign country.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.23 develop individual diet plans for self and family.	5.23a participate in a class discussion. 5.23b design diet plans for self and family.
5.24 differentiate the diet requirements for different lifestyles.	5.24a participate in a class discussion. 5.24b design diet plans for self and family.
5.25 consider the impact of dieting in causing or contributing to specific diseases and health conditions.	5.25a participate in a class discussion. 5.25b pass a quiz. 5.25c design diet plans for self and family.
5.27 analyze the impact the medial have on food selections.	5.27a take notes. 5.27b analyze current ads and packaging and answer questions.

5.28 evaluate the impact of alcohol, tobacco and substance abuse on nutritional needs.

5.28a take notes.

5.28b answer questions on a handout.

5.28c pass a quiz.

5.29 list the U.S. dietary guidelines for healthy lifestyles.

5.29a take notes.

5.29b answer questions on a handout.

5.29c pass a quiz.

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>5.25 consider the impact of dieting in causing or contributing to specific diseases and health conditions.</p>	<p><i>The student will be able to:</i></p> <p>5.25a participate in class discussions.</p> <p>5.25b take notes.</p>
<p>5.26 assess the influences of economic, social and emotional factors on personal eating habits. (Stress the positive role nutrition has on one's health.)</p>	<p>5.25a participate in class discussions.</p> <p>5.26b take notes.</p>

GOAL #5: Students will know the relationship between nutrition and good health and will make food choices based on the U.S.D.A. Dietary Guidelines

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>5.25 consider the impact of dieting in causing or contributing to specific diseases and health conditions.</p>	<p><i>The student will be able to:</i></p> <p>5.25a take notes from lecture, reading or film/video.</p> <p>5.25b pass a quiz.</p>
<p>5.26 assess the influences of economic, social and emotional factors on personal eating habits.</p>	<p>5.26a take notes from lecture, reading or film/video.</p> <p>5.26b pass a quiz.</p>



Health

Substance Abuse

SUBSTANCE ABUSE

PROGRAM GOAL #6:

Students will know accurate information related to all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

LEARNER OUTCOMES:

GRADES K-2

By the end of Grade 2, students will . . .

- 6.1 Know the differences between harmful and helpful substances.
- 6.2 Know the words *medicines*, and / or *medicinal* drugs.
- 6.3 Explain why medicines should only be taken when administered by a doctor or nurse or trusted adult.
- 6.4 Conclude that directions on medicines must be followed exactly.
- 6.5 Identify common substances, including plants, that are poisonous and their physical and emotional effect on the body.
- 6.6 Define the words *illicit* or *illegal* drugs.
- 6.7 Identify illicit drugs as substances.
- 6.8 Name drugs that are illegal.
- 6.9 Recognize the effects of nicotine, caffeine, alcohol and drugs can have on the body.
- 6.10 Know the steps in refusal skills that can be used to say "NO" to drugs.
- 6.11 Identify her / himself as a unique and special individual worthy of care and consideration.
- 6.12 Explain that problems and dealing with them are part of life.
- 6.13 Ask someone for something she / he wants.
- 6.14 Cooperate with other people.
- 6.15 Identify alternative ways of dealing with problems.
- 6.16 Discuss what makes a friendship.

GRADES 3-5

By the end of Grade 5, students will . . .

- 6.17 Describe the proper uses of medicines.
 - 6.18 Review the effects nicotine, alcohol, marijuana, cocaine and other illegal drugs - including steroids - have on the body and mind.
 - 6.19 Compare the short-and long-term physical, social and mental effects of substance abuse.
 - 6.20 Analyze the hazards of illegal drug use.
 - 6.21 Describe the role advertisements play in alcohol and nicotine abuse.
 - 6.22 Evaluate the factors that may influence the abuse of drugs, including alcohol.
 - 6.23 Practice their decision-making, problem-solving, and refusal skills in order to avoid substance abuse.
 - 6.24 Define the word *addiction* and discuss the influences addictions have on health.
 - 6.25 Discuss the concept of family chemical dependency.
 - 6.26 Know reasons students give for abusing drugs, including peer pressure, stress reduction and reduction of emotional pain.
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- 6.27 Analyze appropriate ways to handle stress other than abusing drugs.
 - 6.28 Recognize the warning signs of suicide.
 - 6.29 Conclude that substance abuse is not necessary in order to feel good about oneself.
 - 6.30 Identify resources in schools and communities that can provide help to substance abusers, their friends and / or families.
 - 6.31 Identify state and federal laws that regulate drug use.

GRADES 6-8

By the end of Grade 8, students will . . .

- 6.32 Review the proper use of medication, including reading labels and following directions.
- 6.33 Discuss the effects nicotine, alcohol, marijuana, cocaine and other illegal drugs - including steroids - have on the body and mind.
- 6.34 Analyze the short- and long-term effects of substance abuse.
- 6.35 Explain how substance abuse interferes with relationships.
- 6.36 Analyze the dangers of substance abuse, including sexual exploitation, violence and suicide.
- 6.37 Analyze the role the mass media play in drug abuse.
- 6.38 Utilize their decision-making, interpersonal, stress management and refusal skills as they relate to substance abuse.
- 6.39 Differentiate between physical and psychological addiction.
- 6.40 Explain the effect of chemical dependence on members of the family.
- 6.41 Describe the relationship of drug abuse to suicide.
- 6.42 Identify resources in the school and community that provide help.
- 6.43 Identify strategies to prevent suicide.
- 6.44 Suggest ways of sending friends who are abusing drugs to "helpers."
- 6.45 Conclude that they will participate only in activities where no drug use is the norm.
- 6.46 Support each other not using drugs.
- 6.47 Know that there are laws that regulate the purchase, use and possession of controlled drugs.

GRADES 9-12

By the end of Grade 12, students will . . .

- 6.48 Analyze the short- and long-term effects of nicotine, alcohol, marijuana, cocaine and other drugs, including steroids.
 - 6.49 Classify acute and chronic health problems associated with substance abuse.
 - 6.50 Analyze the influence alcohol and other drugs have on judgment and the ability to make decisions, *e.g., sexual activity, driving and risk-taking behaviors.*
 - 6.51 Analyze the role drug abuse may play in social acceptance.
 - 6.52 Brainstorm alternatives to abuse of drugs as a means of social acceptance.
 - 6.53 Formulate an action plan to prevent substance abuse.
 - 6.54 Analyze the medical, economic and social problems caused by drug abuse.
 - 6.55 Demonstrate appropriate ways to get help for friends
 - 6.56 Analyze the laws that regulate the purchase, use and possession of controlled drugs. and
 - 6.57 Internalize the belief that friends always tell an adult if they believe their friend is suicidal.
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GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.1 list the differences between harmful and helpful substances.</p>	<p><i>The student will be able to:</i></p> <p>Lesson 1: Frog Tells His Story (2000)</p> <p>6.1a abide by Ground Rules for discussion.</p> <p>6.1b make a class chart which lists the differences between harmful and helpful substances.</p> <p>Lesson 3: Drug Look-Alikes (2000)</p> <p>6.1c make a chart of things which are consumed internally and things which are not.</p> <p>6.1d recall why a substance cannot be identified only by sight or taste.</p> <p>6.1e state the reasons for asking a trusted adult before taking any drug or doubtful substance.</p>
<p>6.2 define the words medicines, and/or medicinal drugs.</p>	<p>Lesson 2: What is a Drug (2000)</p> <p>6.2a make a big book of substances which are commonly considered drugs.</p> <p>6.2b define drug as any substance except food that affects the way the mind or body functions.</p> <p>6.2c name substances commonly considered drugs.</p>
<p>6.5 identify common substances, including plants that are poisonous and their physical and emotional</p> <p>BLOCK II CORE TOPIC: Substance Abuse</p>	<p>Lesson 4: (2000)</p> <p style="text-align: right;">Scope and Sequence - Kindergarten / Grade 1</p>

effects on the body.

- 6.5a draw a poison sticker and print "POISON".
- 6.5b identify local symbols for poison and explain what they mean.
- 6.5c name medicines which should have a poison warning label and be stored out of the reach of children.

6.9 list the effects that nicotine, caffeine, alcohol and drugs can have on the body.

Lesson 8: Tippy's Story (2000)

- 6.9a role play talking with family members with chemical dependency.
- 6.9b identify chemical dependency as a treatable disease.
- 6.9c state the effects of chemical dependency on the family.
- 6.9d locate a resource available to help people who have a problem with chemical dependency in their families.

6.10 know the steps in refusal skills that can be used to say "NO" to drugs.

Lesson 14: Deciding What to Do (2000)

- 6.10a generate strategies for a problem/solution class chart.

6.11 identify her/himself as a unique and special individual worthy of care and consideration.

Lesson 5: Reflections of Me (2000)

- 6.11a make a paper cut out of themselves and with clothes and physical features, they will show how they are special.
- Lesson 6: I Have Feelings (2000)**
- 6.11b act out common emotions.
 - 6.11c recognize the importance of acknowledging feelings.

6.11d identify ways of appropriately dealing with different feelings.

Lesson 7: Alexander's Bad Day (2000)

6.11e within cooperative groups, students will produce a chart with problem solving ideas.

6.11f recognize the importance of acknowledging feelings and identifying ways of dealing with them appropriately.

6.12 explain that problems and dealing with them are part of life.

Lesson 9: Dragon in the House (2000)

6.12a Students will create a book of solutions to classroom and social problems.

6.12b identify different ways of dealing with problems.

Lesson 10: Nothing Ever Seems to Work Out for Me (2000)

6.12c continue to add to the problems/solutions book.

6.12d recognize the importance of acknowledging feelings.

6.12e identify different ways of dealing with problems.

6.13 ask someone for something he/she wants.

Lesson 11: How to Ask for Things (2000)

6.13a role play and ask each other for something he/she wants

6.13b determine if she/he should wait, look around, or ask for help if the person says no.

Lesson 12: How to Ask for Things (2000)

6.13c create paper people using speech bubbles.

6.13d determine if he/she should wait, look around, or ask for help if the person says no.

Lesson 13: How to Ask for Things (2000)

role play asking for something he/she wants.

6.13e determine if she/he should wait, look around, or ask for help if the person says no.

6.14 cooperate with other people.

Lesson 15: Bunch of Bananas (2000)

6.14a play game "How do You Like Your Neighbor".

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

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Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.2 define the words medicines, and/or medicinal drugs.</p>	<p><i>The student will be able to:</i></p> <p>Lesson 1: Miranda (2000)</p> <p>6.2a abide by Ground Rules for discussion.</p> <p>6.2b define drug as any substance except food that affects the way the mind or body functions</p>
<p>6.3 explain why medicines should only be taken when administered by a doctor or nurse or trusted adult.</p>	<p>6.3a explain the reasons for asking a trusted adult before taking any medication, drug, or doubtful substance.</p>
<p>6.4 conclude that directions on medicines must be followed exactly.</p>	<p>Lesson 3: What Drugs Do (2000)</p> <p>6.4a draw a body with parts missing and explain why it does not work well.</p> <p>6.4b explain the physical and behavioral effects of commonly used drugs.</p>

6.5 identify common substances, including plants that are poisonous and their physical and emotional effects on the body.

Lesson 5: Poisons Make Us Sick(2000)

6.5a name poisons.

6.5b suggest ways to keep poisons out of reach of family members.

6.5c identify local poison warning signals (such as Mr. Yuk) as signs of dangerous substances.

Lesson 6: Home Safety Check (2000)

6.5d do a safety check at home and bring in sentences telling how he/she made his/her home safe.

6.5e identify poisons at home or in school.

6.5f tell how to store dangerous substances.

6.9 list the effects of nicotine, caffeine, alcohol and drugs can have on the body.

Lesson 2: Gertrude's Tale (2000)

6.9a name at least five things which make her/him unique.

6.9b identify himself/herself as a unique individual worthy of care and consideration.

Lesson 4: What Drugs Do (2000)

6.9c trace over pictures of organs and draw a line connecting the organ with its proper function picture.

6.9d explain the physical and behavioral effects of commonly used drugs.

Lesson 8: Tippy's Father Has an Illness (2000)

6.9e verbalize what alcoholism is.

6.9f identify chemical dependency as a treatable disease.

- 6.9g state the effects of chemical dependency on the individual.
 - 6.9h locate a resource available to help people who have a problem with chemical dependency.
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6.10 list the steps in refusal skills that can be used to say "NO" to drugs.

Lesson 15: Ask Your Friends(2000)

- 6.10a role play various ways to say "No".
 - 6.10b ask friends to do something with him/her.
 - 6.10c wait, look around, or ask for help if the person says no.
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6.11 identify him/herself as a unique and special individual worthy of care and consideration.

Lesson 10: The Most Special Thing (2000)

- 6.11a design a bulletin board about how he/she cares for him/herself.
- Lesson 12: Thinking Positive (2000)**
- 6.11b make a butcher paper person and write kind things about each person.
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6.12 explain that problems and dealing with them are part of life.

Lesson 7: Me and the Monsters (2000)

- 6.12a make a cooperative book of solutions to getting rid of fears.
 - 6.12b acknowledge feelings and identify appropriate ways of dealing with them.
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6.15 identify alternative ways of dealing with problems.

Lesson 9: Amos and Boris (2000)

- 6.15a write a story about how second graders can be helpful.
- 6.15b recognize the importance of acknowledging feelings and identify appropriate ways of dealing with them.

Lesson 13: Feeling Better (2000)

- 6.15c draw five ways which he/she can deal with feelings.

Lesson 14: Asking for What You Want (2000)

role play and ask for what he/she wants.

6.16 discuss what makes a friendship.

Lesson 11: Let's Be Friends (2000)

- 6.16a do something kind for someone and tell the class about it.
- 6.16b identify how to help others feel included and accepted.

<p>GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.</p>
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(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.18 review the effects of nicotine, alcohol, marijuana, cocaine and other illegal drugs-including steroids-have on the body and mind.</p>	<p><i>The student will be able to:</i></p> <p>Lesson 1: Foxy Learns (2000)</p> <p>6.18a complete worksheets.</p> <p>Pretest (2000)</p> <p>6.18b abide by Ground Rules for discussion.</p> <p>Lesson 2: Learning About Drugs (2000)</p> <p>6.18c complete worksheets.</p> <p>6.18d define drug as any substance except food that affects the way the mind or body functions.</p> <p>6.18e list substances commonly considered drugs.</p> <p>Lesson 3: A Drug That's Not Medicine (2000)</p> <p>6.18f complete worksheet: " What's A Drug".</p> <p>6.18g describe the physical and behavioral effects of nicotine.</p> <p>6.18h list reasons why people use and do not use drugs.</p> <p>Lesson 4: Too Much of Anything is No Good (2000)</p> <p>6.18i write a reaction to a filmstrip on drugs.</p> <p>6.18j describe the physical and behavioral effects of alcohol.</p> <p>6.18k list the reasons why people don't use drugs.</p>

6.19 compare the short and long-term physical, social and mental effects of substance abuse.

Lesson 5: John Has a Disease(2000)

- 6.19a complete the "Fact Sheet".
- 6.19b class discussion and observation.
- 6.19c post test **(2000)**.
- 6.19d identify chemical dependency as a treatable disease.

Lesson 14: Step Right Up to Health (2000)

- 6.19e explain the physical and behavioral effects of commonly used drugs.

6.20 analyze the hazards of illegal drug use.

6.22 evaluate the factors that may influence the abuse of drugs, including alcohol.

6.23 practice their decision-making, problem-solving, and refusal skills in order to avoid substance abuse.

Lesson 11: Foxy, STOP! (2000)

- 6.23a complete worksheet.
- 6.23b view and react to video.
- 6.23c use the steps of staying out of trouble.
- 6.23d use the steps in an everyday situation.
- 6.23e recognize the importance of acknowledging feelings and identify appropriate ways of dealing with them.
- 6.23f use health knowledge to make pro-health choices.

6.24 define the word addiction and discuss the influences addictions have on health.

- 6.24a identify the symptoms of chemical dependency and its effects on the individual.

6.27 analyze appropriate ways to handle stress other than abusing drugs.

6.27a Lesson 9: Many Feelings (2000)

6.27b complete worksheets.

6.27c design feeling cards.

6.27d recognize the importance of acknowledging feelings and identifying ways of dealing appropriately with them.

6.29 conclude that substance abuse is not necessary in order to feel good about oneself.

Lesson 6: I Am Unique (2000)

6.29a complete the worksheet: "My Profile" .

6.29b identify him/herself as a unique and special individual worthy of care and consideration.

Lesson 7: I Feel Included (2000)

6.29c complete the worksheet: "I Feel Included".

6.29d explain how he/she helps others feel included and accepted.

Lesson 8: Everybody Counts (2000)

6.29e identify him/herself as a unique and special individual worthy of care and consideration.

6.29f explain how he/she helps others feel included and accepted.

Lesson 10: Let's Have Fun (2000)

6.29g participate in various games.

6.29h identify healthy ways to have fun.

<p>GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.</p>
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(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.18 review the effects of nicotine, alcohol, marijuana, cocaine and other illegal drugs-including steroids-have on the body and mind.</p>	<p><i>The student will be able to:</i></p> <p>Lesson 6: Bottle of Questions (2000)</p> <p>6.18a write a response to the story: "Peter Parrot, Private Eye".</p> <p>6.18b provide accurate information about alcohol and its effects.</p> <p>Lesson 7: Smoke Gets In (2000)</p> <p>6.18c pass a quiz.</p> <p>6.18d describe the physical and behavioral effects of smoking.</p> <p>6.18e identify nicotine as the stimulant drug found in tobacco.</p> <p>Lesson 8: Tobacco, Chew and You (2000)</p> <p>6.18f describe the physical and behavioral effects of tobacco.</p> <p>6.18g use various skills to gather a body of knowledge about drugs.</p> <p>Lesson 19: Myths and Facts (2000)</p> <p>6.18h distinguish between myths and facts about drugs.</p> <p>6.18i identify reliable sources of facts about drugs.</p>
<p>6.19 compare the short-and long-term physical, social and mental effects of substance abuse.</p>	<p>Lesson 14: Consequences (2000)</p> <p>6.19a things they might be asked to do that could get them in trouble.</p> <p>6.19b identify the short-term school and family consequences of</p>

his/her behavior.

Lesson 17: Say No and Keep Your Friends (2000)

6.19c role play refusal skills.

6.19d identify the short-term school and family consequences of his/her behavior.

6.21 describe the role advertisements play in alcohol and nicotine abuse.

6.21a create advertisements.

6.23 practice their decision-making, problem-solving, and refusal skills in order to avoid substance abuse.

Lesson 1: Taking Care of Ourselves (2000)

Pre-test (2000)

6.23a abide by Ground Rules for discussion .

6.23b identify things to do to take care of his/her body.

Lesson 4: Reasons and Risks (2000)

6.23c complete worksheets on why people start to use drugs.

6.23d role play refusal skills.

Lesson 12: What Would You Do With \$1,000? (2000)

6.23e identify factors which influence decision-making and describe their effects .

Lesson 13: I Know Myself (2000)

6.23f identify sources which influence us.

6.23g recognize that what we know about ourselves affects how we act and make decisions.

Lesson 15: Say No and Keep Your Friends (2000)

Lesson 16: Say No and Keep Your Friends (2000)

Lesson 18: Say No and Keep Your Friends (2000)

- 6.23h use the steps of saying no and keeping your friends.
 - 6.23i use the steps in everyday situations.
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-

6.24 identify the word addiction and discuss the influences addictions have on health.

Lesson 5: Lowering Your Risks (2000)

- 6.24a identify chemical dependency as a treatable disease.
 - 6.24b identify the symptoms of chemical dependency and its effects on the individual.
 - 6.24c discuss possible genetic predispositions.
-
-

6.25 discuss the concept of family chemical dependency.

Lesson 9: The Rollar Coaster (2000)

- 6.25a write a response to the story: "The Rollar Coaster".
complete worksheets on thoughts about chemical dependency.
describe what it's like to belong to a family with an alcoholic member.
state that children don't cause alcoholism in a family member, can't control it, and can't cure it, but can take care of themselves and things can get better.

Lesson 10: Lots of Kids (2000)

Lesson 11: Lots of Kids (2000)

- 6.25b identify the effects of chemical dependency on the family.
-
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6.26 list reasons students give for abusing drugs, including peer pressure, stress reduction and reduction of emotional pain.

6.26a identify risk factors for young people's using and abusing drugs.

6.26b identify reasons why young people start to use drugs.

6.26c identify reasons why young people don't start to use drugs.

6.29 conclude that substance abuse is not necessary in order to feel good about oneself.

Lesson 2: Lots to Do That's Fun (2000)

6.29a identify potential trouble in seemingly fun activities • identify healthy ways to have fun.

Lesson 3: We All Have Strengths (2000)

6.29b identify personal strengths.

6.29c express good feelings about those strengths.

6.30 identify resources in schools and communities that can provide help to substance abusers, their friends and/or families.

6.30a identify strategies that help in coping with life in a chemically dependent family.

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.17 describe the proper uses of medicines.</p>	<p><i>The student will be able to:</i></p> <p>Lesson 1: Coat of Arms (2000) Pre-test (2000)</p> <p>6.17a D.A.R.E.</p>
<p>6.18 review the effects of nicotine, alcohol, marijuana, cocaine and other illegal drugs-including steroids-have on the body and mind.</p>	<p>6.18a define drug as any substance, except food, that affects the way the mind or body functions.</p> <p>6.18b abide by Ground Rules for discussion.</p> <p>6.18c list substances commonly considered drugs.</p> <p>Lesson 2: The Internal Organs (2000)</p> <p>6.18d explain the physical and behavioral effects of alcohol.</p> <p>Lesson 3: The Boy and the Hat (2000)</p> <p>6.18e write a reaction to "The Boy and the Hat".</p> <p>6.18f discuss the behavioral effects of drugs, particularly marijuana.</p> <p>6.18g understand the difficulties of quitting the use of marijuana.</p> <p>Lesson 4: The Problems Add Up (2000)</p> <p>6.18h identify the physical and behavioral effects of smoking cigarettes, chewing tobacco, and using marijuana.</p> <p>6.18i assimilate information from a variety of sources.</p>

Lesson 8: Visitors From the Planet Drugless (2000)

- 6.18j describe the physical and behavioral effects of tobacco.
 - 6.18k use various skills to gather a body of knowledge about drugs.
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-

6.19 compare the short-and long-term physical, social and mental effects of substance abuse.

Lesson 5: Drugs and My Plans (2000)

- 6.19a participate in D.A.R.E.
 - 6.19b participate in MADD and Elk's poster contest
 - 6.19c show how using drugs causes problems for activities and relationships in the future as well as the present.
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6.20 analyze the hazards of illegal drug use.

6.21 describe the role advertisements play in alcohol and nicotine abuse.

Lesson 6: Fishing For Answers (2000)

- 6.21a participate in D.A.R.E.

Lesson 13: The Truth Can Be Funny (2000)

- 6.21b design their own advertisements about alcohol and nicotine.
 - 6.21c recognize that advertisements for nicotine and alcohol can be misleading.
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6.22 evaluate the factors that may influence the abuse of drugs, including alcohol.

Lesson 7: Less Stress (2000)

- 6.22a identify some of the situations in which young people are more likely to try drugs.
 - 6.22b identify ways to reduce the risks in those situations.
-

6.23 practice their decision-making, problem-solving, and refusal skills in order to avoid substance abuse.

Lesson 9: Positive Self-Talk (2000)

- 6.23a give affirmations to others when they make mistakes or don't do well.
- 6.23b give positive self-talk to him/herself.
- 6.23c explain why it's good to give affirmation and positive feedback.

Lesson 14: Deciding (2000)

- 6.23d use the steps of making a decision.

Lesson 15: The Wizard of No (2000)

- 6.23e use the steps of saying no and keeping your friends.
- 6.23f use the steps in an everyday situation.

Lesson 16: Say No and Keep Your Friends (2000)

- 6.23g use the steps of saying no and keeping your friends.
- 6.23h say no under pressure from friends.
- 6.23i use the steps in an everyday situation.

Lesson 17: Say No and Keep Your Friends (2000)

- 6.23j use the steps of saying no and keeping your friends.
- 6.23k say no under pressure from friends.
- 6.23l use the steps in an everyday situation.

Lesson 18: Say No and Keep Your Friends (2000)

- 6.23m use the steps of saying no and keeping your friends.
- 6.23n say no under pressure from friends.
- 6.23o use the steps in an everyday situation,

Lesson 19: Say No and Keep Your Friends (2000)

- 6.23p use the steps of saying no and keeping your friends.
- 6.23q say no under pressure from friends.
- 6.23r use the steps in an everyday situation.

Lesson 20: Say No and Keep Your Friends (2000)

- 6.23s use the steps of saying no and keeping your friends.
- 6.23t say no under pressure from friends.
- 6.23u use the steps in an everyday situation.

6.24 define the word addiction and discuss the influences addictions have on health.

Lesson 12: Share the Information (2000)

- 6.24a answer questions about chemical dependency. (Discuss possible genetic predispositions.)

6.25 discuss the concept of family chemical dependency.

Lesson 11: Where to Turn (2000)

- 6.25a identify the effects of chemical dependency on the family.
- 6.25b identify strategies that help in coping with life in a chemically dependent family.

6.26 list the reasons students give for abusing drugs, including peer pressure, stress reduction and reduction of emotional pain.

- 6.26a identify stressful situations in his/her life.
- 6.26b recognize how stress affects him/her.

6.27 analyze appropriate ways to handle stress other than abusing drugs. 6.27a identify and practice ways to deal with stress.

6.28 list the warning signs of suicide.

Lesson 21: Dear Abby (2000)

6.28a make a help poster.

6.29 conclude that substance abuse is not necessary in order to feel good about oneself.

Lesson 10: Me As the Star (2000)

6.29a explain how he/she feels about him/herself.

6.29b identify sources he/she uses for self-assessment.

6.30 identify resources in schools and communities that can provide help about oneself.

6.30a recognize that it's okay to ask for advice from someone you trust.

6.31 identify state and federal laws that regulate drug abuse.

6.31a be able to answer a variety of questions about drug-related issues.

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.32 review the proper use of medication, including reading labels and following directions.</p>	<p><i>The student will be able to:</i></p> <p>(Pre-test 2000)</p> <p>6.32a complete worksheets. (Review BOE policy 5120.3.3.)</p>
<p>6.33 discuss the effects nicotine, alcohol, marijuana, cocaine and other illegal drugs-including steroids-have on the body and mind. the short-and long-term effects of substance abuse.</p>	<p>(2000)</p> <p>6.33a write reaction statements to videos. 6.33b research and present information on various drugs.</p>
<p>6.34 analyze the short-and long-term effects of substance abuse.</p>	<p>(2000)</p> <p>6.34a design charts which list the short-and long-term effects of drugs. 6.34b research and present information on various drugs. 6.34c create journals.</p>
<p>6.35 explain how substance abuse interferes with</p>	<p>(2000)</p>

relationships.

- 6.35a discuss and answer questions from a group reading.
 - 6.35b act out the stages of chemical dependency.
 - 6.35c create journals.
-

6.37 analyze the role the mass media play in drug abuse.

(2000)

- 6.37a design "truthful" advertisements for alcohol and nicotine.
 - 6.37b in cooperative groups, students will answer questions about magazine advertisements.
-

6.38 utilize their decision-making, interpersonal, stress management and refusal skills as they relate to substance abuse.

(2000)

- 6.38a role-play Refusal Skills in pairs and groups.
 - 6.38b participate in skits related to drug/alcohol use.
-

6.39 differentiate between physical and psychological addiction.

(2000)

- 6.39a complete worksheets.
 - 6.39b pass a quiz.
 - 6.39c act out the stages of chemical dependency.
-

- 6.40** explain the effect of chemical dependence on members of the family. **(2000)**
- 6.40a write their reactions to book/video.
 - 6.40b create journals.
-

- 6.45** conclude that they will participate only in activities where no drug use is the norm. **(2000)**
- 6.45a participate in skits related to drug/alcohol use.
 - 6.45b participate in Refusal Skill skits.
 - 6.45c participate in a class discussion.
-

- 6.46** support each other not using drugs. **(2000)**
- 4.46a participate in a class discussion.
-

- 6.47** know that there are laws that regulate the purchase, use and possession of controlled drugs. **Post test (2000)**
- 6.47a complete worksheets.
 - 6.47b debate various issues.
 - 6.47c respond to video disc presentation (ABC Interactive).

<p>GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.</p>
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(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.32 review the proper use of medication, including reading labels and following directions.</p>	<p><i>The student will be able to:</i></p> <p>(2000)</p> <p>6.32a complete worksheets.</p> <p>6.32b observe students with asthma demonstrate the use of inhalers. (Review BOE policy 5120.3.3.)</p>
<p>6.33 discuss the effects of nicotine, alcohol, marijuana, cocaine and other illegal drugs-including steroids-have on the body and mind.</p>	<p>(2000)</p> <p>6.33a research and present information on various drugs.</p> <p>6.33b write reaction statements to videos.</p> <p>6.33c participate in a class discussion.</p> <p>6.33d pass a test.</p> <p>6.33e observe a presentation with tobacco damaged lung tissue provided by a community physician.</p>

6.34	will analyze the short-and long-term effects of substance abuse.		(2000)	6.34a	research and present information on various drugs.
				6.34b	design charts which list the short and long term effects of drugs.
				6.34c	pass a test.
				<hr/>	
6.35	explain how substance abuse interferes with relationships.			6.35a	participate in class discussions and socio-dramas
				6.35b	role play situations which involve drug abusers.
				6.35c	create journals.
<hr/>					
6.37	analyze the role the mass media play in drug abuse.			6.37a	write reaction statements to videos.
				6.37b	create commercials designed to discourage drug use.
				6.37c	participate in a class discussion.
				6.37d	debate various legal issues regarding drugs.
				6.37e	analyze and discuss various mediums which promote drugs.
<hr/>					
6.38	utilize their decision-making, interpersonal, stress management and refusal skills as they relate to substance abuse.			6.38a	participate in a socio-drama.
				6.38b	role-play refusal skills.
				6.38c	“Choices” program MYS.
<hr/>					

6.39 differentiate between physical and psychological addiction. **(2000)**

6.39a complete worksheets.
6.39b act out the stages of chemical dependency.
6.39c research and present information about various drugs.

6.40 explain the effect of chemical dependence on members of the family.

6.40a participate in class discussions.
6.40b role-play.
6.40c create journals.

6.45 conclude that they will participate only in activities where no drug use is the norm.

6.45a participate in class discussions.
6.45b role-play.
6.45c participate in skits related to drug use.
6.45d “Choices” program MYS.

6.46 support each other not using drugs.

6.46a role-play.
6.46b participate in skits related to drug use.
6.46c “Choices” program MYS.

6.47 know that there are laws that regulate the purchase, use and possession of controlled drugs.

6.47a research and present various drug information to class.
6.47b debate legal issues related to various drugs.
6.47c respond to a video disc presentation.

<p>GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.</p>
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(2000) Refers to the Here's Looking At You 2000 curriculum which contains specific assessment suggestions for each lesson.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
6.32	review the proper use of medication, including reading labels and following directions.	6.32a	complete worksheets.
		6.32b	participate in a class discussion. (Review BOE policy 5120.3.3.)
6.33	discuss effects of nicotine, alcohol, marijuana, cocaine and other illegal drugs-including steroids-have on the body and mind.	6.33a	use the media center to obtain information on drugs and present it to the class in groups.
		6.33b	participate in games with questions about drugs for points (Jeopardy, Family Feud)
		6.33c	(2000)
		6.33d	pass a quiz.
		6.33e	participate in a simulation
6.34	analyze the short-and long-term effects of substance abuse.		(2000)
		6.34a	participate in a class discussion.
		6.34b	use the media center to obtain information on drugs and present it to the class in groups.
		6.34c	design charts listing the short-and long-term effects of drugs.

		6.34d	participate in a simulation (journals)
6.35	explain how substance abuse interferes with relationships.	6.35a	role-play.
		6.35b	write stories or poems about substance abuse.
		6.35c	listen and react to various guest speakers on substance abuse.
		6.35d	participate in a simulation.
6.36	analyze the dangers of substance abuse, including sexual exploitation, violence and suicide.	6.36a	write their reactions to videos.
		6.36b	present debates on various issues surrounding drug use.
		6.36c	listen and react to guest speakers on substance abuse.
6.37	analyze the role the mass media play in drug abuse.	6.37a	participate in a class discussion.
		6.37b	write their reaction to various videos.
		6.37c	cut out magazine advertisements which promote alcohol and cigarettes and present them to the class for discussion.
		6.37d	listen to music with drug messages and write their opinion about the songs influence.
6.38	utilize their decision-making, interpersonal, stress management and refusal skills as they relate to substance abuse.	6.38a	participate in the "Choices" program (Madison Youth Services).
		6.38b	role-play refusal skills.
		6.38c	role-play counseling with each other.

6.39 differentiate between physical and psychological addiction.	6.39a complete worksheets.
	6.39b research and present drug information to class.
	6.39c pass a quiz.
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6.40 explain the effect of chemical dependence on members of the family.	6.40a write his/her reactions to a group reading on alcoholism.
	6.40b write his/her reactions to videos.
	6.40c listen to Alateen speakers and write questions.
	6.40d participate in class discussion
	6.40e participate in a simulation.
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6.41 describe the relationship of drug abuse to suicide.	6.41a participate in a class discussion.
	6.41b write a letter or story about suicide.
	6.41c answer questions about a video on suicide.
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6.42 identify resources in the school and community that provide help.	6.42a participate in “Choices” program.
	6.42b identify community resources by looking in the phone book and filling out a worksheet.

6.43 identify strategies to prevent suicide.

6.43a write a letter or story about suicide.

6.43b participate in class discussion.

6.43c pass a quiz.

6.43d mock counseling in pairs.

6.44 suggest ways of sending friends who are abusing drugs to "helpers".

6.44a role-play counseling with each other.

6.44b respond in writing to a hypothetical situation with a suicidal friend.

6.45 conclude that they will participate only in activities where no drug use is the norm.

6.45a participate in a class discussion.

6.45b role-play refusal skills.

6.46 support each other not using drugs.

6.46a participate in a class discussion.

6.46b role-play refusal skills.

6.46c participate in the "Choices" program.

6.47 know that there are laws that regulate the purchase, use and possession of controlled drugs.

6.47a participate in a class discussion.

6.47b design a scrapbook of newspaper articles relating to drug use.

6.47c present debates on various drug issues.

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
6.48	analyze the short-and long-term effects of nicotine, alcohol, marijuana, cocaine and other drugs including steroids.	6.48a	participate in a class discussion. Discuss types of treatments for addiction.
		6.48b	pass all quizzes.
		6.48c	complete project.
		6.48d	answer questions about videos.
6.49	classify acute and chronic health problems associated with substance abuse.	6.49a	participate in a class discussion.
		6.49b	pass all quizzes.
		6.49c	complete project.
		6.49d	answer questions about videos.
6.50	analyze the influence alcohol and other drugs have on judgment and the ability to make decisions, e.g., sexual activity, driving and risk-taking behavior.	6.50a	participate in a class discussion.
		6.50b	pass all quizzes.
		6.50c	take notes.
		6.50d	complete project.

6.51	analyze the role drug abuse may play in social acceptance.	6.51a	participate in a class discussion.
		6.51b	pass all quizzes.
		6.51c	take notes.
		6.51d	complete project.

6.52	brainstorm the role drug abuse may play in social acceptance.	6.52a	participate in a class discussion.
		6.52b	pass all quizzes.
		6.52c	take notes.
		6.52d	complete project.

6.53	formulate the role drug abuse may play in social acceptance.	6.53a	participate in a class discussion.
		6.53b	pass all quizzes.
		6.53c	take notes.
		6.53d	complete project.

6.54	analyze the medical, economic and social problems caused by drug abuse.	6.54a	complete project.
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6.55 demonstrate appropriate ways to get help for friends. 6.55a complete project.

6.56 analyze laws that regulate the purchase, use and possession of controlled drugs. 6.56a complete project.

6.57 internalize the belief that friends always tell an adult if they believe their friend is suicidal. 6.57a complete project.

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
6.48	analyze the short-and long-term effects of nicotine, alcohol, marijuana, cocaine and other drugs, including steroids.	6.48a	write a paper. (Discuss possible treatments for addiction.)
		6.48b	answer questions about videos.
		6.48c	take notes.
		6.48d	pass a quiz.
6.49	classify acute and chronic health problems associated with substance abuse.	6.49a	answer questions about videos.
		6.49b	take notes.
		6.49c	write a paper.
		6.49d	pass a quiz.
6.51	analyze the role drug abuse may play in social acceptance.	6.51a	role play.
6.54	analyze the medical, economic and social problems	6.54a	role play.

caused by drug abuse.

6.55 demonstrate appropriate ways to get help for friends.

6.55a role play.

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
6.49	classify acute and chronic health problems associated with substance abuse.	6.49a	complete group work.
		6.49b	answer questions about videos.
		6.49c	write a paper.
6.50	analyze the influence alcohol and other drugs have on judgment and the ability to make decisions, e.g., sexual activity, driving and risk-taking behaviors.	6.50a	answer questions about videos.
		6.50b	write a paper.
		6.50c	role-play.
6.51	analyze the role drug abuse may play in social acceptance.	6.51a	answer questions about videos.
		6.51b	write a paper.
		6.51c	role-play.
6.52	brainstorm role drug abuse may play in social acceptance.	6.52a	answer questions about videos.

6.52b write a paper.

6.52c role-play.

6.56 analyze the laws that regulate the purchase, use and possession of controlled drugs. 6.56a participate in group activities.

GOAL #6: Students will know accurate information on all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
6.49	classify acute and chronic health problems associated with substance abuse.	6.49a	take notes.
		6.49b	pass a quiz.
6.53	formulate an action plan to prevent substance abuse.	6.53a	role-play.
6.54	analyze the medical, economic and social problems caused by drug abuse.	6.54a	participate in group activities.
6.55	will demonstrate appropriate ways to get help for friends.	6.55a	role-play.



Health

Growth & Development

PROGRAM GOAL #7:

Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

LEARNER OUTCOMES:

KINDERGARTEN

By the end of Kindergarten, students will . . .

- 7.1 Respect and be courteous about similarities and differences in human beings.
- 7.2 Describe qualities of friends.
- 7.3 Describe what parents and children do to promote a healthy family.
- 7.4 Identify ways that strangers or even people they know can be harmful.
- 7.5 Understand that every child has the right to accept or reject affection.

GRADE 1

By the end of Grade 1, students will . . .

- 7.6 Describe the groups they belong to and how to work cooperatively in any group.
- 7.7 Describe various kinds of families and the ways family membership can change.
- 7.8 Discuss individual and group responsibilities in a family and ways the family works together as a unit.
- 7.9 Realize that, if approached by a stranger with a gift, a promise, a ride, or a threat, they should say, "No!" and run to tell someone they trust.
- 7.10 Name animals that reproduce their own kind.
- 7.11 Realize both animals and humans have mothers and fathers who care for their young.

GRADE 2

By the end of Grade 2, students will . . .

- 7.12 Cite examples of ways specific individuals of the same age are similar and different in their growth.
- 7.13 Realize that if children are loved and their physical needs met, they feel safe and secure.
- 7.14 Recognize and value caring adults who are significant in their lives.
- 7.15 Name a variety of fun activities family members participate in together to show caring for one another.
- 7.16 Recognize that human beings grow and develop inside their mothers.
- 7.17 Realize that human beings can be abused physically, socially, and emotionally in different ways and by different people.

GRADE 3

By the end of Grade 3, students will . . .

- 7.18 Explain why children need families and how family members contribute to the physical and mental health of one another.
- 7.19 Describe different kinds of friendships.
- 7.20 Identify different stages of the life cycle from birth to death.
- 7.21 Explain the contributions, responsibilities, rights, and privileges of each family member.
- 7.22 Illustrate ways family members and significant others help and influence attitudes and behavior.
- 7.23 Identify trusted people who can help with personal and family difficulties.
- 7.24 Identify the ways living things reproduce.

GRADE 4

By the end of Grade 4, students will . . .

- 7.25 Realize that learning to get along with others is a unique process for each individual.
- 7.26 Describe how they are affected by and affect those with whom they associate.
- 7.27 Illustrate relationships in a family that influence the health, happiness, and harmony of the family unit.
- 7.28 Realize that each person's family is unique and special.
- 7.29 Define different types of personal abuse and know where to get help if abuse occurs.

GRADE 5

By the end of Grade 5, students will . . .

- 7.30 List the characteristics that help maintain friendships and compare their own characteristics with those on the list.
- 7.31 Appreciate the impact of the family on, importance of the family to, individual development.
- 7.32 Identify the possible impacts of death or divorce on the family.
- 7.33 Realize that the roles of each member of the family may change for a variety of reasons.
- 7.34 Analyze the difference between assertiveness and aggression.
- 7.41 Identify the changes which occur as they approach puberty.
- 7.42 Learn the physical, emotional, and social changes which occur as they approach puberty.

GRADE 6

By the end of Grade 6, students will . . .

- 7.35 Analyze the impact of peer pressure on an individual and a group.
- 7.36 Describe specific roles of parents and children that are complimentary and/or conflicting.
- 7.37 Appreciate that a positive family environment will encourage communication among members.
- 7.38 Demonstrate an understanding that values and attitudes about family life come from the family unit.
- 7.39 Explain basic steps involved in making a rational decision.
- 7.40 Use accurate terminology to explain the function of the endocrine system.

7.44 Use accurate terminology to explain the structure and function of the human reproductive system.

GRADE 7

By the end of Grade 7, students will have studied topics in growth and development, especially as it relates to eating disorders and stress.

GRADES 8

By the end of Grade 8, students will . . .

- 7.43 Investigate interrelationships of and disparities among physical, emotional, and social changes occurring at puberty.
- 7.45 Become familiar with the sequence of events which show, in general, the development of human organism from conception through adulthood.
- 7.46 Develop the ability to resolve conflicts and formulate new friendships.
- 7.47 Recognize the value and necessity of facilitating communication about sexuality with parents.
- 7.48 Discuss dating as one way of exploring friendships and learning new social skills.
- 7.49 Identify criteria for acceptable date behavior.
- 7.50 Know that the need for love and affection influences behavior.

GRADES 9-12

By the end of Grade 12, students will . . .

- 7.51 Develop, using a decision-making process, a code of behavior to combat peer pressure that is consistent with a positive value system and positive goals.
- 7.52 Accept and value human sexuality as normal and essential to total well-being.
- 7.53 Identify factors that influence their sexual attitudes and the consequences of high-risk sexual behavior.
- 7.54 Identify the major causes of birth defects such as rubella, drugs, heredity, and communicable diseases.
- 7.55 Understand biological changes that occur during pregnancy and the factors that promote healthy embryonic and fetal development, and especially the effects of nutrition.
- 7.56 Explain that it is possible to plan for or to avoid pregnancy, and that the decision is influenced by many factors.
- 7.57 Recognize problems associated with teenage pregnancy which affect the teenager, friends, family, and community.
- 7.58 Know facts about sexual assault and its prevention.
- 7.59 Recognize and appreciate their values, goals, and cultural beliefs and how these relate to human reproduction and contraception.
- 7.60 Know the benefits of sexual abstinence as a responsible behavior associated with interpersonal relationships and health.
- 7.61 Describe factors which contribute to a successful marriage and family unit.
- 7.62 Analyze the interrelationships among career and family roles, various responsibilities, and family harmony.
- 7.63 Know about a variety of career choices and occupational opportunities available in the area of family life and health.
- 7.64 Know about a variety of school and community resources designed to assist young people with social and emotional changes that occur during adolescence.
- 7.65 Identify and analyze environmental changes that can affect the body's system.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
7.1	respect and be courteous about similarities and differences in human beings.	7.1a	role-play similar and different qualities.
7.2	describe qualities of friends.	7.2a	design a poster which describes qualities of good friends.
7.3	describe what parents and children do to promote a healthy family.	7.3a	name at least one family responsibility which promotes safety and health of children.
7.4	identify ways that strangers or even people they know can be harmful.	7.4a	name at least one family responsibility which promotes safety and health of children.
7.5	understand that every child has the right to accept or reject affection.	7.5a	role-play polite rejection of affection that is unwanted by a child.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
7.6	describe the groups they belong to and how to work cooperatively in any group.	7.6a	complete a teacher selected goal by working in cooperative groups.
7.7	describe various kinds of families and the ways family membership can change.	7.7a	make a booklet which shows various kinds of families.
7.8	discuss individual and group responsibilities in a family and ways the family works together as a unit.	7.8a	create a short play which shows roles of family members.
7.9	realize that, if approached by a stranger with a gift, a promise, a ride, or a threat, they should say, "No!" and run to tell someone they trust.	7.9a	role-play exact words used when confronted when an unwanted adult approaches them.
7.10	name animals that reproduce their own kind.	7.10a	find pictures in magazines of human and animal families.
7.11	realize that both animals and humans have mothers and fathers who care for their young.	7.11a	find pictures in magazines of human and animal families.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.12 cite examples of ways specific individuals of the same age are similar and different in their growth.	7.12a graph similarities/differences of students in the classroom.
7.13 realize that if children are loved and their physical needs met, they feel safe and secure.	7.13a make a booklet which includes caring adults in his/her life.
7.14 recognize and value caring adults who are significant in their lives.	7.14a make a booklet which includes caring adults in his/her life.
7.15 name a variety of fun activities family members participate in together to show caring for one another.	7.15a draw a poster which shows and lists activities that caring family members participate in together.
7.16 recognize that human beings grow and develop inside their mothers.	7.16a state that human beings grow and develop inside their mothers.
7.17 realize that human beings can be abused physically, socially, and emotionally in different ways and by different people.	7.17a give an example of physical, emotional and social abuse.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.18 explain why children need families and how family members contribute to the physical and mental health of one another.	7.18a draw his/her own family. 7.18b write a story about his/her family. 7.18c role play how his/her family makes him/her happy.
7.19 describe different kinds of friendships.	7.19a make a writer's web. 7.19b make a cooperative list to post in the room of types of friendships.
7.20 identify different stages from life to death.	7.20a write a timeline. 7.20b note comparisons to pets - life to death. 7.20c chart families - ages young to death.
7.21 explain the contributions, responsibilities, rights, and privileges of each family member.	7.21a poster of family members and jobs they perform. 7.21b write a poem about privileges he/she enjoys.

7.22 illustrate ways family members and significant others help and influence attitudes and behavior.

7.22a discuss ways family members influence your life.

7.22b draw a cartoon with speech bubbles.

7.22c make a card to thank his/her family members for their influence.

7.23 identify trusted people who can help with personal and family difficulties.

7.23a Health 2000

7.23b make a trusted person puppet.

7.23c list trusted people in our school and home.

7.24 identify the ways living things reproduce.

7.24a describe life activities of mini beasts.

7.24b grow a plant.

7.24c bring in pictures of adults with young.

7.25 realize that learning to get along with others is a unique process for each individual.

7.25a 2000 – Lesson 13 “I Know Myself”.

7.25b write poems.

7.26 describe how they are affected by and affect those with whom they associate.

7.26a list classroom manners.

7.27 illustrate relationships in a family that influence the health, happiness, and harmony of the family unit.

7.27a role play family interactions.

7.28 realize that each person’s family is unique and special. 7.28a make a poster with labels telling unique qualities.

7.29 define different types of personal abuse and know where to get help if abuse occurs. 7.29a 2000 – “Where To Get Help” poster. Lots of Kids (Lessons 9 & 10)

7.30 list the characteristics that help maintain friendships and compare their own characteristics with those on the list. 7.30a 2000’s – Say No & Keep Friends, complete charts / share / discuss.

7.31 appreciate the impact of the family on, importance of the family to, individual development. 7.31a 2000’s – Less Stress

7.32 identify the possible impacts of death or divorce on the family. 7.32a 10th Good Thing About Barney, Freddie the Leaf.

7.33 realize that the roles of each member of the family may change for a variety of reasons. 7.33a 2000 – Where to Turn

7.34 analyze the difference between assertiveness and aggression. 7.34a Say No, Role-play, 2000

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
7.25	realize that learning to get along with others is a unique process for each individual.	7.25a	(2000) Lesson 13 “Know Myself” write poems.
7.26	describe how they are affected by and affect those with whom they associate.	7.26a	list classroom manners.
7.27	illustrate relationships in a family that influence the health, happiness, and harmony of the family unit.	7.27a	role play family interactions.
7.28	realize that each person’s family is unique and special.	7.28a	make poster with labels telling unique qualities.
7.29	define different types of personal abuse and know where to get help if abuse occurs.	7.29a	(2000) Lesson 9 - “Where To Get Help” poster (2000) Lesson 10 - “Lots of Kids”
7.35	Analyze the impact of peer pressure on an individual and a group.	7.35a	complete worksheets.

<p>GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.</p>
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Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
7.30	list the characteristics that help maintain friendship and compare their own characteristics with those on the list.	7.30a	(2000) Say No & Keep Friends , DARE complete charts, share and discuss.
7.31	appreciate the impact of the family on, importance of the family to individual development.	7.31a	(2000) Less Stress' DARE
7.32	identify the possible impacts of death or divorce on the family.	7.32a	understand the <u>10th Good Thing About Barney</u> , <u>Freddie the Leaf</u>
7.33	realize that the roles of each member of the family may change for a variety of reasons.	7.33a	(2000) Where to Turn?' DARE
7.34	analyze the difference between assertiveness and aggression.	7.34a	Say No , role-play, 2000 , DARE

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| 7.41 | identify the changes that occur as they approach puberty. | 7.41a | participate in a class discussion. |
| | | 7.41b | take notes. |
| | | 7.41c | write poems about growing up. |
| | | 7.41d | pass a quiz. |
| | | 7.41e | complete worksheets. |
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| 7.42 | learn the physical, emotional, and social changes which occur as they approach puberty. | 7.42a | participate in a class discussion. |
| | | 7.42b | answer questions about a video. |
| | | 7.42c | write poems about growing up. |
| | | 7.42d | list changes during puberty for both genders. |
| | | 7.42e | recognize and write about maturity. |

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.35 analyze the impact of peer pressure on an individual and a group.	7.35a complete worksheets. 7.35b participate in a class discussion. (Discuss “zero tolerance”.) 7.35c role-play.
7.36 describe specific roles of parents and children that are complimentary and/or conflicting.	7.36a complete worksheets. 7.36b participate in a class discussion. 7.36c role-play. 7.36d complete parent/child interviews.
7.37 appreciate that a positive family environment will encourage communication among members.	7.37a complete parent/child interviews. 7.37b role-play.
7.38 demonstrate an understanding that values and attitudes about family life come from family unit.	7.38a answer questions about current television families. 7.38b role-play. 7.38c complete parent/child interviews.

7.39	explain basic steps involved in making a rational decision.	7.39a	complete worksheets.
		7.39b	write the six steps for making a decision and follow these steps for a created decision.
7.40	use accurate terminology to explain the function of the endocrine system.	7.40a	take notes.
		7.40b	play various games with proper terminology (Jeopardy).
		7.40c	complete diagrams by matching the correct name with the location of the part for both male and female reproductive systems.
		7.40d	pass a quiz.
		7.40e	participate in class discussion.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes

Sample Indicators / Assessments of Learning

The topic of Growth and Development is taught in grades 6 and 7 as a unit.

Grade 7 as it relates to disease, eating disorders, stress.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes

Sample Indicators / Assessments of Learning

The topic of Growth and Development is taught in grades 6 and 7 as a unit.

Grade 7 as it relates to disease, eating disorders, stress.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>7.43 investigate interrelationships of and disparities among physical, emotional, and social changes occurring at puberty.</p>	<p><i>The student will be able to:</i></p> <p>7.43a complete worksheets.</p> <p>7.43b complete parent/child interviews.</p> <p>7.43c write reactions to a video on reproduction and birth.</p> <p>7.43d participate in a class discussion.</p> <p>7.43e participate in various activities regarding stereotypes.</p> <p>7.43f recognize and discuss stereotypes.</p>
<p>7.44 use accurate terminology to explain the structure and function of the human reproductive system.</p>	<p>7.44a take notes.</p> <p>7.44b pass a quiz.</p> <p>7.44c complete worksheets.</p> <p>7.44d match terminology with the appropriate location and function.</p> <p>7.44e identify various reproductive parts on a plastic model.</p>
<p>7.45 become familiar with the sequence of events which show, in general, the development of the human organism from conception through adulthood.</p>	<p>7.45a take notes.</p> <p>7.45b pass a quiz.</p> <p>7.45c write reactions to a video on reproduction and birth.</p> <p>7.45d design a reproductive system with materials supplied.</p>

7.46	develop the ability to resolve conflicts and formulate new friendships.	7.46a	work in groups to discuss common conflicts with friends and family and role-play solutions.
		7.46b	write reactions to current articles concerning any type of conflict and suggest better alternatives.
		7.46c	participate in a socio-drama
		7.46d	participate in role playing.
		7.46e	create journals.

7.47	recognize the value and necessity of facilitating communication about sexuality with parents.	7.47a	participate in a class discussion.
		7.47b	complete worksheets and share topics which they would discuss with parents, friends, or teachers.
		7.47c	complete child / parent interview.

7.48	discuss dating as one way of exploring friendships and learning new social skills.	7.48a	participate in a class discussion.
		7.48b	list qualities that are important in a healthy friendship.
		7.48c	create a personal ad which lists students' qualities and includes qualities desired in a partner.
		7.48d	create an "ideal" date and share it with the class.
		7.48e	create journals.

7.49	identify criteria for acceptable dating behavior.	7.49a	participate in a class discussion.
		7.49b	read and write his/her reaction to an article on date rape.
		7.49c	list various events and activities that he/she could share with a date.
		7.49d	create journals.

- 7.50** know that the need for love and affection influences behavior.
- 7.50a participate in a class discussion.
 - 7.50b complete worksheets.
 - 7.50c write his/her definition of love which can be shared anonymously.
 - 7.50d answer questions about a video on abstinence.
 - 7.50e create journals.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.51 develop, using a decision-making process, a code of behavior to combat peer pressure that is consistent with a positive value system and positive goals.	7.51a role-play. 7.51b participate in a class discussion.
7.52 accept and value human sexuality as normal and essential to total well-being.	7.52a take notes. 7.52b participate in a class discussion. 7.52c pass a quiz.
7.53 identify factors that influence their sexual attitudes and the consequences high-risk sexual behavior.	7.53a take notes. 7.53b participate in a class discussion. 7.53c pass a quiz.

7.56 explain that it is possible to plan for or to avoid pregnancy, and that the decision is influenced by many factors.

7.56a view and react to the contraceptive kit.

7.56b participate in a class discussion.

7.56c pass a quiz.

7.60 know the benefits of sexual abstinence as a responsible behavior associated with interpersonal relationships and health.

7.60a participate in a class discussion.

7.60b view and react to the contraceptive kit.

7.60c pass a quiz.

7.64 know about a variety of school and community resources designed to assist young people with social and emotional changes that occur during adolescence.

(The school nurse will act as a resource for connecting students with their primary care provider or community agency.)

7.64a prepare a list of safe places.

7.64b participate in a class discussion.

7.64c listen to and react to a guest speaker from Madison Youth Services.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
7.54	identify the major causes of birth defects such as rubella, drugs, heredity, and communicable diseases.	7.54a	take notes.
		7.54b	complete a project.
		7.54c	pass a quiz.
7.55	understand biological changes that occur during pregnancy and the factors that promote healthy embryonic and fetal development, and especially the effects of nutrition.	7.55a	take notes.
		7.55b	complete a project.
		7.55c	pass a quiz.
7.57	recognize problems associated with teenage pregnancy which affect the teenager, friends, family, and community.	7.57a	students will complete worksheets.
		7.57b	pass a quiz.
7.59	recognize and appreciate their values, goals, and cultural beliefs and how these relate to human reproduction and contraception.	7.59a	react to a video.
		7.59b	write a paper.
7.65	identify and analyze environmental changes that can affect the body's system.	7.65a	complete a project.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.52 accept and value human sexuality as normal and essential to total well-being.	7.52a take notes. 7.52b react to a video. 7.52c participate in a class discussion. 7.52d pass a quiz.
7.53 identify factors that influence their sexual attitudes and the consequences of high-risk sexual behavior.	7.53a take notes. 7.53b participate in a class discussion. 7.53c pass a quiz.
7.56 explain that it is possible to plan for or to avoid pregnancy, and that a decision is influenced by many factors.	7.56a brainstorm ideas about pregnancy. 7.56b participate in a class discussion.
7.60 understand the benefits of sexual abstinence as a responsible behavior associated with interpersonal relationships and health.	7.60a participate in various activities. 7.60b pass a quiz. 7.60c listen and react to guest speakers.
7.61 describe factors which contribute to a successful	7.61a participate in various activities.

marriage and family unit.

- 7.61b pass a quiz.
 - 7.61c listen and react to guest speakers.
 - 7.61d make a list of factors which contribute to a family and marriage.
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7.62 analyze the interrelationships among career and family roles, various responsibilities, and family harmony.

- 7.62a participate in various activities.
 - 7.62b pass a quiz.
 - 7.62c listen and react to guest speakers.
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7.63 know about a variety of career choices and occupational opportunities available in the area of family life and health.

- 7.63a participate in various activities.
 - 7.63b pass a quiz.
 - 7.63c listen and react to guest speakers.
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7.64 know about a variety of school and community resources designed to assist young people with social and emotional changes that occur during adolescence.

(The school nurse will act as a resource for connecting students with their primary care provider or community agency.)

- 7.64a participate in various activities.
- 7.64b pass a quiz.
- 7.64c listen and react to guest speakers.

GOAL #7: Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
7.53	identify factors that influence their sexual attitudes and the consequences of high-risk sexual behavior.	7.53a	take notes.
		7.53b	participate in a class discussion.
		7.53c	pass a quiz.
7.58	understand facts about sexual assault and its prevention.	7.58a	answer questions about a video.
		7.58b	pass a quiz.
		7.58c	participate in a class discussion.
7.62	analyze the interrelationships among career and family roles, various responsibilities, and family harmony.	7.62a	take notes.
		7.62b	pass a quiz.
7.65	identify and analyze environmental changes that can affect the body's system.	7.65a	take notes.
		7.65b	list and identify various food additives.



Health

Disease Prevention

DISEASE PREVENTION

PROGRAM GOAL #8:

Students will know accurate and current information related to the prevention, transmission, symptoms, and treatment of diseases.

LEARNER OUTCOMES:

KINDERGARTEN

By the end of Kindergarten, students will . . .

- 8.1 Compare how people look and feel when well and ill.
- 8.2 Recognize behaviors associated with feeling well and ill.
- 8.3 Know proper clothing to wear for various weather conditions and its relationship to prevention of disease.
- 8.4 Know the value of good personal hygiene habits.

GRADE 1

By the end of Grade 1, students will . . .

- 8.5 Know that each person is well most of the time.
- 8.6 Describe and appreciate what it feels like to be well.
- 8.7 Know that there is a relationship between germs and disease.
- 8.8 Know ways to prevent illness.
- 8.9 Recognize and appreciate medical personnel and the purpose of medicine.
- 8.10 Recognize the role that health care providers play in preventing and treating disease.

GRADE 2

By the end of Grade 2, students will . . .

- 8.11 Recognize that there is a relationship between behavior and prevention of disease and overall well-being.
 - 8.12 Appreciate and value behaviors which help prevent disease, such as exercising, eating properly, getting enough rest, and maintaining personal hygiene.
 - 8.13 Describe how germs cause illness.
 - 8.14 Know how infectious diseases spread, e.g., colds, flu, etc.
 - 8.15 Recognize the value of immunization as a personal protection and a community benefit.
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GRADE 3

By the end of Grade 3, students will . . .

- 8.17 Modify their health behaviors in terms of health promotion and disease prevention.
- 8.18 Distinguish between an *infectious* and *noninfectious* disease.
- 8.19 Be aware that people do not get HIV/AIDS in the course of normal, everyday activities.
- 8.20 Recognize that it is not dangerous to live or attend school with someone who has HIV/AIDS.
- 8.21 Appreciate that scientists are working hard to find a way to stop people from getting HIV/AIDS and to cure those who have it.
- 8.22 Understand that it is “OK” to be a friend of someone with HIV/AIDS because a friend with HIV/AIDS needs to be accepted and cared for.
- 8.23 Understand that children, like adults, need to discuss their fear about HIV/AIDS with a knowledgeable person.

GRADE 4

By the end of Grade 4, students will . . .

- 8.24 Know and appreciate the relationship between personal behavior and health or illness.
- 8.25 Recognize that heredity and environment influence health status.
- 8.26 Recognize that many diseases can be avoided, delayed, or minimized by use of positive health practices.
- 8.27 Practice standard hygienic measures to prevent contact with the body fluid of others.
- 8.28 Recognize the roles of parents, friends, and health care professionals in enhancing health and preventing and treating disease.
- 8.29 Understand that *viruses* are living organisms too small to be seen by the unaided eye and that some of them cause disease among people.
- 8.30 Understand that HIV/AIDS is a very serious illness that usually causes death.
- 8.31 Understand that HIV/AIDS is caused by the Human Immunodeficiency Virus (HIV) that is hard to catch.
- 8.32 Identify habits that may increase the risk of contracting HIV/AIDS, *e.g., picking up syringes and needles; sharing blood with friends / siblings, etc.*

GRADE 5

By the end of Grade 5, students will . . .

- 8.33 Describe personal and social factors that motivate their health behavior.
 - 8.34 Recognize that there is process for communicable disease transmission.
 - 8.35 Recognize that the letters in the acronym HIV/AIDS stand for the following: A=Acquired, I=Immune, D=Deficiency, and S=Syndrome.
 - 8.36 Understand that HIV/AIDS is caused by a virus that weakens the ability of infected individuals to fight off diseases, *e.g., cancer, pneumonia, etc.*
 - 8.37 Understand that at this time there is no vaccine or cure for HIV/AIDS.
 - 8.38 Recognize common HIV/AIDS myths as false.
 - 8.39 Name the leading causes of death in the United States.
 - 8.40 Recognize that heredity and environment play a role in health.
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GRADE 6

By the end of Grade 6, students will . . .

- 8.41 Evaluate their own health practices and describe the immediate consequences of positive and negative health behaviors.
- 8.42 Explain the relationship between the human immune system and the disease process.
- 8.43 Understand that the HIV/AIDS virus can be transmitted from an infected person to another individual in a number of ways:
 - blood-to-blood contact
 - sharing of syringes and needles by drug users
 - becoming blood brothers / sisters
 - reusing or sharing dirty ear-piercing equipment
 - being born to a woman who is infected with the HIV/AIDS virus
- 8.44 Recognize that people who have HIV/AIDS often develop a rare type of pneumonia and cancer.
- 8.45 Understand that receiving a blood transfusion or blood product treatment that was contaminated with HIV can cause HIV/AIDS.
(Note: Since 1985, the blood for transfusions has been tested and blood products have been made safe.)
- 8.46 Understand that HIV/AIDS is not transmitted by casual contact and that it is a preventable disease based on decisions you make now or in the future.
- 8.47 Understand that people with HIV/AIDS need understanding, compassion, and care.

GRADE 7

By the end of Grade 7, students will . . .

- 8.48 Evaluate their past and present health practices and design positive changes for the future.
- 8.49 Describe symptoms, causes and prevention methods of non-communicable diseases and handicapping conditions.
- 8.50 Determine the hereditary, environmental, and lifestyle factors which place them at risk for communicable disease and / or enhance their health.
- 8.51 Understand that the number of people with HIV/AIDS is growing rapidly and how this circumstance will affect all communities socially, financially, and politically.
- 8.52 Recognize that personal lifestyle decisions can protect people from getting HIV/AIDS.
- 8.53 Understand that saying "No" to sharing needles (intravenous drug use) is an effective way to avoid getting HIV/AIDS.

GRADE 8

By the end of Grade 8, students will . . .

- 8.54 Implement ways to improve their personal health practices.
 - 8.55 Explore the roles that medicine, research and government play in the prevention and control of diseases.
 - 8.56 Be able to describe the transmission of HIV:
 - sexual contact with a person infected with HIV.
 - using needles that an infected person has used
 - passing sexual fluids from one person to another during any type of sexual intercourse
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- being born to a woman who is infected with HIV.
- 8.57 Be able to describe prevention techniques / control of HIV:
- abstinence from sexual intercourse
 - per use of needles
 - postponement of sexual intercourse until a lifetime relationship is established with a person known to be uninfected
 - identification of resources for information regarding HIV
 - learning how an individual may play a role in bring the HIV/AIDS epidemic under control.
- 8.58 Be able to describe the spectrum and nature of HIV/AIDS:
- accurately define the acronym HIV/AIDS
 - acknowledge that most infected people are adults, but teenagers can also be infected

GRADES 9-12

By the end of Grade 12, students will . . .

- 8.59 Evaluate their present lifestyles as they relate to wellness and articulate strategies to achieve maximum health as adults.
- 8.60 Identify and describe diseases or conditions that can affect the health of women:
- breast cancer
 - heart disease
 - teenage pregnancy
 - sexually transmitted diseases including *chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, hepatitis, and HIV/AIDS*
- 8.61 Identify and describe diseases or conditions that affect the health of men:
- testicular cancer
 - heart disease
 - sexually transmitted diseases including *chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, hepatitis, and HIV/AIDS.*
 - teenage pregnancy
- 8.62 Be able to describe the spectrum and natural history of HIV/AIDS:
- define HIV/AIDS
 - name the virus that causes HIV/AIDS
 - list the most common methods by which HIV is transmitted
 - identify and characterize the three levels of disease caused by the HIV virus
 - name the populations exhibiting the highest levels of HIV infection
 - identify the behaviors that can cause any person to be at risk of HIV infection
 - name, in order of effectiveness, the behaviors that protect one from HIV/AIDS
inence from sexual intercourse and intravenous drug use as the best prevention methods
 - describe factors that can predispose, encourage, or reinforce the behaviors that protect one from HIV/AIDS
 - identify and refute common fallacies about HIV/AIDS and its transmission
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- briefly describe public health measures and services used to control a communicable disease such as HIV/AIDS
- 8.63 Understand how HIV affects the human immune system:
- role of the CD-4 – helper cell
 - definitions and relationship of antigens and antibodies
 - significance of positive or negative antibody test
- 8.64 Be able to describe the transmission of HIV:
- ways in which HIV is transmitted
 - misconceptions about HIV transmission
 - behaviors" which increase a person's chance of getting HIV/AIDS
 - transmission to medical personnel.
- 8.65 Evaluate behaviors and learned procedures that can prevent or minimize the risk of contracting diseases:
- breast cancer, lung cancer, colon cancer,
 - high blood pressure,
 - heart disease
 - Lyme disease
- 8.66 Be able to describe prevention techniques for the control of the HIV infection:
- making personal decisions that prevent HIV transmission
 - working to bring the HIV/AIDS epidemic under control
 - seeking resources for information regarding HIV infection through vaccines, drugs, and other modes
 - seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not to be sexually active as thus avoid contracting HIV
- 8.67 Identify hereditary factors in their families that increase the risk of developing non-communicable diseases:
- breast cancer
 - high blood pressure
 - heart disease
- 8.68 Understand that infants born to infected mothers may have HIV which may be transmitted to the infant in utero during delivery or via breast milk.
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GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
8.1	compare how people look and feel when well and ill.	8.1a	write how he/she looks and feels when he/she is ill and when he/she is healthy.
		8.1b	draw how he/she looks when he/she is ill and when he/she is healthy.
8.2	recognize behaviors associated with feeling well and ill.	8.2a	discuss the role of health helpers and identify community helpers.
		8.2b	write important telephone numbers to use in emergency situations.
8.3	choose proper clothing to wear for various weather conditions and it's relationship to prevention of disease.	8.3a	discuss and list proper clothing for different weather conditions.
		8.3b	cut out or draw pictures of various clothing.
		8.3c	choose appropriate clothing from piles of assorted articles which match with a picture of a weather condition
8.4	know the value of good personal hygiene habits.	8.4a	draw pictures of good hygiene routines and compile a class-room display book.
		8.4b	design a bulletin board.
		8.4c	role-play.
		8.4d	choose appropriate items to match a hygiene situation.
		8.4e	draw a picture of a face on a paper plate and glue tissue under the nose.

GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
8.6	describe and appreciate what it feels like to be well.	8.6a	participate in a class discussion.
		8.6b	draw pictures of him/herself when he/she is feeling well and write a sentence to describe the feeling.
		8.6c	complete sentences and draw a picture illustrating how he/she feels.
		8.6d	play games about health behaviors.
		8.6e	draw a picture of one health behavior and write a sentence to describe the behavior.
8.7	understand that there is a relationship between germs and disease.	8.7a	make a book of good personal hygiene habits.
		8.7b	make a chart to monitor if and when he/she carries out his/her good hygiene habits.
8.8	understand ways to prevents illness.	8.8a	participate in a class discussion.
		8.8b	work in cooperative learning groups and make a list of healthy and unhealthy behaviors.
		8.8c	develop a personal plan (written or picture) for promoting his/her own healthy behaviors.
		8.8d	share his/her ideas with the class.
		8.8e	categorize hygiene products according to the time of day they are usually used.
		8.8f	role-play in groups.

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| 8.9 | recognize and appreciate medical personnel and the purpose of medicine. | 8.9a | listen to a health care guest speaker. |
| | | 8.9b | design a class chart of medical personnel and their jobs. |
| 8.10 | recognize the role that health care providers play in preventing and treating disease. | 8.10a | participate in a class discussion. |
| | | 8.10b | make a list of reasons why checkups are important and what kinds of things a doctor does during a checkup. |
| | | 8.10c | write one good hygiene rule and illustrate it. |

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
8.11	recognize that there is a relationship between behavior and prevention of disease and overall well-being.	8.11a	write a story or draw a picture about what it means to be healthy or ill.
		8.11b	participate in a class discussion.
		8.11c	make a list of items that, if found, he/she should not pick up.
		8.11d	make a collection of pictures from magazines of people who are doing something healthy and identify how that behavior could prevent the spread of germs.
8.12	appreciate and value behaviors which help prevent disease, such as exercising, eating properly, getting enough rest, and maintaining personal hygiene.	8.12a	brainstorm a list of communicable diseases.
		8.12b	in small groups, students will list ways they can prevent the spread of disease and share their list with the class.
8.13	describe how germs cause illness.	8.13a	participate in a class discussion.
		8.13b	make a mini-book of good health behaviors.
		8.13c	participate in a teacher demonstration (hand washing, disposal of tissue).
		8.13d	share the application of the demonstration to his/her own healthy behaviors.
		8.13e	participate in a class discussion on catching diseases.

8.14 understand how communicable diseases spread, e.g., colds, flu, etc.

8.14a participate in a class discussion.

8.14b make a mini-dictionary of terms.

8.15 recognize the value of immunization as a personal protection and a community benefit.
(Some students may be exempt due to religious background.)

8.15a list the vaccinations he/she has received to date and why those particular vaccinations are important.

GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.
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Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

8.17	modify his/her health behaviors in terms of health promotion and disease prevention.	8.17a	working in small groups develop a list of basic healthy behaviors or activities.
		8.17b	work together and draw pictures of some of the activities on the list.
		8.17c	write his/her ideas about good hygiene procedures and share the results of the discussion with classmates.
		8.17d	generate a daily schedule of normal activities of someone his/her age and circle the activities which promote good health.
		8.17e	write a short story or skit about two adolescents and role-play the skit.
		8.17f	create a short skit which demonstrates the roles that the adults in his/her household have in creating and maintaining a healthy environment.
		8.17g	work with a partner and interview each other and write a story or draw a picture for display.
		8.17h	participate in class discussions.
		8.17i	perform exercises to music.
		8.17j	express in written or verbal form how he/she felt after having an opportunity to move his/her body.

8.18	distinguish between infectious and non-infectious disease.	8.18a	working in small groups, students write a short description of a communicable disease and presents it to the class for students to guess.
		8.18b	working in small groups, students make a list of diseases that are

infectious and those that are noninfectious.

- 8.18c working in small groups, students identify one symptom and one way to prevent or treat each disease that is on the list of diseases which is given to them.

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

8.24 know and appreciate the relationship between personal behavior and health or illness.

- 8.24a working in small groups, students will brainstorm a list of physical activities and share with the rest of the class.
- 8.24b practice some of the activities on his/her list in the classroom.
- 8.24c compare the nutritional components of a well-balanced lunch vs. a junk food lunch.
- 8.24d list the physical, emotional and social factors that influence his/her health behaviors.
- 8.24e evaluate his/her feelings and reactions to questions.
- 8.24f brainstorm a list of physical, emotional and social behaviors that will contribute to his/her own health.

8.25 recognize that heredity and environment influence health status.

- 8.25a draw a list of influences on health behaviors on a wheel and how they are felt.
- 8.25b generate a list of common services in his/her daily lives.
- 8.25c in small groups, students consider potential health problems which could result from the loss of the services.
- 8.25d illustrate how the individual, the family and/or the community can contribute to the promotion of good health.
- 8.25e listen and react to a health care guest speaker.

8.26 recognize that many diseases can be avoided, delayed, or minimize by use of positive health practices.

8.26a participate in a teacher discussion.

8.26b work together to develop a list which describes ways to prevent the transmission of bacteria.

8.28 recognize the roles of parent, friends, and health care professionals in enhancing health and preventing and treating disease.

8.28a participate in a class discussion.

8.28b make cards for people in nursing homes or make a gift for new students or neighbor.

8.28c participate in a teacher discussion.

8.28d interview parents or guardians and discuss in class.

8.28e in small groups, students research information about smoking and create a written report with a visual for an oral presentation.

8.28f listen and react to a representative from a health organization.

8.29 understand that viruses are living organisms too small to be seen by the unaided eye and that some of them cause disease among people.

8.29a write questions on index cards which relate to disease and use these for various games.

GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
8.25	recognize that the letters in the acronym AIDS stands for the following: A = Acquired, I = Immune, D = Deficiency, and S = Syndrome.	8.25a	participate in a class discussion.
8.33	describe personal and social factors that motivate his/her health behavior.	8.33a	write a list of drugs and choose one drug to investigate the effect on health and report his/her information to the class.
		8.33b	illustrate his/her findings in the form of a picture, poster or written report.
		8.33c	design a product that would promote health and then design an advertisement to sell it.
		8.33d	visit a grocery store and record the location of particular items.
		8.33e	participate in a teacher discussion.
		8.33f	list specific behavior that would allow entry of germs in the body.
8.34	recognize that there is process for communicable disease transmission.	8.34a	participate in a class discussion.
		8.34b	working in small groups, use resource material to determine how diseases are transmitted.
		8.34c	working in small groups, research and report, in written form, ways in which diseases are transmitted to another.
8.36	understand that HIV/AIDS is caused by a virus that	8.36a	working in small groups, write letters to the Centers for Disease

weakens the ability of infected individuals to fight off diseases, e.g. cancer, pneumonia, etc.

Control and their local state health departments about a specific communicable disease.

8.36b use the information which they gather and present a visual, oral or written report to their classmates.

8.38 recognize common HIV/AIDS myths as false.

8.38a participate in a teacher discussion.

8.38b fill in the blanks of sentences which relate to attitudes about HIV/AIDS.

8.38c participate in a class discussion.

8.39 name the leading causes of death in the United States.

8.39a write a letter to health and community agencies and request information to create a display of the information received.

8.45 understand that receiving a blood transfusion or blood product treatment that was contaminated with HIV can cause AIDS. (Note: Since 1985, the blood for transfusions has been tested and blood products have been made safe.

8.45a participate in a class discussion.

8.45b take notes and complete worksheets.

8.45c watch and respond to a video.

8.45d design informational pamphlets on/about HIV/AIDS.

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
8.41	evaluate his/her own health practices and describe the immediate consequences of negative and positive health behaviors.	8.41a	participate in a class discussion.
		8.41b	complete worksheets.
8.42	explain the relationship between the human immune system and the disease process.	8.42a	participate in a class discussion.
		8.42b	complete worksheets.
		8.42c	draw the three lines of defense in the immune system.
		8.42d	pass a quiz.
		8.42e	act out the functions of the immune system.
		8.42f	watch and respond to a video.
8.43	understand that HIV/AIDS can be transmitted from an infected person to another individual in a number of ways: <ul style="list-style-type: none"> • blood-to blood contact (general fluids) • sharing of syringes and needles • becoming blood brothers/sisters • reusing or sharing dirty ear- piercing equipment • being born to a woman who is infected with the HIV/AIDS. (Transmission of HIV from mother to 	8.43a	complete worksheets and take notes.
		8.43b	act out the activity of HIV/AIDS and its effect on the immune system.
		8.43c	participate in a class discussion.
		8.43d	observe classroom demonstrations and answer questions.

child can be prevented with appropriate medical therapy.)

8.43e pass a quiz.

8.43f watch and respond to a video.

8.43g design informational pamphlets on HIV/AIDS.

8.44 recognize that people who have HIV/AIDS often develop a rare type of pneumonia and cancer.

8.44a participate in a class discussion.

8.44b act out the activity of HIV/AIDS and its effect on the immune system.

8.44c complete worksheets and take notes.

8.45 understand that receiving a blood transfusion or blood product treatment that was contaminated with HIV can cause AIDS. (Note: Since 1985, the blood for transfusions has been tested and blood products have been made safe.).

8.45a participate in a class discussion.

8.45b take notes and complete worksheets.

8.45c pass a quiz.

8.45d watch and respond to a video.

8.45e design informational pamphlets on HIV/AIDS.

8.46 understand that HIV/AIDS is not transmitted by casual contact and that it is a preventable disease based on decisions you make now or in the future.

8.46a participate in a class discussion.

8.46b complete worksheets.

- 8.46c participate in school and community activities to heighten awareness about HIV/AIDS.
- 8.46d watch and respond to a video.
- 8.46e design informational pamphlets on HIV/AIDS.

8.47 understand that people with HIV/AIDS need understanding, compassion, and care.

- 8.47a participate in a class discussion.
- 8.47b complete open-ended questions.
- 8.47c write written reactions to videos.
- 8.47d design informational pamphlets on HIV/AIDS.
- 8.47e participate in school and community activities to heighten awareness about HIV/AIDS.

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
8.48	evaluate his/her past and present health practices and design positive changes for the future.	8.48a	participate in a class discussion.
		8.48b	complete worksheets.
		8.48c	compile a list of positive health practices which can be incorporated in current lifestyle.
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8.49	describe symptoms, causes and prevention methods of non-communicable diseases and their handicapping conditions.	8.49a	take notes.
		8.49b	answer questions from a group reading on diseases.
		8.49c	work in groups doing various activities which simulate a handicapping condition and write how he/she felt.
		8.49d	observe a demonstration on how to use an inhaler.
		8.49e	watch and respond to a video.
		8.49f	research and identify genetic risk factors in family health history.
		8.49g	using stethoscopes, listen to heart beat of self and partner.

- 8.50** determine the heredity, environment, and lifestyle factors which place him or her at risk for communicable disease and/or enhance his/her health.
- 8.50a take notes.
 - 8.50b respond to a video on skin cancer and participate in activities related to lifestyle risk.
 - 8.50c contact the Center for Disease Control or the Connecticut Health Department for information about a communicable disease using the internet.
 - 8.50d present the information received to the class orally, visually or written form.
 - 8.50e interview friends and family about lifestyle risks; results will be calculated and presented.
 - 8.50f design a bulletin board which reflects healthy activities.
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- 8.51** understand that the number of people with HIV/AIDS is growing rapidly and how the circumstance will affect all communities socially, financially, and politically.
- 8.51a design informational pamphlets on HIV/AIDS.
 - 8.51b call the National AIDS Hotline. Research and share information with the class.
 - 8.51c debate various issues surrounding HIV/AIDS and present their arguments to the class.
 - 8.51d participate in school and community activities which heighten the awareness about HIV and AIDS.
 - 8.51e bring in current articles about HIV/AIDS or use the media center "Exchange" to create an ongoing scrapbook of articles.
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Lyme disease

- 8.65a take notes.
 - 8.65b interview parents and friends about lifestyle behavior and analyze risk.
 - 8.65c answer questions from a group reading.
 - 8.65d Students with asthma, diabetes or other diseases will present information to the class.
 - 8.65e make a bulletin board which reflects healthy activities.
 - 8.65f design a chart using pictures from magazines which represent how to reduce risk of disease transmission.
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- 8.66** describe prevention techniques for the control of the HIV infection:
- making personal decisions that prevent HIV transmission
 - working to bring the HIV/AIDS pandemic under control
 - seeking resources for information regarding HIV infection through vaccines, drugs and other modes.
 - seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not to be sexually active as thus avoid contracting HIV/AIDS.
- 8.66a take notes.
- 8.66b design informational pamphlets about HIV/AIDS.
- 8.66c role play.
- 8.66d participate in activities regarding risk.
- 8.66e pass a quiz.
- 8.66f complete open-ended questions about HIV/AIDS.
- 8.66g debate various issues surrounding HIV/AIDS and present his/her argument to the class.
- 8.66h call the National AIDS Hotline with questions and present the information to the class.
- 8.66i locate various health resource agencies in the phone book.
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- 8.67** identify hereditary factors in his/her family that increase the risk of developing non-communicable diseases:
- breast cancer
 - high blood pressure
 - heart disease
- 8.67a take notes.
- 8.67b interview parents about his/her family health history and identify his/her risk for disease.

GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.
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Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
8.54	implement ways to improve his/her personal health practices.	8.54a	make a list of healthy behaviors that he/she would like to practice.
		8.54b	complete worksheets.
8.55	explore the roles that medicine, research and government play in the prevention and control of disease.	8.55a	participate in a class discussion.
		8.55b	debate issues which surround HIV/AIDS and present his/her argument to the class.
		8.55c	bring in articles or use the "Exchange" to create an on-going scrapbook of information about HIV/AIDS.
		8.55d	contact the Center for Disease Control on the internet.
8.56	be able to describe the transmission of HIV: <ul style="list-style-type: none"> • sexual contact with a person infected with HIV/AIDS • using needles that an infected person has used. • passing sexual fluids from one person to another during any type of sexual intercourse • being born to a woman who is infected with the HIV/AIDS 	8.56a	take notes.
		8.56b	participate in activities regarding risk.
		8.56c	answer questions about videos.
		8.56d	pass a quiz.
		8.56e	participate in a class discussion.
		8.56f	design informational pamphlets about HIV/AIDS.

<p>8.57 be able to describe prevention techniques/ control of HIV/AIDS</p> <ul style="list-style-type: none"> • abstinence from sexual intercourse • proper use of needles • postponement of sexual intercourse until a lifetime relationship is established with a person known to be uninfected • identification of resources for information regarding HIV/AIDS • learning how an individual may play a role in bringing the HIV/ AIDS pandemic under control. 	<p>8.57a take notes.</p> <p>8.57b answer questions from videos on abstinence.</p> <p>8.57c pass a quiz.</p> <p>8.57d participate in a class discussion.</p> <p>8.57e write stories or poems about HIV/AIDS.</p> <p>8.57f participate in school and community activities which attempt to heighten awareness about HIV/AIDS.</p> <p>8.57g call the National AIDS Hotline with a question and share the answer with the class.</p> <p>8.57h design informational pamphlets on HIV/AIDS.</p>
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<p>8.58 be able to describe the spectrum and nature of HIV/AIDS: • describe factors that can predispose, encourage, or re- enforce the behaviors that protect one from HIV/AIDS • identify and refute common fallacies about HIV and its transmission • briefly describe public health measures and services used to control a communicable disease such as HIV/AIDS.</p>	<p>8.58a participate in a class discussion.</p> <p>8.58b write stories/poems about HIV/AIDS.</p> <p>8.58c complete worksheets.</p> <p>8.58d call/write the AIDS Hotline, Center for Disease Control or Connecticut Health Department for information about HIV/AIDS.</p> <p>8.58e design informational pamphlets on HIV/AIDS.</p>
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- 8.63** understand how HIV affects the human immune system:
- role of the CD-4 - helper cell
 - definitions and relationship of antigens and antibodies
 - significance of positive or negative antibody test
- 8.63a participate in a class discussion.
- 8.63b take notes.
- 8.63c pass a quiz.
- 8.63d design human immune systems with various materials.
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- 8.64** be able to describe the transmission of HIV:
- ways in which HIV is transmitted
 - misconceptions about HIV transmission
 - "risky behaviors" which increase a person's chance of getting HIV/AIDS
 - transmission to medical personnel.
- 8.64a participate in a class discussion.
- 8.64b take notes.
- 8.64c pass a quiz.
- 8.64d put activities in order according to their risk (low-high).
- 8.64e list various safety measures to take if confronted with an emergency situation.
- 8.64f design informational pamphlets about HIV/AIDS.
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- 8.66** be able to describe prevention techniques for the control of HIV:
- making personal decisions that prevent HIV transmission
 - working to bring the HIV/AIDS pandemic under control
 - seeking resources for information regarding HIV/AIDS through vaccines, drugs, and other modes
 - seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not to be sexually active and thus avoid contracting HIV/AIDS.
- 8.66a take notes.
- 8.66b pass a quiz.
- 8.66c participate in a class discussion.
- 8.66d participate in school and community HIV/AIDS projects.
- 8.66e contact the AIDS Hotline, Center for Disease Control or the state health department for information.
- 8.66f design an informational pamphlet on HIV/AIDS.
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- 8.68** understand that infants born to infected mothers may have HIV/AIDS which may be transmitted to the infant in utero, during delivery or via breast milk.
- 8.68a take notes.
- 8.68b answer questions from videos.
- 8.68c pass a quiz.

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will know how to:</i>		<i>The student will be able to:</i>
8.59	evaluate their present lifestyles as they relate to wellness and articulate strategies to achieve maximum health as adults.	8.59a	pass a quiz on wellness.
		8.59b	take notes.
8.60	identify and describe diseases or conditions that can affect the health of women: • breast cancer • heart disease • teenage pregnancy • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, HIV/AIDS, HPV, and hepatitis.	8.60a	pass a quiz on wellness.
		8.60b	take notes.
8.61	identify and describe diseases or conditions that affect the health of men: • testicular cancer • heart disease • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, HIV/AIDS, HPV, and hepatitis.	8.61a	take notes.
		8.61b	complete packet.
		8.61c	pass all quizzes.

- 8.62** describe the spectrum and natural history of HIV/AIDS:
- define HIV/AIDS
 - name the virus that causes AIDS
 - list the most common methods by which HIV is transmitted
 - identify and characterize the three levels of disease caused by HIV
 - name the populations exhibiting the highest levels of HIV infection
 - identify the behaviors that can cause any person to be at risk of HIV/AIDS
 - name, in order of effectiveness, the behaviors that protect one from HIV/AIDS
 - identify abstinence from sexual intercourse and intravenous drug use as the best prevention method
 - describe factors that can predispose, encourage, or reinforce the behaviors that protect one from HIV/AIDS
 - identify and refute common fallacies about HIV/AIDS and its transmission
 - briefly describe public health measures and services used to control a communicable disease such as HIV/AIDS.
 - discuss prevention of HIV by barrier protection.

8.62a participate in a class discussion.

8.62b take notes.

8.62c pass a quiz.

8.62d participate in activities about HIV/AIDS.

8.63	understand how HIV affects the human immune system: <ul style="list-style-type: none"> • role of the CD-4 (helper cells) • definitions and relationship of antigens and antibodies • significance of positive or negative antibody test. 	8.63a	take notes.
		8.63b	participate in activities about HIV/AIDS.
		8.63c	participate in class discussions.
		8.63d	pass a quiz.

8.64	describe the transmission HIV: <ul style="list-style-type: none"> • ways in which HIV is transmitted • misconceptions about HIV transmission • "risky behaviors" which increase a person's chance of getting HIV/AIDS • transmission to medical personnel. 	8.64a	take notes.
		8.64b	participate in activities about HIV/AIDS.
		8.64c	participate in a class discussion.
		8.64d	pass all quizzes.

8.66	describe prevention techniques for the control of HIV/AIDS: <ul style="list-style-type: none"> • making personal decisions that prevent HIV/AIDS • working to bring HIV/AIDS epidemic under control • seeking resources for information regarding HIV infection through vaccines, drugs, and other modes • seeking counseling and testing to determine if infected and realizing that sexually active 	8.66a	take notes.
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individuals can decide not to be sexually active and thus avoid contracting HIV.

- 8.66b participate in activities about HIV/AIDS.
- 8.66c class discussion.
- 8.66d quizzes.

8.68 understand that infants born to infected mothers may have HIV which may be transmitted to the infant in utero, during delivery or via breast milk.

- 8.68a take notes.
- 8.68b participate in activities about HIV/AIDS.
- 8.68c participate in a class discussion.
- 8.69d pass all quizzes.

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

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|---|---|
| <p>8.60 identify and describe diseases or conditions that can affect the health of women:</p> <ul style="list-style-type: none"> • breast cancer • heart disease • teenage pregnancy • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, HIV/AIDS, HPV, and hepatitis. | <p>8.60a answer questions about video.</p> <p>8.60b write a paper.</p> <p>8.60c take notes.</p> <p>8.60d pass a quiz.</p> |
|---|---|

- | | |
|--|--|
| <p>8.61 identify and describe diseases or conditions that affect the health of men:</p> <ul style="list-style-type: none"> • testicular cancer • heart disease • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, HIV/AIDS, HPV, and hepatitis. | <p>8.61a take notes.</p> <p>8.61b write his/her family health history.</p> <p>8.61c pass a quiz.</p> |
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- 8.62** describe the spectrum and natural history of HIV/AIDS:
- define HIV/AIDS
 - name the virus that causes AIDS
 - list the most common methods by which HIV is transmitted
 - identify and characterize the three levels of disease caused by HIV
 - name the populations exhibiting the highest levels of HIV infection
 - identify the behaviors that can cause any person to be at risk of HIV infection
 - name, in order of effectiveness, the behaviors that protect one from HIV/AIDS
 - identify abstinence from sexual intercourse and intravenous drug use as the best prevention methods
 - describe factors that can predispose, encourage, or reinforce the behaviors that protect one from HIV/AIDS
 - identify and refute common fallacies about HIV/AIDS and its transmission
 - briefly describe public health measures and services used to control a communicable disease such as HIV/AIDS.

8.62a take notes.

8.62b complete a project.

8.62c pass a quiz.

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- 8.65** evaluate behaviors that can prevent or minimize the risk of contracting diseases:
- breast cancer, lung cancer, colon cancer
 - high blood pressure
 - heart disease and sickle cell anemia

8.65a answer questions about a video.

- Lyme disease.

- 8.65b take notes.
- 8.65c complete a family health history.
- 8.65d pass a quiz.

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- 8.66** describe prevention techniques for the control of HIV infection:
- making personal decisions that prevent HIV transmission
 - working to bring the HIV/AIDS pandemic under control
 - seeking resources for information regarding HIV infection through vaccines, drugs and other modes
 - seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not to be sexually active and thus avoid contracting HIV.

- 8.66a take notes.
- 8.66b answer questions about a video.
- 8.66c pass a quiz.
- 8.66d participate in class discussions

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- 8.67** identify hereditary factors in his/her family that increase the risk of developing non-communicable diseases:
- breast cancer
 - high blood pressure
 - heart disease.

- 8.67a write his/her family health history.

<p>GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.</p>

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

<p>8.60 identify and describe diseases or conditions that can affect the health of women:</p> <ul style="list-style-type: none"> • breast cancer • heart disease • teenage pregnancy • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice and HIV/AIDS 	<p>8.60a complete a case study.</p> <p>8.60b answer questions. from a video.</p> <p>8.60c participate in various exercises.</p>
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<p>8.64 describe the transmission of HIV:</p> <ul style="list-style-type: none"> • ways in which HIV is transmitted • misconceptions about HIV transmission • "risky behaviors" which increase a person's chance of getting. HIV/AIDS • transmission to medical personnel 	<p>8.64a complete a case study.</p> <p>8.64b answer questions. from a video.</p> <p>8.64c participate in various exercises.</p>
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8.66 describe prevention techniques for the control of the HIV infection:

- making personal decisions that prevent HIV transmission
- working to bring the HIV/AIDS pandemic under control
- seeking resources for information regarding HIV infection through vaccines, drugs and other modes • seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not be sexually active; thus, avoid contracting HIV/AIDS

8.66a complete a case study.

8.66b answer question about a video.

GOAL #8: Students will know accurate information related to the prevention, transmission, symptoms, and treatment of disease.
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Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

8.60	identify and describe diseases or conditions that can affect health of women: <ul style="list-style-type: none"> •breast cancer • heart disease • teenage pregnancy • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, HIV/AIDS, HPV, and hepatitis. 	8.60a	take notes.
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8.60b	pass all quizzes.
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8.60c	participate in group activities.
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8.61	identify and describe diseases or conditions that affect the health of men: <ul style="list-style-type: none"> • testicular cancer • heart disease • sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, and HIV/AIDS. 	8.61a	take notes.
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8.61b	participate in group activities.
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8.61c	pass all quizzes.
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- 8.62** describe the spectrum and natural history of HIV:
- define HIV/AIDS
 - name the virus that causes AIDS
 - list the most common methods by which HIV is transmitted
 - identify and characterize the three levels of disease caused by HIV
 - name the populations exhibiting the highest levels of HIV infection
 - identify the behaviors that can cause any person to be at risk of HIV infection
 - name, in order of effectiveness, the behaviors that protect one from HIV/AIDS
 - identify abstinence from sexual intercourse and intravenous drug use as the best prevention methods.
- 8.62a participate in group activities.
- 8.62b take notes.
- 8.62c pass all quizzes.
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- 8.63** understand how HIV affects the human immune system: • role of the CD-4 cell • definitions and relationship of antigens and antibodies • significance of positive or negative antibody test.
- 8.63a participate in group activities.
- 8.63b take notes.
- 8.63c pass all quizzes.
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8.64	describe the transmission of HIV: <ul style="list-style-type: none"> • ways in which HIV is transmitted • misconceptions about HIV transmission • "risky behaviors" which increase a person's chance of getting HIV/ AIDS • transmission to medical personnel. 	8.64a	participate in group activities.
		8.64b	take notes.
		8.64c	pass all quizzes.

8.66	describe prevention techniques for the control of the HIV infection: <ul style="list-style-type: none"> • making personal decisions that prevent HIV transmission • working to bring the HIV/AIDS epidemic under control • seeking resources for information regarding HIV infection through vaccines, drugs, and other modes • seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not to be sexually active and thus avoid contracting HIV/AIDS. 	8.66a	participate in group activities.
		8.66b	take notes.
		8.66c	pass all quizzes.

8.68	understand that infants born to infected mothers may have HIV/AIDS which may be transmitted to the infant in utero, during delivery or via breast milk.	8.68a	participate in group activities.
		8.68b	take notes.
		8.68c	pass all quizzes.



Health

BLOCK III

SAFETY AND ACCIDENT PREVENTION

PROGRAM GOAL #9:

Students will develop a high degree of awareness of safety and accident prevention, including a concern for the well-being of themselves and others.

LEARNER OUTCOMES:

KINDERGARTEN

By the end of kindergarten, students will . . .

- 9.1 Recite their names, addresses, and phone numbers.
- 9.2 Explain what to do if they are lost.
- 9.3 Recite the names of people who can help in case of an accident.
- 9.4 Describe hazards at home, school, and on the playground and ways to avoid them.
- 9.5 Identify poison signs that help people.
- 9.6 Show in behavior and conversation that they recognize and appreciate the importance of having rules.
- 9.7 Identify basic traffic signals and signs in the neighborhood.
- 9.8 Explain and demonstrate how, when, and where streets should be crossed.
- 9.9 Recognize that strangers, or even people they know, can be harmful.

GRADE 1

By the end of Grade 1, students will . . .

- 9.10 Be able to dial the local emergency phone number in case of an accident.
- 9.11 Recite necessary, basic information that should be communicated in an emergency.
- 9.12 Identify and obey the safety rules at home, school, work, and play.
- 9.13 Describe and demonstrate how to go to and from school safely.
- 9.14 Describe and appreciate safety rules for bus and auto riding including the use of seat belts.
- 9.15 Explain the correct fire drill procedure and behavior at home and at school.
- 9.16 Describe basic steps to follow if injured at home or school.
- 9.17 Discuss the importance of not eating or drinking unknown substances and name several common poisonous substances.
- 9.18 Explain and demonstrate the use of warning stickers on hazardous household products.
- 9.19 Talk about the dangers of getting into a car with a stranger.

**Violence prevention and conflict resolution are practiced in all grade levels.*

GRADE 2

By the end of Grade 2, students will . . .

- 9.20 Realize the dangers of playing with matches and fire.
 - 9.21 Discuss safety precautions about bodies of water, including ice.
 - 9.22 Describe and demonstrate the safe use of a bicycle.
 - 9.23 Identify and describe hazards which may result in injuries to the mouth, eyes, and ears.
 - 9.24 Discuss and demonstrate the safe use of electricity.
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9.25 Understand that individuals are responsible for their own personal safety.

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- 9.26 Design a fire escape plan with their parents for their homes.
 - 9.27 State several reasons why it is unsafe to take dares.
 - 9.28 Explain the proper steps to take in case of a storm warning or other severe weather conditions.
 - 9.29 Identify the role of attitudes in causing and preventing accidents.

GRADE 3

By the end of Grade 3, students will . . .

- 9.30 Discuss the dangers of "horseplay" in any situation.
- 9.31 Discuss several important pedestrian safety precautions.
- 9.32 Describe the benefits of wearing reflective clothing and using bicycle reflectors at night.
- 9.33 Recognize, value, and respect safety personnel, like police officers and firefighters.
- 9.34 Explain steps for home fire prevention and their home fire escape plans.
- 9.35 Explain and appreciate the role of school safety patrols.
- 9.36 Demonstrate respect for the laws and regulations regarding safety.
- 9.37 Discuss hazards associated with lightning.

GRADE 4

By the end of Grade 4, students will . . .

- 9.38 Describe safety procedures for recreational activities such as flying kites, climbing, swimming, and hiking.
- 9.39 Show concern for others' safety when in a group.
- 9.40 Demonstrate safe bicycle behavior, rules of riding, and proper care of equipment.
- 9.41 Develop a list of telephone numbers for emergency contacts.
- 9.42 Recognize that minor injuries may require additional attention from responsible adults.
- 9.43 Describe relationships between accidents and reckless, careless, and risk-taking behavior.

GRADE 5

By the end of Grade 5, students will . . .

- 9.44 Identify the boating practices and water safety rules.
- 9.45 Describe the correct procedure for helping someone who is in danger in the water

GRADE 6

By the end of Grade 6, students will . . .

- 9.46 Demonstrate a safe attitude toward risk-taking behavior (taking a dare) and an understanding of its effect on themselves and others.
- 9.47 Develop a babysitter's guide of accident prevention and safety procedures.

GRADES 7-8

By the end of Grade 8, students will . . .

- 9.48 Demonstrate responsible and safe behavior in high-risk situations such as driving, sports, and recreational activities.
 - 9.49 Know about a wide variety of career choices and occupational opportunities available in accident prevention and safety.
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GRADES 9-12

By the end of Grade 12, students will . . .

- 9.50 Predict potential hazards in unfamiliar environments.
 - 9.51 Evaluate accident data in relation to the impact on individuals, families, the school and the community.
 - 9.52 Evaluate the reasons for the high accident rate among adolescents.
 - 9.53 Evaluate individual risk-taking behaviors.
 - 9.54 Explain the utilization of community resources during a disaster.
 - 9.55 Evaluate the roles of community groups in reducing environmental hazards.
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COMMUNITY HEALTH

PROGRAM GOAL #10:

Students will know that all individuals share the responsibility for conserving natural resources and the environment, and identifying and addressing community health problems.

LEARNER OUTCOMES:

GRADE 3

By the end of Grade 3, students will . . .

- 10.1 Describe things in the environment that affect a person's health.
- 10.2 Describe different kinds of pollution and possible solutions.
- 10.3 Describe the characteristics of healthy community.
- 10.4 Cite examples of how people in the community work together to solve health problems.
- 10.5 List ways to cooperate with others to promote a healthful environment at school, in the home and the community.

GRADE 4

By the end of Grade 4, students will . . .

- 10.6 Explain how community health agencies protect and promote the health and safety of community members.
- 10.7 List some human factors which influence community health.
- 10.8 Identify roles of various public health workers.
- 10.9 Know that health practices which contribute to personal well-being also support optimal community health.
- 10.10 Know that disease prevention is a major role of public and private community health agencies.

GRADE 5

By the end of Grade 5, students will . . .

- 10.11 Recognize the benefits that accrue when people in the community work together to promote health.
- 10.12 Demonstrate awareness of the interrelationship between community health and well-being.
- 10.13 Describe personal and family activities which influence community health and the environments where people live, work, and play.
- 10.14 Discuss current community health issues.
- 10.15 List services various community health specialists provide.

GRADE 6

By the end of Grade 6, students will . . .

- 10.16 Devise a plan by which an individual might work with others to promote a higher level of health in a community.
 - 10.17 Demonstrate how a group can implement a program focusing on a specific health issue within the school setting.
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- 10.18 Explain how the environment health section of a health department serves the community.
 - 10.19 Explain the relationship of public health law to community health.
 - 10.20 Describe the major roles that volunteer health agencies and organizations play in promoting community health.

GRADES 7-8

By the end of Grade 8, students will . . .

- 10.21 Illustrate ways to conserve essential resources to protect health and improve the quality of the environment.
- 10.22 Investigate possible health hazards associated with environmental change.
- 10.23 Analyze major world health problems - past, present and future.
- 10.24 Evaluate the health condition of the community as it relates to the individual, the nation, and the world.
- 10.25 Participate as a volunteer in a group effort to improve community services or environment quality.

GRADES 9-12

By the end of Grade 12, students will . . .

- 10.26 Evaluate available health care for effective programming accessibility.
 - 10.27 Analyze the relationship between individual rights and the health of the community.
 - 10.28 Identify unmet community health needs and formulate possible solutions.
 - 10.29 Identify current trends in medical care.
 - 10.30 Design a personal plan to promote environmental quality and conservation of resources.
 - 10.31 Participate as a volunteer in a group effort to improve community health services or environmental quality.
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FIRST AID AND EMERGENCY PROCEDURES

PROGRAM GOAL #11 :

Students will have accurate knowledge of first aid and emergency procedures to be followed and the skills to be utilized in handling situations that are a threat to life and earth.

LEARNER OUTCOMES:

GRADE 3

By the end of Grade 3, students will . . .

- 11.1 Identify an emergency situation.
- 11.2 Demonstrate basic first aid procedures for minor burns, wounds, abrasions, and animal and insect bites.
- 11.3 Identify ways to prevent accidents.
- 11.4 Demonstrate effective methods of obtaining help during an emergency.

GRADE 4

By the end of Grade 4, students will . . .

- 11.5 Explain basic first-aid procedures for bleeding, resuscitation, poisoning, and burns.
- 11.6 List people who can help in an emergency and how to contact each of them.

GRADE 5

By the end of Grade 5, students will . . .

- 11.7 Explain the symptoms of and care needed by an infant, child, or adult who is choking. Develop precautionary measures for specific recreational activities, and describe procedures to follow in the event of an accident.

GRADE 6

By the end of Grade 6, students will . . .

- 11.9 List symptoms of major health problems such as heart attack and stroke and demonstrate the proper reporting procedures.
- 11.10 Explain the symptoms of basic first-aid procedures for treating unconsciousness, shock, and fractures.

GRADES 7-12

By the end of Grades 7 -12, students will ...

- 11.11 Explain the proper first-aid needed for an alcohol or drug overdose.
 - 11.12 Demonstrate mouth-to-mouth or cardiopulmonary resuscitation on baby and adult mannequins.
 - 11.13 Demonstrate the proper first-aid treatment for a choking victim.
 - 11.14 Recognize the limitations of first-aid practices.
 - 11.15 Analyze the difference between first-aid and professional treatment.
 - 11.16 Examine the disaster plan of the local community for expected behaviors of individuals, families, schools, and the community.
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CONSUMER HEALTH

PROGRAM GOAL #12:

Students as consumers will be able to identify authorities on health, means of access to the health care system, and community and public health resources.

LEARNER OUTCOMES:

GRADE 3

By the end of Grade 3, students will . . .

- 12.1 List reasons for commonly used health products.
- 12.2 Explain the reason for regular medical and dental checkups.
- 12.3 Identify familiar people who assist in promoting and maintaining health.
- 12.4 Identify various sources of health information for children.
- 12.5 Explain ways television advertising influences health product choices.

GRADE 4

By the end of Grade 4, students will . . .

- 12.6 Identify questionable and sound consumer health-related practices.
- 12.7 Know that emotions, family practices, and values influence selection and use of health information, products, and services.

GRADE 5

By the end of Grade 5, students will . .

- 12.8 Explain how information on labels can be used in selecting health products.
- 12.9 Explain why directions for use of over-the-counter and prescription health products must be understood.
- 12.10 Differentiate between health quackery and legitimate health information and practices.

GRADE 6

By the end of Grade 6, students will . .

- 12.11 Identify media techniques used to advertise food, tobacco, alcohol, and health related products.
- 12.12 Evaluate accuracy of product claims.
- 12.13 Examine reasons for selection and use of health-related products and services.
- 12.14 Role play the decision-making model as it applies to consumer choices.

GRADES 7-8

By the end of Grades 7 -8, students will . . .

- 12.15 Demonstrate the ability to think critically about health-related products and services.
 - 12.16 Analyze health-related products and services in terms cost, quality, warranty, and availability.
 - 12.17 Demonstrate awareness of information, and the implications of information, on the use of prescription and over-the-counter health products.
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- 12.18 Identify criteria for the selection of appropriate health-related products or services, including false advertising and health fads.
 - 12.19 Demonstrate the ability to act upon concerns about ineffective health products or services, including describing the role and function of consumer protection agencies.

GRADES 9-12

By the end of grades 9-12, students will . . .

- 12.20 Illustrate the relationship of values, socioeconomic status and cultural experiences to the selection of health services.
 - 12.21 Propose a plan for selecting health insurance coverage for a family, and analyze consumers' rights in obtaining information about one's health.
 - 12.22 Investigate laws and regulations designed to protect the consumer in health services and products.
 - 12.23 Analyze techniques used to promote health-related products and services, including insurance.
 - 12.24 Explain the functions and limitations of key governmental agencies regulating production, distribution, and promotion of health information, products, and services.
 - 12.25 Demonstrate the ability to apply valid criteria when selecting health-related products or services, such as fitness equipment, exercise programs, and alternative healing practices.
 - 12.26 Know about a wide variety of career choices and occupational opportunities available in the area of consumer health.
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Health

SECTION 4:
**Classroom Environment /
Management**

Teaching Strategies for Health Education

Classroom Environment

Integrating Content Area Skills in Health Education

Computers in Health Education

How to Answer Students' Difficult Questions

Decision-Making Model

Refusal Skills Model

Teaching Human Sexuality

TEACHING STRATEGIES FOR HEALTH EDUCATION

How health is taught is just as important as what is taught. The teacher must give special attention to the strategies and methods used to ensure that techniques are varied and provide continuity and progressive learning for all students. Students develop health understandings, habits, skills, and attitudes by experiencing a wide variety of activities. Effective health teaching depends greatly upon the instructor's ability to motivate students to make positive health choices.

Those teachers who show interest, preparation, and enthusiasm will capture the students' attention, arouse their interest, and probably be most successful in influencing their understandings and attitudes and in helping them to perceive the goal of high-level wellness as worthwhile.

Teaching strategies in health instruction, as in any other area of teaching, should relate directly to the teacher's goals and objectives for students. In health instruction, the goals of acquiring information, developing concepts, learning skills, becoming aware of values, and developing inquiry strategies are all important and necessary. An emphasis on finding personal meaning and on involvement will help students to internalize the concepts, skills, and information presented.

Therefore, the teaching strategies most necessary to the development of positive health behaviors in students are, perhaps, those that help them learn problem-solving and decision-making skills. Developing a means of inquiry and the ability to think critically is essential if each student is to assume responsibility for the lifelong task of maintaining personal well-being.

Decision Making

Students need practice with decision making, for it brings into play many of the elements of critical thinking. Among these are the abilities to observe, listen, and read to acquire information; to classify information into specific categories; to compare and contrast known facts; and to interpret or analyze information acquired before a judgment is made as to the best course of action.

Students need to be able to process specific health concepts and facts before deciding what course of action to take and whether to change their behaviors or attitudes. To make responsible decisions, students need help with

- identifying the problem (classifying, categorizing),
- acquiring information (observing, listening, questions),
- checking out options (comparing, contrasting),
- selecting appropriate solution (making judgments, predicting),
applying conclusions (accepting consequences).

If students possess the skills to make intelligent decisions they will be equipped to make intelligent judgments about most health-related questions and problems.

Problem Solving

A health educator acquainted with problem-solving skills can also help students practice these skills when they make decisions about personal, family or public health. The following logical sequence for problem solving was first outlined by John Dewey many years ago.

- Identify the problem.
- Establish the facts.
- Formulate hypotheses.
- Test hypotheses
- Evaluate results

It is especially important to help students learn to make decisions affecting their well-being, not out of habit or in response to an advertisement, but using an intellectual and critical thinking approach. Critical thinking involves both deductive or analytical thought (principle to facts) and inductive or synthetic thought (facts to principle). Most decisions in life are made using a combination of the two; therefore, teachers must directly teach and offer practice in critical thinking in the classroom.

CLASSROOM ENVIRONMENT

It is important to establish an environment that is comfortable for the student. The student must know that the ground rules established for the classroom will be adhered to and that the classroom is emotionally safe. The physical setup of the classroom conveys messages as to the comfort level of the environment. It is suggested that a variety of classroom settings be considered, e.g., students sitting on the floor for discussion, desks and/or chairs placed in a circle and students arranged in small groups. Consideration also might be given to the notion of the students designing their own classroom environment. Connecticut's Common Core of Learning (1987) states that each student should be able to:

- "develop productive and satisfying relationships with other based on mutual respect;" and
- "develop a sensitivity to and an understanding of the needs opinions, concerns and customs of others."

Recommended ground rules for the classroom environment include the following:

- Teachers and students should respect each other by not asking personal questions.
 - "I" statements should be used to state opinions or feelings.
 - No one should ridicule anyone else for asking a question or making a sincere comment or suggestion.
 - Not everyone in the class will agree on issues. Students should try to respect their classmates' different opinions.
 - Teachers should answer student questions at the appropriate developmental level.
 - No one should get hurt mentally or physically.
 - Everyone has a responsibility to help others feel good about themselves.
 - Students need to strive for confidentiality in not disclosing other students' personal feelings and statements which may be shared in classroom discussions.
 - Students should have the option to pass during class discussion. The teacher also should have the option to pass for the purpose of further studying a question or for considering an appropriate context.
 - When possible, proper terminology should be used.
 - Sexual abstinence must be stressed as the best avenue to prevent unwanted pregnancies and the transmission of sexually transmitted diseases, including HIV.
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In order to promote school and community bonding, it is further recommended that:

- students be encouraged to share class discussions with their parents or guardians;
- teachers and administrators plan and conduct workshops for the parents or guardians, staff and other interested persons as to the importance of a comprehensive health program and share curriculum materials with them;
- teachers and administrators be aware of community resources that would serve in assisting students; and
- teachers and administrators provide opportunities to enhance the skills of parents to better recognize and address the health needs of their children.

In such an environment the teacher might want to lead the students in processing a variety of feelings, reactions and understandings. A few examples of such open-ended statements might include the following:

During this activity:

- I learned...
 - I noticed...
 - I observed...
 - I wished...
 - I was aware...
 - I could identify...
 - I decided to...
 - I felt...
 - I thought...
 - I planned to...
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INTEGRATING READING AND WRITING SKILLS IN HEALTH EDUCATION

Strengthening Reading Skills

The Directed Reading Thinking Activity (DRTA) is a general model for teaching subject-area reading; it incorporates much of the appropriate knowledge and recent research regarding reading comprehension instruction. The DRTA model provides an instructional framework for integrating specific reading strategies or processes into the health education content while encouraging development of critical reading and thinking skills that can be applied to all subject areas.

The DRTA involves five stages: preparation for reading, setting a purpose, guided silent reading, discussion, rereading plus reflection, and extension activities. The following sections will describe each of these, offering instruction and application suggestions for teachers of health education.

Preparation for Reading

Before giving a reading assignment, examine the reading selection or text to determine the features that would help student comprehension and to identify both unfamiliar vocabulary and concepts that might be difficult for students. Next, assess students' experiential backgrounds to decide whether they have the necessary concepts and vocabulary knowledge to extract a satisfactory level of meaning from the text. If this background is insufficient, it will be necessary to decide how best to help students acquire this information before they read the selection. Vocabulary instruction research seems to indicate that focusing on concepts and meanings in familiar contexts is more profitable than rote learning of new words in isolation. Thus, one should teach unfamiliar vocabulary essential to understanding text material in rich contextual settings which are relevant and interesting before and during reading.

The following are some specific suggestions for preparing students for reading in health texts or other health-related materials.

- Assess and expand the students' background knowledge and experience as related to the text or assignment by
 - questioning students directly to find out what they know or believe they know;
 - noting misconceptions and offering information to provide adequate background for comprehension;
 - arousing interest and helping students become aware of the relevance of text material for their daily lives.

 - Introduce necessary vocabulary and fundamental concepts by
 - brainstorming with students about the general meanings of new words;
 - guiding students to more specific meanings of new words in the assigned text
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- analyzing the structure of the new words to aid recognition (roots, prefixes, suffixes);
 - developing links between vocabulary and larger concepts.

Setting a Purpose

The more thoroughly students are prepared to identify text features and to set purpose, the more likely they are to comprehend.

Through this procedure, students begin to identify a purpose of their reading. Focus students' attention on important concepts contained in the text. For example, if you want students to identify the benefits of a fitness program, point out that a list of such benefits may be derived from the reading. If human anatomy or exact physical systems terminology is desired, make that clear, so that students have some sense of what aspects of the text material to focus upon.

Guided Silent Reading

Once they have reading purposes clearly in mind, students are ready to read the assigned material silently. To promote effective silent reading, encourage students to create questions which they can refer to as they read.

Discussion, Rereading, and Reflection

Following purposeful silent reading, guide students in the discussion of the specific reading. Provide them an opportunity to talk about the content in relation to their purposes for reading it. They should discuss whether the information acquired was sufficient to answer their questions and fulfill expectations.

Critical Thinking

During discussion, ask questions requiring students to go beyond the specific details and think critically about the overall concepts and longer messages in the text. Ask them to reread sections to find support for their interpretations or to identify inconsistencies in the author's reasoning. Rereading can be done either aloud or silently, but should always have a definite purpose.

Following are specific activities involving discussion, reading, and reflections:

- discussing answers to pre-reading questions, confirming and verifying answers;
 - interpreting information from reading by drawing conclusions, making inferences, generalizing, and identifying interrelationships;
 - evaluating information by making judgments, determining intent, and considering the overall significance of the information;
 - reflecting upon information by applying it to current, real-life situations;
 - identifying topics for further analysis, discussion, and perhaps writing.
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Extension Activities

Extension activities help students expand upon information gained from the reading. They provide students with opportunities to incorporate new ideas and information into their background understandings.

Strengthening Writing Skills

Writing and Learning

Because writing and learning are such similar processes, teachers who include writing as a learning activity in their classrooms find that students understand and retain knowledge better. Both writing and learning require active attempts to make meaning out of experience and information. Both require planning ahead and reviewing; both are focused on making connections between prior knowledge and new information. Writing has the special advantage of making a student's thought processes visible and available in a permanent form. This permanent record is useful in the rehearsing and reviewing process necessary for long-term learning.

It is important that teachers who use writing to enhance learning in a specific content area realize that they need not take on all the burdens of the English teacher. The following guidelines for assignments and evaluation may help explain how writing can enhance content-area learning.

- Frequent short writing assignments are more helpful than one long assignment.
- Not all writing has to be evaluated. Students need to write far more material than any teacher can grade if writing is to improve their learning.
- There is a variety of ways to give student helpful feedback on their writing. Feedback given on outlines and drafts improves students' writing more than extensive correcting or comments on already completed assignments.
- Student writing can provide information on the success of instruction. Having students write short summary paragraphs at the ends of lessons gives feedback on their comprehension of the material.

Sample Writing Assignments

The following are offered as appropriate writing activities within a health instruction program.

Writing Directions. When instruction focuses on how a particular procedure is done or on describing a particular process, have students write directions for someone unfamiliar with the process (not for the teacher). Students must first understand the process and be able to explain it in their own words before they can explain it to someone else. Choosing an audience other than the teacher emphasizes the need to be clear and inclusive since the audience has no prior understanding of the process.

Defining Terms. When instruction focuses on learning new vocabulary for concepts and objects, have students write definitions for these terms in their own words. Emphasize making connections to objects and concepts with which students are already familiar.

Performance Critique. When students are learning to perform a skill and process, like CPR, have them critique their own performance in writing. When they do this, students review their behavior, sport any errors, retrieve their last correct behavior, and determine alternative behavior. This teachers self-monitoring strategies.

News Features / Editorials. Ask students to write articles for a local paper on health-related topics. Giving information on a topic and supplying persuasive reasons for certain behaviors will not only increase each student's understanding of the material, but also help him or her learn what motivates people to change their behaviors.

COMPUTERS IN HEALTH EDUCATION

A fundamental need in an information-age society is for children to learn to handle information, to solve problems, to communicate with people, and to understand the changes that are taking place in their society.

Greater use of electronic educational tools can significantly increase the effectiveness of education. Such tools can take students beyond traditional health education to a future-oriented curriculum that offers problem-solving activities not previously available.

The computer's potential as an effective instructional tool for a variety of applications has been demonstrated. Computers may be used to manage the instructional setting, particularly as aids in test scoring, grading, and record keeping. Computer software can help teachers diagnose areas of weakness in, and suggest appropriate assignments for, their students.

A number of school functions may be handled by the computer. These include student records management, planning and budgeting applications, and information systems.

In computer-aided health education learning, computer programs become effective instructional tools used in much the same way other media resources are used.

Well-developed computer software adds dynamic and interactive versatility to the learning process. The following applications make the computer an instructional tool for health education.

Drill and practice programs review and reinforce concepts or skills already taught.

Tutorial programs introduce and explain concepts and facts; they may also provide initial exposure to materials.

Simulation programs are designed to model real-world environments with which students can investigate areas of fitness, nutrition, stress management, ecology, weight control, substance use, and so on. Simulations allow students to make decisions and interact in situations that are often historical or too complex, expensive, dangerous, or distant to be brought into the classroom.

Discovery computer programs are used to develop cognitive problem-solving abilities in specific topic areas such as alcohol and other drug abuse, consumerism, disease prevention, accident prevention, and others.

Instructional games are designed to hold a user's attention and interest while teaching logical thinking or making practice less tedious.

Word processing involves use of the computer and specialty software which supports the writing, editing, formatting, and printing of reports and other written documents.

Data bases can be created using the computer's ability to collect, organize, retrieve, sort, display, and print data of all kinds.

Spreadsheets are business or scientific worksheets that may be simulated using the computer and specialized software. Data are entered into "cells" in the electronic worksheet and can be calculated automatically by the spreadsheet program.

Telecommunications involves use of the computer and communications software to input, transmit, sort, receive, and display information from various sources.

HOW TO ANSWER DIFFICULT QUESTIONS

The most difficult and frightening part of health education for teachers is not in presenting the information, but in answering the related questions that students may ask.

The following procedures from Skerker, 1988, will serve to assist teachers in developing skills to help overcome these problems:

1. Listen Carefully

Students often ask long, sometimes convoluted questions about sex, illness, death or emotional issues. Adults may "tune out" or become embarrassed themselves. During this process, both child and adult can be drawn away from the main issue. Developing good listening skills will help the adult answer the child's question.

2. Take A Deep Breath

Taking a deep breath serves two functions:

- It gives you time to think.
- It brings extra oxygen to the muscles, allowing you the chance to relax before answering a difficult question.

3. Question Yourself

Ask yourself what question the student is really asking.

4. Restate the Question

If you believe you understand the question, restate the question as you understand it before you attempt to answer it. If you are unsure about the question, ask the student to restate it. This technique allows the student to clarify the issue in his or her own mind and restate the question in his or her own words.

5. Answer The Restated Question

Once you understand the question, answer it briefly, honestly and directly. Do not add related information. Remember that teachers should never feel they must answer every question. Teachers should acknowledge the importance of the question and praise the child for asking the specific question. However, teachers should not feel that they must be experts on everything or feel compelled to take a stand on all issues. Referring students to other resources on specific issues is not only acceptable but also an important teaching technique. By identifying a variety of other resources, the teacher helps students understand that they are not alone, that there are a variety of "helpers" available. Key resource people to mention are parents, clergy, school personnel such as nurses, counselors, social workers, administrators and community "helpers" or agencies.

6. Ask the Student, "Do You Understand?"

Never assume that simply because you have answered the question correctly, the student has understood the information.

7. Check The Student's Comprehension

Ask the student to explain to you what he or she learned or understood from your discussion.

8. Correct Errors Or Omissions

9. Praise the Student

Students may ask questions that are important or silly. Regardless of the nature of the question, always praise the student for asking the question.

This process may seem awkward at first, but with practice these steps make answering students' questions easier for adults. More importantly, it allows the teacher to present information in a manner that is helpful to the student.

DECISION-MAKING MODEL

Students need practice in making decisions. The skills students need in order to make appropriate decisions include abilities to observe, listen, gather information, classify information, compare and contrast facts, and to interpret, analyze and evaluate the information. Students need to be able to process specific health concepts, facts and situations before deciding what course of action is appropriate and responsible. It is strongly recommended that students practice these skills frequently. To use the model, students need help with the following:

- Identify the problem;
- Brainstorming various solutions that might resolve the problem;
- Examining the alternatives by analyzing the positive and negative consequences of the proposed alternatives in terms of whether or not the decision is safe, legal, healthful, shows respect for self and others and follows the guidelines established by parents or guardians;
- Selecting an appropriate solution;
- Accepting the consequences of the decision; and
- Evaluating the decision and making changes if necessary.

(Adapted from *Guidelines for Improving School Health Education K-12*, Ohio Department of Education, and *AIDS: Understanding and Prevention*, Merrill Publishing Co., 1988)

REFUSAL SKILLS MODEL

Listed below is a suggested procedure for helping students "say no." Refusal skills are techniques that can be used to reinforce decisions and show respect for the individuals in the situation, while following a path that is safe and consistent. The refusal of one individual to engage in unsafe or undesirable behavior can help others to support their inclination to say no. In using this model students should:

1. Ask questions
 - Why are we going...?
 - What are we going to do...?
2. Name the potential trouble
 - That's...
3. Give a reason for your refusal
 - I do not want to do that because...
 - If I do that...
4. Provide alternatives
 - Instead let's...
 - Why don't we...
5. Take definite action
 - I am not going but if you change your mind you can...
 - Physically leave the encounter

A student under pressure should think of the following tips:

- Stay calm
- Look directly into the eyes of the other person
- Use "I" statements in the refusal process
- Say the person's name
- Pause
- Do not waiver with the decision
- Repeat the decision
- Do not try to argue - continue following the refusal skill model



Health

SECTION 5:

Assessment Guidelines and Procedures

Assessment Guidelines

ASSESSMENT GUIDELINES

Assessing Knowledge

Assessing student performance in terms of the cognitive domain is relatively straightforward. Constructing tests and other devices that allow students to demonstrate their knowledge in health is the same as in any other curricular area. Tools that allow both formal and informal examination should not, however, be limited strictly to paper-and-pencil situations. Students should be encouraged to explore many other possibilities, such as developing a health newsletter, videotaping health commercials, etc.

Assessing Skills

Evaluating student performance in terms of health-related skills is more difficult. The district should offer many situations, such as role-playing or simulations, in which students actually demonstrate their skills. For example, in evaluating first aid skills, the test might require the demonstration of actual practice rather than written descriptions of procedures. In this way, the levels of student proficiency can be compared and evaluated. Videotaping these demonstrations may provide useful feedback to help students improve their knowledge of procedures.

Assessing Attitudes

The most difficult area of assessment is that of attitudes and behaviors that help to promote a lifetime of good and health. Evaluation of short-range performance often bears little relationship to the eventual long-term effectiveness of the program and of student behaviors. Attitude surveys, teacher observations of how students react in various situations, and logs in which students record their own health behaviors and attitudes are some of the ways of assessing performance. Effective long-term evaluation, however, is not always possible.



Health

SECTION 6:

Resources and Materials

Equity in Health Education and Related Issues

Statewide and National Health Standards

EQUITY IN HEALTH EDUCATION

The state and the nation recognize the differences in the experiences of women and of men, of all races, colors, and ethnic groups, and of people of varied physical and mental abilities. These differences often result in the sorting, grouping, and tracking of minority, female, and disabled students into stereotyped patterns that prevent them from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievement, psychological and physical development, careers, and family relationships is significant. Each student should have the opportunity to see his or her own place in a health education curriculum.

To that end, this guide recommends the inclusion of all groups in a health education curriculum and in teaching resources. A quality health education program eliminates both personal and professional biases.

Every effort must be made to eliminate the following forms of bias.

Invisibility: underrepresentation of certain groups, which can imply that these groups are of less value, importance, and significance.

Stereotyping: assigning only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity and complexity of, and variations among, any group of individuals.

Imbalance / selectivity: presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials.

Unreality: presenting an unrealistic portrayal of this country's history and contemporary life experience.

Fragmentation / isolation: separating issues related to minorities and women from the main body of the text.

Linguistic bias: excluding the roles and importance of females by constant use of the generic he and sex-biased words.

Health education curriculum committees are urged to actively emphasize the value of all persons by including the contributions, images, and experiences of all groups in curricular objectives and classroom activities.

RELATED ISSUES IN HEALTH EDUCATION

SUICIDE PREVENTION

The number of teenage suicides has tripled in the last 30 years. Recent studies show that one in 10 boys and one in 6 girls have attempted suicide.

The following is a brief overview of information that school personnel should know in order to help prevent the tragedy of youth suicide. This material is adapted from the Connecticut State Department of Education's *Substance Abuse Prevention Education* curriculum resources packet, published and distributed in 1988.

The Drug / Suicide Connection

The correlation between drug abuse and suicide has been identified in numerous studies as well as by school and agency personnel who work with youth. It is estimated that 50 to 80 percent of the youths who attempt or commit suicide are drug involved. Drugs seem to be related to suicide in at least four ways:

1. Young people who have high levels of stress or pain in their lives often turn to drugs to "medicate" this stress or pain.
2. Drug use over time will produce higher levels of stress, pain and depression. This is especially true of drugs like alcohol, marijuana and cocaine, which seem to alter the brain chemistry that regulates these feelings.
3. Drugs may be used as the method of attempting suicide.
4. Drug use increase impulsiveness and "tunnel vision," which may result in a suicidal crisis.

Progression of Suicidality

Potentially suicidal young people exhibit many of the risk factors and early warning signs that are associated with drug use. While the path toward suicide is more difficult to trace than the path toward addictions, some general patterns do exist.

Phase One - History of high levels of stress and pain, especially in early childhood. Young people who become suicidal usually have experience higher than average levels of pain and stress in their lives.

Phase Two - Dysfunction and warning signs. The three most common ways in which young people show they are not able to handle the pain and stress in their lives are the following:

1. School Problems. This may be seen as chronic underachievement, a decline in grades, problem behavior (especially aggressive acting out), lack of involvement in school activities, truancy, cheating and the like.
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2. Drug Abuse. As noted earlier, drugs become a means of medicating pain and stress, leading to a downward spiral into more pain and stress.
 3. Depression. In adolescents, depression often is masked by various negative behaviors which may lead to labels such as "loner" or "bad kid." Often the behavioral warning signs observed in troubled adolescents are markers for more serious mental health disorders, such as depression. The warning signs of potential suicide, while easy to spot, often are misinterpreted or misdiagnosed or, worse yet, ignored as normal adolescent behavior. These warning signs must be responded to when they begin to form a pattern or when they persist for two or more weeks.

Phase Three - Precipitating event. Suicide in adolescents may be well planned and thought out or it may be impulsive. In either case there often has been some precipitating event that pushed the adolescent over a line into hopelessness and helplessness. Examples of precipitating events include:

- loss of close relationship;
- disciplinary crisis;
- argument with parent;
- recent trauma:
- recent failure or setback; and
- major change in life such as going to college.

At this point a suicide attempt may occur. Any attempted suicide must be taken seriously and the school must take a very active role with the family in insisting that they obtain help for their child. If help is not obtained, another suicide attempt is likely to follow and may be the final one.

Role of the School in Suicide Prevention

In general, the school is probably the community's most critical resource in identifying a suicidal youth. However, as with all youth problems, the school cannot do the job alone and must join forces with the community. The school has four major roles to play in suicide prevention. As with drug abuse prevention, the job cannot be done effectively by focusing on one area alone but must provide for all four. These four areas or roles are as follows:

1. Primary Prevention - Activities which are undertaken to prevent substance abuse also will be effective in helping to prevent youth suicide. This is especially true of activities designed to develop basic life skills and coping mechanisms as well as activities designed to make youths feel meaningful and involved.

Other activities the school system should undertake include training of the total school community (including students) to recognize and refer potential suicides, development of a suicide prevention component to enhance the health / drug curriculum, and increased school / community collaboration for positive youth development.

2. Identification of and Service for Students At Risk for Suicide - Many of the activities undertaken to intervene with students at risk for drug abuse apply to suicide as well. The "student assistance team" approach is particularly effective in identifying and helping these students. (See Resource Section)

Each school also should have a suicide prevention policy with procedures, regular programs to increase staff, student and parent awareness, and in-school support programs for troubled students. Specialized training also should be provided to key staff members who may have to assess the degree of risk for students exhibiting warning signs of suicide.

In addition, the school should develop formal linkages with community agencies such as hospitals and mental health centers to assure that students at risk for suicide receive the services they need. This is an especially important point since it is estimated that close to 75 percent of identified suicidal young people never utilize the mental health services to which they were referred.

3. Coordination of Services for Students Who Have Attempted Suicide - The school should be prepared to respond to instances of in-school or out-of-school suicide attempts with procedures that will allow for emergency medical intervention, intensified monitoring of other at-risk students, contact and support for the family, a special re-entry plan and support system for students returning to school following a suicide attempt, and ongoing communication among the school, treating agency and family.

4. Post-Ventio: The Aftermath of Suicide - The suicide or other sudden death of a student or faculty member will have a tremendous impact on the school community. Suicide prevention procedures should contain a plan to deal with such an event that spells out roles and responsibilities of student assistance team (or crisis team) members, provides for intensive monitoring of other at-risk students, provides an intensive school support system during the crisis period, includes measures to reduce the risk of further "copycat" suicides, and provides support to the survivor's friends and family.

Risk Factors for Suicide

No one can say with certainty which life conditions and which personality traits may combine to result in suicide. Nor can we say why one person commits suicide and another with similar circumstances does not. We can, however, identify some common themes as we look back on the lives of those who have turned to suicide. These include:

Family Factors

- Suicide of a family member (especially a parent)
 - Loss of a parent through death or divorce
 - Family alcoholism
 - Absence of meaningful relationships and attachment within the family
 - Destructive, violent parent-child interactions
 - Inability to meet unrealistic parental expectations
 - Extremely permissive or authoritarian parenting
 - Depressed, suicidal parents
 - Physical emotional or sexual abuse
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Personal Factors

- Depression
- Feelings of powerlessness
- Loneliness
- Poor impulse control
- Tunnel vision
- Unresolved grief
- Loss of identity, status
- Desire for revenge or to punish another
- Mental illness
- Confusion / conflict about sexual identity
- Alienation from traditional societal values
- Compulsively perfectionistic
- Lack of inner resources to deal with frustration
- Inability to perceive death as final
- Desire to be reunited with someone who is dead

Environmental Factors

- Frequent relocation
- School problems
- Religious conflicts
- Social loss
- Social isolation and alienation
- Incarceration for a crime
- Loss of significant relationships
- High Levels of stress

Behavioral Factors

- Running away
- Alcohol / drug abuse
- Eating disorders
- School failure, truancy
- Aggression, rage
- Isolation from others
- Fascination with death, violence and satanism
- Legal problems, delinquency

Warning Signs of Suicide

It is important to note that adolescence is often a time of change and mood swings,. When considering possible warning signs of suicide, persons should look for the pattern (several related signs), the duration (two or more weeks of a given pattern), the presence and the intensity of a particular crisis event. These should be measured against what is normal for a given adolescent.

Perhaps, most importantly, a person should trust his/her instincts. When in doubt, seek help. Any young person exhibiting these signs is probable in need of some type of help.

Early Warning Signs

Difficulties in school
Depression (expressed as sadness or as angry acting out)
Drug abuse
Sleep disturbances
Eating disorders
Loss of interest in activities
Hopelessness
Restlessness and agitation
Feelings of failure
Overreaction to criticism
Excessive self-criticism
Anger and rage (especially if directed at a parent)
Pessimism about life, about one's future
Persistent physical complaints
Inability to concentrate
Preoccupation with death, Satan (often through music)

Late Warning Signs

Talking about suicide, death
Neglect of appearance
Dropping out of activities
Isolating oneself from others (friends, parents)
Feeling that life is meaningless
Perception that no one can help them; helplessness
Sudden improvement in mood, behavior
Preoccupation with one's failures, faults
Putting one's life in order
Giving away possessions

Precipitating Events

Loss of close relationship
disciplinary crisis
Loss of status with peers
Argument with parent
Identifying with someone who committed suicide
Legal problems
Incarceration
Recent failure or setback
Recent trauma (divorce, illness, move)
Anniversary of someone else's suicide
Fear of major change such as graduation
Major change in life such as going to college

CHILD ABUSE

In 1988, the Connecticut State Department of Children and Youth Services received abuse or neglect referrals for over 14,000 school-age children. While this figure is alarming, it does not include the many children who are abused but never identified.

Educators often are the only trusted adults who can help to protect a child. It is important, therefore, that all school personnel recognize the warning signs of child abuse. Any of the following may indicate that a child is being abused or neglected:

- poor academic performance
- difficulty in peer relationships
- inability to concentrate

- aggressive behavior
- unusual interest in or knowledge of sexual matters
- expressing affection inappropriately
- withdrawal from peers
- inappropriate dress

In Connecticut, all school personnel are required to report to the Department of Children and Youth Services the name of any child they suspect is being abused or neglected. In order to comply with this mandate as well help protect children, school districts should review the following annually:

- Warning signs or behavioral symptoms of child abuse
Connecticut General Statutes Sec. 17-38 (b) and (c)
- resources available for the child within the school and community
- techniques to help parents obtain help within the community

CHILDREN OF ALCOHOLICS

The following is intended to be an introduction to some of the symptoms and special problems of children of alcoholics. It is important to remember that, while some children fit the models that are described because they are children of alcoholics, other children might exhibit similar behaviors for entirely different reasons. If a student seems to be at risk, teachers and other school officials should follow local guidelines and consult the school's social services or mental health professional.

According to the National Institute on Alcohol and Alcoholism, one out of four children in the United States comes from an alcoholic or chemically dependent household. These children, due to the dysfunction within their families, take on specific characteristics which allow them to survive and function within such families. They tend to assume one of four main roles:

1. The oldest child in the family often takes on the role of **HERO**, assuming responsibilities that should be the parents', like taking care of younger siblings, attempting to prevent physical or sexual abuse from occurring within the family, and making sure young children do their homework. In school, these **HEROES** often are the best students. Getting everything right is critically important to them. They tend to take care of everyone in the classroom and often are viewed by the teacher as being perfectly okay. These children function well as long as they understand the rules and there is no deviation from the expected structure.
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2. The **MASCOT**, usually a lovable child, often helps the **HERO** maintain the family. This child frequently becomes a confidant or friend of the nonalcoholic or non-chemically-dependent adult in the family. In school, teachers often view the **MASCOT** as a helper to other children. The **MASCOT** is often labeled the class clown. This behavior becomes particularly evident when class discussions take a serious turn and emotional tension in the classroom mounts. The **MASCOT** become uncomfortable in this atmosphere, and often will crack a joke or make a comment to try to relieve the tension he or she feels. Teachers often view this comic relief as inappropriate behavior, and wonder why these children cannot seem to take anything seriously.
 3. The **DEFIANT** or **PROBLEM CHILD**'s primary role within the family is to constantly cause trouble, focusing parental attention on the deviant behavior of this child instead of their own problems. A classic comment in such a family is, "If Johnny would only get his act together, everything would be fine." In school, the **PROBLEM CHILD** is the classic acting out or behavior problem. The **PROBLEM CHILD** often lies, cheats, steals, defies authority, and becomes very aggressive if any attempt is made to contact home, because he or she is acutely aware that the call will set off a series of events that can't be controlled.
 4. The **LOST CHILD**, often the youngest child in the family, becomes lost within the chaos that exists in the family structure. These children often revert to "pretend activities" in order to shut out the chaos around them. In school, these children are perceived by teachers as painfully shy; they rarely if ever chance speaking out or entering into classroom discussion. Teachers often see an unexplainable quality of sadness about these lost children.

The **DEFIANT CHILD** and the **MASCOT**, or **CLASS CLOWN**, are often easily identified as behavior problems within the school. A perceptive staff may realize that this inappropriate behavior requires more than mere disciplinary action. They are also the most likely types of children from chemically dependent families to become drug-involved as young teenagers, some as early as third grade. The **LOST CHILD** and **HERO** rarely use drugs in school but in their late teens or early twenties, many of these children grow up to become drug involved in mid-life or marry a chemically-dependent spouse.

It is important for teachers to remember the keys to the behavior of children of alcoholics: **DON'T TRUST; DON'T FEEL; DON'T TELL.**

HEALTH EDUCATION
CURRICULUM FRAMEWORK

Connecticut State Department of Education
Division of Teaching and Learning
June 1998

HEALTH EDUCATION

By the end of Grade 12, students will have developed and maintained behaviors that promote lifelong health.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- recognize and practice health-enhancing lifestyles;
- use core information to analyze and evaluate health and safety issues, information and resources in order to become healthy, responsible citizens;
- strengthen communication skills and promote peaceful resolution of conflicts by appreciating and respecting others; and
- make decisions, set goals and learn to say “no” when appropriate, in order to implement and sustain a healthy life.

K-12 CONTENT STANDARDS

- 1. Healthy, Active Lifestyles** Students will establish and maintain healthy eating patterns and physically active life.
- 2. Injury and Disease Prevention** Students will avoid risk-taking activities that cause unintentional and intentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.
- 3. Human Growth and Development** Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.

It is the responsibility of the local school district to allow parents and guardians to exercise their right to exempt their children from instruction in human sexuality. Local school districts are responsible to develop curriculum that is presented in an age-appropriate manner.

- 4. Substance Abuse Prevention** Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

CONTENT STANDARD 1: Healthy, Active Lifestyles

Students will establish and maintain healthy eating patterns and physically active lifestyles.

K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- plan, select and prepare a nutritious meal based on the U.S. dietary guidelines;
- select snack foods that are low in salt, sugar and fat; and
- engage in daily physical activity.

Educational experiences in **Grades 5-8** will assure that students:

- plan, select and prepare a nutritious daily diet based on the U.S. dietary guidelines;
- develop a plan to maintain one's own healthy appropriate weight based on a physician's recommendation and on U.S. dietary guidelines;
- demonstrate the influence the media, emotions, culture and individual family customs have on food selection; and
- develop a plan for and engage in appropriate daily physical activity.

Educational experiences in **Grades 9-12** will assure that students:

- develop a wellness plan which will balance nutritional intake, physical output and need for rest on a daily basis;
- identify and discuss the impact of food selections in causing or contributing to specific diseases and health conditions; and
- identify specific nutritional needs of athletes, women, men, the elderly and people with food allergies and medical concerns.

CONTENT STANDARD 2: Injury Prevention

Students will avoid risk-taking activities that cause intentional and unintentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.

K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • know and demonstrate ways to stay safe at home and school, and in the community and play areas; • identify resources in the home, school and community to get help if needed. • demonstrate simple emergency procedures; • define the terms <i>communicable</i> (infectious), and <i>noncommunicable</i> (non-infectious) disease and identify ways to help prevent disease; • identify skills necessary to resolve conflicts peacefully; • differentiate between appropriate and inappropriate touch, say “no” to inappropriate touch, and tell a trusted adult; • know that it is appropriate to tell a trusted adult when peers behave in ways that may be harmful to themselves or others; and • use a variety of strategies to demonstrate respect for and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin and sexual orientation. 	<ul style="list-style-type: none"> • develop an action plan that will minimize personal risks and injuries at school, home, in a vehicle and in the community; • demonstrate skills necessary to avoid dangerous situations; • demonstrate basic first aid and CPR techniques; • identify the causes, symptoms and prevention methods of communicable and noncommunicable diseases; • demonstrate skills necessary to resolve conflicts peacefully; • identify and use ways to reduce and/or avoid threatening situations, including sexual harassment, abuse and assault; • identify the warning signs for suicide and how to get help when needed; and • use a variety of strategies to demonstrate respect for and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin and sexual orientation. 	<ul style="list-style-type: none"> • demonstrate skills to avoid, cope with or resolve risky and unsafe situations; • demonstrate strategies to stay physically and emotionally safe; • demonstrate emergency procedures, including basic first aid and CPR techniques; • discuss factors that increase the risk of developing communicable and noncommunicable diseases; • use negotiation and conflict resolution skills; • identify and use ways to reduce and/or avoid threatening situation, including sexual harassment, abuse and assault; • identify strategies to prevent suicide and know how to get help for someone who may potentially be suicidal; and • use a variety of strategies to demonstrate respect for and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin and sexual orientation.

CONTENT STANDARD 3: Human Growth and Development

Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.

It is the responsibility of the local school district to allow parents and guardians to exercise their right to exempt their children from instruction in human sexuality. Local school districts are responsible to develop curriculum that is presented in an age-appropriate manner.

K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • demonstrate ways of communicating care, concern and consideration to oneself and others in a respectful manner; • demonstrate ways to obtain information about human growth and development from family, clergy, health professionals and other responsible adults; • name the major body parts and identify how one can maintain and protect the body's systems; • identify the physical development of the male and female anatomy; • describe, in grade 4 or 5, physical and emotional changes that occur during puberty; and • recognize that individuals can make choices that reduce or eliminate their risk of contracting infectious disease. 	<ul style="list-style-type: none"> • demonstrate and practice ways of communicating care, concern, and consideration to oneself and others in a respectful manner; • demonstrate ways to obtain information about human growth, development and sexuality from family, clergy, health professionals and other responsible adults; • identify the structure and function of the male and female anatomy, and understand puberty and human reproduction; • define abstinence and explain the value of postponing sexual activity; • know the skills necessary to prevent pregnancy, HIV and sexually transmitted diseases (STDs); • identify the responsibilities associated with parenthood; and • identify and explain how the media may influence behaviors and decisions. 	<ul style="list-style-type: none"> • practice responsible behaviors associated with mature, young adult interaction; • identify community resources for physical, mental and emotional health; • describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime – from birth to death; • understand the value of abstinence and explain the value of postponing sexual activity; • identify the methods of contraception and the effectiveness of each and use the skills necessary to prevent pregnancy, HIV and STDs; • apply the decision-making process, individually and collaboratively, to address health issues; and • analyze how the media may influence behaviors and decisions.

CONTENT STANDARD 4: Substance Abuse Prevention

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- articulate the dangers of using alcohol, tobacco and other drugs (ATOD) and identify and use strategies to avoid ATOD;
- identify different ways to express emotions in a healthy manner; and
- identify and follow family and school rules and state and federal laws concerning ATOD use.

Educational experiences in **Grades 5-8** will assure that students:

- identify and use strategies and skills to remain free of alcohol, tobacco, drugs and other addictive;
- demonstrate healthy ways to express emotions, have fun, manage stress and maintain ATOD-free friendships;
- identify and follow family and school rules and state and federal laws concerning ATOD use;
- examine the manner in which peers, culture and the media may influence ATOD use; and
- analyze the impact that the use of substances has on decisions, injuries and crimes committed within society.

Educational experiences in **Grades 9-12** will assure that students:

- use strategies and skills to remain free of alcohol, tobacco and other addictive behaviors, such as gambling;
- demonstrate skills necessary to manage emotions, cope with stress, seek help for oneself and others, and locate intervention resources;
- identify and follow family and school rules and state and federal laws concerning ATOD use; and
- analyze behaviors that may put one at risk of using ATOD now or in the future.

COMPONENTS OF THE PROGRAM

NATIONAL STANDARDS

The following is the April 12, 1995 draft of the National Standards for Health. The Madison Public Schools' Health Curriculum is tightly aligned with the national standards.

K - 4 Standards - HEALTH

Standard 1. Students will comprehend concepts related to health promotion and disease prevention.

Students will:

- Describe relationships between personal health behaviors and individual well being
- Identify indicators of mental, emotional, social, and physical health during childhood
- Describe the basic structure and functions of the human body systems
- Describe how the family influences personal health
- Describe how physical, social, and emotional environments influence personal health
- Identify common health problems of children
- Identify health problems that should be detected and treated early
- Explain how childhood injuries and illnesses can be prevented or treated

Standard 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will:

- Identify characteristics of valid health information and health-promoting products and services
- Demonstrate the ability to locate resources from home, school, and community that provide valid health information
- Explain how media influences the selection of health information, products, and services
- Demonstrate the ability to locate school and community health helpers

Standard 3. Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.

Students will:

- Identify responsible health behaviors
- Identify personal health needs
- Compare behaviors that are safe to those that are risky or harmful
- Demonstrate strategies to improve or maintain personal health
- Develop injury-prevention and management strategies for personal health
- Demonstrate ways to avoid and reduce threatening situations
- Apply skills to manage stress

Standard 4. Students will analyze the influence of culture, media, technology, and other factors on health.

Students will:

- Describe how culture influences personal health behaviors
- Explain how media influences thoughts, feelings, and health behaviors
- Describe ways technology can influence personal health
- Explain how information from school and family influences health

Standard 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will:

- Distinguish between verbal and nonverbal communication
- Describe characteristics needed to be a responsible friend and family member
- Demonstrate healthy ways to express needs, wants, and feelings
- Demonstrate ways to communicate care, consideration, and respect of self and others
- Demonstrate attentive listening skills to build and maintain healthy relationships
- Demonstrate refusal skills to enhance health
- Differentiate between negative and positive behaviors used in conflict situations
- Demonstrate nonviolent strategies to resolve conflicts

Standard 6. Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.

Students will:

- Demonstrate the ability to apply a decision-making process to health issues and problems
- Explain when to ask for assistance in making health-related decisions and setting health goals
- Predict outcomes of positive health decisions
- Set a personal health goal and track progress toward its achievement

Standard 7. Students will demonstrate the ability to advocate for personal, family, and community health.

Students will:

- Describe a variety of methods to convey accurate health information and ideas
- Express information and opinions about health issues
- Identify community agencies that advocate for healthy individuals, families, and communities
- Demonstrate the ability to influence and support others in making positive health choices

5 - 8 Standards - HEALTH

Standard 1. Students will comprehend concepts related to health promotion and disease prevention.

Students will:

- Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death
- Describe the interrelationship of mental, emotional, social, and physical health during adolescence
- Explain how health is influenced by the interaction of body systems
- Describe how family and peers influence the health of adolescents
- Analyze how environment and personal health are interrelated
- Describe ways to reduce risks related to adolescent health problems
- Explain how appropriate health care can prevent premature death and disability
- Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems

Standard 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will:

- Analyze the validity of health information, products, and services
- Demonstrate the ability to utilize resources from home, school, and community that provide valid health information
- Analyze how media influences the selection of health information and products
- Demonstrate the ability to locate health products and services
- Compare the costs and validity of health products
- Describe situations requiring professional health services

Standard 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will:

- Explain the importance of assuming responsibility for personal health behaviors
- Analyze a personal health assessment to determine health strengths and risks
- Distinguish between safe, risky, and harmful behaviors in relationships
- Demonstrate strategies to improve or maintain personal and family health
- Develop injury-prevention and management strategies for personal and family health
- Demonstrate ways to avoid and reduce threatening situations
- Demonstrate strategies to manage stress

Standard 4. Students will analyze the influence of culture, media, technology, and other factors on health.

Students will:

- Describe the influence of cultural beliefs on health behaviors and the use of health services
- Analyze how messages from media and other sources influence health behaviors
- Analyze the influence of technology on personal and family health
- Analyze how information from peers influences health

Standard 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health

Students will:

- Demonstrate effective verbal and nonverbal communication skills to enhance health
- Describe how the behavior of family and peers affects interpersonal communication
- Demonstrate healthy ways to express needs, wants and feelings
- Demonstrate ways to communicate care, consideration, and respect of self and others

- Demonstrate communication skills to build and maintain healthy relationships
- Demonstrate refusal and negotiation skills to enhance health
- Analyze the possible causes of conflict among youth in schools and communities
- Demonstrate strategies to manage conflict in healthy ways

Standard 6. Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.

Students will:

- Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively
- Analyze how health-related decisions are influenced by individuals, family, and community values
- Predict how decisions regarding health behaviors have consequences for self and others
- Apply strategies and skills needed to attain personal health goals
- Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities
- Develop a plan that addresses personal strengths, needs, and health risks

Standard 7. Students will demonstrate the ability to advocate for personal, family, and community health.

Students will:

- Analyze various communication methods to accurately express health information and ideas
- Express information and opinions about health issues
- Identify barriers to effective communication of information, ideas, feelings and opinions about health issues
- Demonstrate the ability to influence and support others in making positive health choices
- Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools

9 - 11 Standards - HEALTH

Standard 1. Students will comprehend concepts related to health promotion and disease prevention.

Students will:

- Analyze how behavior can impact health maintenance and disease prevention
- Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood
- Explain the impact of personal health behaviors on the functioning of body systems
- Analyze how the family, peers, and community influence the health of individuals
- Analyze how the environment influences the health of the community
- Describe how to delay onset and reduce risks of potential health problems during adulthood
- Analyze how public health policies and government regulations influence health promotion and disease prevention
- Analyze how the prevention and control of health problems are influenced by research and medical advances

Standard 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will:

- Evaluate the validity of health information, products, and services
- Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information
- Evaluate factors that influence personal selection of health products and services
- Demonstrate the ability to access school and community health services for self and others
- Analyze the cost and accessibility of health-care services
- Analyze situations requiring professional health services

Standard 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will:

- Analyze the role of individual responsibility for enhancing health
- Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction
- Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors
- Develop strategies to improve or maintain personal, family, and community health
- Develop injury-prevention and management strategies for personal, family, and community health
- Demonstrate ways to avoid and reduce threatening situations
- Evaluate strategies to manage stress

Standard 4. Students will analyze the influence of culture, media, technology, and other factors on health.

Students will:

- Analyze how cultural diversity enriches and challenges health behaviors
- Evaluate the effect of media and other factors on personal, family, and community health
- Evaluate the impact of technology on personal, family, and community health
- Analyze how information from the community influences health

Standard 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health

Students will:

- Demonstrate skills for communicating effectively with family, peers, and others
- Analyze how interpersonal communication affects relationships
- Demonstrate healthy ways to express needs, wants, and feelings
- Demonstrate ways to communicate care, consideration, and respect of self and others
- Demonstrate strategies for solving interpersonal conflicts without harming self or others
- Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations
- Analyze the possible causes of conflict in schools, families, and communities
- Demonstrate strategies used to prevent conflict

Standard 6. Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.

Students will:

- Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults
- Analyze health concerns that require collaborative decision-making
- Predict immediate and long-term impact of health decisions on the individual, family, and community
- Implement a plan for attaining a personal health goal
- Evaluate progress toward achieving personal health goals
- Formulate an effective plan for lifelong health

Standard 7. Students will demonstrate the ability to advocate for personal, family, and community health.

Students will:

- Evaluate the effectiveness of communication methods for accurately expressing health information and ideas
- Express information and opinions about health issues
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues
- Demonstrate the ability to influence and support others in making positive health choices
- Demonstrate the ability to work cooperatively when advocating for health communities
- Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience



Health

Appendices

CALCIUM

Why Does The Body Need Calcium?

Calcium helps:

- to make bones and teeth strong (and keep them that way);
- to maintain the function of muscles and nerves; and
- to clot the blood.

What Foods Provide Calcium?

Milk of any kind (skim, whole, buttermilk, evaporated or nonfat dry) is the richest source of calcium. Products made from milk - like *yogurt, hard cheeses, custard, pudding, cottage cheese* and *ice cream* - also provide some calcium.

In addition to the milk and milk products, some other foods also provide calcium. For example, *sardines* and *canned salmon*, when eaten with bones, are very valuable sources of this nutrient. *Dry beans, dried soybeans*, some *nuts* (Brazil nuts, almonds, filberts, sunflower seeds) also contain some calcium.

What Happens To Calcium In The Body?

Calcium is present in the body in larger amounts than any other mineral. About 99 percent of the calcium in the body is found in bones and teeth; the rest of the calcium is found in the blood and inside cells.

People often think that once calcium is deposited in the bones it stays there forever. This is really not so. There is a continuous flow of calcium to and from the bones throughout one's life. This flow of calcium in and out of the bones helps to regulate the amount of calcium present in the blood. The reason the body so carefully regulates the level of calcium is that too much or too little calcium in the blood would not allow muscles and nerves to function properly.

How Much Calcium Is Needed?

Recommended Dietary Allowances (RDAs) for calcium in milligrams (mg) per day follow:

Age Group	Males	Females
6-10 years old	800 mg	800 mg
11-18 years old	1200 mg	1200 mg
19-24 years old	1200 mg	1200 mg
25 years and older	800 mg	800 mg

DETERMINING CALORIC NEEDS

1. Determine Desirable Weight For Height

Build (Frame)	Female	Male
Medium	Allow 100 lbs. for first 5 ft. of height, plus 5 lbs. for each additional inch. Subtract 5 lbs. for each inch under 5 ft.	Allow 106 lbs. for first 5 ft. of height, plus 6 lbs. for each additional inch. Subtract 6 lbs. for each inch under 5 ft.
Small	Subtract 10%	Subtract 10%
Large	Add 10%	Add 10%

2. Determine Basal Calories

Basal Calories - Desirable Body Weight (lbs.) x 10

3. Determine Activity Calories

Type of Activity

Sedentary = Desirable Body Weight (lbs.) x 3

Moderate = Desirable Body Weight (lbs.) x 5

Strenuous = Desirable Body Weight (lbs.) x 10

4. Determine Total Caloric Needs for Day

Basal Calories + Activity Calories = Calories per day to maintain Desirable Body Weight

Examples

Sue: Medium Frame, 5'3", Moderate Activity

1. Desirable Weight for Height - 115 lbs.
2. Basal Calories - Desirable Weight x 10 = 1150 calories
3. Activity Calories = Desirable Weight x 5 = 575 calories
4. Total Caloric Need = Basal Calories + Activity Calories
(1150 + 575 = 1725)

Marc: Large Frame, 5'7", Moderate Activity

1. Desirable Weight for Height = 148 lbs. + 10% (148 lbs. + 15 lbs. = 163 lbs.)
2. Basal Calories = Desirable Weight x 10 = 1630 calories
3. Activity Calories = Desirable Weight x 5 = 815 calories
4. Total Caloric Need = Basal Calories + Activity Calories
(1630 + 815 = 2445)

Lori: Small Frame, 4'1", Sedentary Activity

1. Desirable Weight for Height = 95 lbs. - 10% (95-9.5 lbs - 86 lbs.)
2. Basal Calories = Desirable Weight x 10 = 860 Calories
3. Activity Calories = Desirable Weight x 3 = 258 Calories

4. Total Caloric Needs = Basal Calories + Activity Calories
(860 + 258 = 1118)

ENERGY (CALORIES)

Why Does The Body Need Energy?

Energy we take in from foods is needed:

- to maintain our body functions (for example: heart beating, lungs breathing, brain working);
- to support growth;
- to maintain body temperature; and
- to support physical activity (muscle work).

What Food Components Provide Us With Energy?

Every food we eat provides energy, but in different amounts. It is the *proteins, fats* and *carbohydrates* (sugars and starches) in our food that are used by the body as sources of energy. Other components of food such as water, minerals, vitamins and fiber do not provide energy. *Alcohol* - in beer, wine and liquors - also provides considerable amounts of energy. These beverages, however, supply little else of a nutritional value.

Do All Foods Provide The Same Amounts of Energy?

No. The amount of energy supplied by a particular food depends on its *relative content* of protein, carbohydrate, fat and water in a unit of weight (grams, ounces). Fats provide twice as much energy (nine calories per gram) as the same amount of proteins or carbohydrates (four calories per gram).

How Much Energy Is Needed?

The recommendations for energy intake shown represent the *average needs* of people in each age category, with a typical range in parentheses. The table also shows the average weight and average height for each category. The number of calories needed depends on one's body size, the amount of physical activity and how efficiently the individual's body burns the food. Energy intake should be adjusted to achieve desirable weight in relation to age, sex, height, bone frame and physical activity.

RECOMMENDATIONS FOR ENERGY INTAKE

	<u>Age</u>	<u>Weight</u>	<u>Height</u>	<u>Energy Intake</u> (calories)
Children	4-6	44	44	1700 (1300-2300)
	7-10	62	52	2400 (1650-3300)
Males	11-14	99	62	2700 (2000-3700)
	15-18	145	69	2800 (2100-3900)
	19-22	154	70	2900 (2500-3300)
	23-50	154	70	2700 (2300-3100)
	51-75	154	70	2400 (2000-2800)
Females	11-14	101	62	2200 (1500-3000)
	15-18	120	64	2100 (1200-3000)
	19-22	120	64	2100 (1700-2500)
	23-50	120	64	2000 (1600-2400)
	51-75	120	64	1800 (1400-2200)

Adapted from: Connecticut Nutrition Education and Training Program, Department of Nutritional Sciences, College of Agriculture and Natural Resources, University of Connecticut; and State Department of Education, Child Nutrition Programs.

IRON

Why Does The Body Need Iron?

Iron is needed:

- to build red blood cells (iron is a part of hemoglobin, which is the material that makes red blood cells red and which carries oxygen to cells all over the body) and;
- to help cells to use oxygen.

Which Foods Are The Best Sources of Iron?

Among the foods with the highest iron content are *liver, clams, oysters, dried prunes* and *pumpkin kernels*. *Beef* is also rich in iron. Other foods, such as *lamb, pork, poultry, fish, whole grain* or *enriched breads, cooked dried beans* or *peas, dried fruits, nuts* and *egg yolks*, are all good sources of iron in our diet. Some cereals are fortified with iron. For example, bran flakes cereal is highly fortified.

How Much Iron Is Needed?

Recommended Dietary Allowances (RDAs) for iron in milligrams (mg) per day follow:

	Males	Females
4-10 years old	10 mg	10 mg
11-14 years old	12 mg	15 mg
15-18 years old	12 mg	15 mg
19-24 years old	10 mg	15 mg
25-50 years old	10 mg	15 mg
51 years +	10 mg	15 mg

Iron supplements usually are prescribed for women during pregnancy and two to three months after delivery.

Is Low Intake Of Iron A Common Nutritional Problem?

Yes. There are several situations in which iron intake is often inadequate. They include (1) infancy, (2) periods of rapid growth in childhood and adolescence, (3) the female reproductive years and (4) pregnancy.

A low intake of iron can lead to *iron deficiency anemia*, a condition in which the blood does not have enough hemoglobin or red blood cells to carry oxygen to the cells. People with *iron deficiency anemia* tire easily after mild exercise and may be apathetic and less resistant to infections.

An average American Diet contains about 6 milligrams of iron per 1000 calories. It is difficult for people who need 15 milligrams of iron per day and who consume 2000 calories per day or less to obtain enough iron unless they take special care to include iron-rich foods in their diets.

PROTEIN

Why Does The Body Need Protein?

The body uses protein to:

- renew and/or repair cells and body tissues;
- grow (to make new cells and tissues, especially in children and teens and during pregnancy);
- make enzymes, some hormones and antibodies; and
- supply energy.

What Foods Are Good Sources of Protein?

Protein is found in foods of both plant and animal origins. *Beef, pork, lamb, chicken* and *fish*, as well as *eggs milk, yogurt* and *cheeses*, are examples of animal protein. *Legumes* (soybeans, dried beans, dried peas, lentils), *nuts* and *grains* (corn, rice, wheat and other cereals) are examples of plant protein. Plant protein is also found in products such as spaghetti, tortillas and bread.

What Happens To Protein In The Body?

Approximately one-fifth of a person's body weight is protein. Proteins are part of the structure of every cell and body tissue, including hair, nails, blood, skin and bones.

All proteins are made up of smaller units (or building blocks) called *amino acids*. When we eat protein, such as in a hamburger, it is broken down by our digestive system into *amino acids*. The *amino acids* then are put back together inside our body cells in many different combinations to make new proteins characteristic of our own bodies.

In order for the body to grow and repair itself, all amino acids must be available to the body at the same time and in the right proportions. Some of the amino acids needed can be made by the body, while others cannot. Those which the body cannot make are called *essential amino acids*. These must be supplied in the foods we eat.

Do All Protein Foods Supply All The Necessary Essential Amino Acids?

No. Proteins from animal sources contain all the essential amino acids we need in the right proportions. For this reason animal protein is called *complete protein*. Plant protein foods do not supply all the necessary amino acids in the proportions needed by our bodies, since they are usually low in one or more of the essential amino acids. Therefore, plant protein is called *incomplete protein*.

As a general rule, combinations of cereal grains (like rice, wheat and corn) together with legumes (dried beans, peas, lentils, garbanzos, etc.) make a high-quality protein source. Some examples of such plant protein combinations include peanut butter on wheat bread, rice and beans, baked beans and brown bread, split pea soup with corn bread, or pita bread with garbanzo beans.

WATER

Why Does The Body Need Water?

In the body, water:

- acts as a vehicle for transporting nutrients and waste products;
- lubricates joints, the digestive tract and many other tissues;
- cools the body; and
- provides protection for organs.

The human body can survive with a lack of some nutrients for months or years, but can only live for 5-10 days without water.

How Is Body Water Lost?

An adult body loses two to three quarts of water daily under normal conditions. An inactive person may lose only one quart of water a day, while an athlete may lose as many as 12 quarts.

body water is lost in three: *perspiration*, *respiration* and through *body wastes*.

What Are The Effects Of Low Water Intake?

Limiting water intake may cause constipation, by producing hard, dry feces. If we do not replace water that is lost from excessive diarrhea or vomiting, dehydration can occur. Exercise during hot, humid weather can lead to heat injury more quickly than during cold, dry weather. Athletes who perform strenuous exercise in hot weather without replacing their water can get heatstroke. Heatstroke, which requires immediate medical attention, can result in hallucinations, nervousness, convulsions and a swollen tongue.

How Much Water Is Needed?

Conditions	Adult Water Requirement (8 oz. glasses)
normal	6-8 glasses daily
fever, illness	8 glasses +
excessive vomiting or diarrhea	8 glasses +
high fiber diet	8 glasses +
concentrated sweets	8 glasses +
athletes	8 glasses + 2 for every pound lost after exercise

Adapted from: Connecticut Nutrition Education and Training Program, Department of Nutritional Sciences, College of Agriculture and Natural Resources, University of Connecticut; State Department of Education, Child Nutrition Programs; and University of Connecticut, Cooperative Extension Service.

**Student Policies
for the
Madison Public Schools**

#5080
Student Absences

Connecticut state law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. The responsibility for regular attendance rests with the students' parents, guardians or with the student himself/herself when he/she becomes of legal age.

In order for students to develop to their full potential, the Board of Education deems it essential that students attend school on a regular basis. The learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction.

The Board believes that a student should not be absent from school without the parents' knowledge and consent, therefore verification of an absence should be in writing by a parent or guardian.

The Board takes the view that a student's education is jeopardized when a student misses an instructional day. Parents should carefully consider the negative effects that absence from school may have on their children's total educational progress.

In order that an educational plan may be created to best provide for each student's educational progress, written notification to the school principal of vacations occurring while school is in session will be required at least two weeks in advance of the planned vacation. Make-up opportunities may be denied in the event that no advance notification of vacation is received by the school.

Board policy stresses prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed about attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

Attendance Guidelines

The following specific guidelines will govern student attendance.

- Total absences which exceed 10% of any semester or school year may result in the student receiving no grade or credit for the semester or school year.
- For purposes of this policy, all excused and unexcused absences will count, except for those absences related to participation in a school-sponsored activity.

The Superintendent will develop regulations for (1) permitting students to make up work missed because of absence from school, if appropriate to the particular circumstances of the absence, and (2) defining what constitutes "excused" and "unexcused" absences for purposes of determining the appropriate disciplinary action and for determining whether a student is truant.

Date of Adoption: August 22, 1995

#5090.6
Tobacco Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco by students in any school building or school vehicle at any time, or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Legal Reference:

Connecticut General Statutes

1-21b. Smoking prohibited in public buildings. Signs required. Penalties 5136.(c)

10-19. Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

31-40q. Smoking in the workplace: Definitions; employers to establish nonsmoking areas; exemptions.

53-198. Smoking in motor buses, railroad cars and school buses.

Date of Adoption: September 19, 1995

#5090.7
Drug and Alcohol Use

Pursuant to the goal of the Board of Education to maintain a drug and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and / or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the *Penal Code of the State of Connecticut*.

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential between student and professional, except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and / or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and /or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5110.4. (Revised, October 1997.)

Notification of Policy

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

1. Principals shall include statements, appropriate to student maturity, in school handbooks to the effect that:
 - a. the unlawful manufacture, distribution, dispensing, possession or use of controlled substances, other illegal drugs or alcohol is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
 - b. compliance with the standards of conduct stated in the handbook is mandatory; and
 - c. a violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution.
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Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Any disciplinary actions imposed will ensure that similar violations will be treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If a certified or paraprofessional employee suspects student drug abuse, the employee shall refer the matter to the Student Support Team and administration for evaluation. Following the evaluation, disciplinary action may be imposed if the situation warrants.
2. If a certified or paraprofessional employee obtains physical evidence of controlled substances from a student in school, on school grounds, on school transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The principal will notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

Drug-Free Awareness Program

The Superintendent shall assure that the school district provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board of Education's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

(cf. 5090.8.1.2 Madison Public Schools - Vehicle Searches on School Grounds)

(cf. 5110.1 Madison Public Schools - Reasonable Physical Force / Corporal Punishment)

Legal Reference: Connecticut General Statutes

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

Federal Regulation 34 C.F.R. Part 85 Drug-free Schools & Communities Act.

Date of Adoption: April 2, 1996

Date of Revision: October 21, 1997

#5100.9.4
Physicals for School Athletics

All participants in middle/high school intramural and interscholastic sports must meet the following prerequisite:

- A yearly physical examination is required. The proper school form must be completed and returned to the school before the student may practice or play.

Date of Adoption: September 3, 1996

#5120
Student Welfare/Safety

Supervision of Students

Student safety shall be a priority of all school personnel through close supervision of students in all school buildings and grounds. Therefore, school personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unless an arrangement for student supervision has been made with the school principal.

During school hours or while engaging in school sponsored activities, students will be released only into the custody of parents or other appropriate persons as authorized in writing by the parent or guardian.

Suspected Child Abuse or Neglect

- Any school official or employee will report any suspected child abuse or neglect as required by the Connecticut General Statutes.
- In accordance with the Statutes, the district will establish the necessary regulations and procedures to comply with the intent of the Act consistent with the district's responsibility to students, parents, district personnel, and the community.

Student Safety in Instructional Settings

- Instruction in courses in applied education, science, life management, art, physical education, health, and safety will include and emphasize accident prevention.
- Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These will include the wearing of protective eye devices and ear plugs in appropriate activities.
- A report of accidents occurring during classroom instruction must be filed by the principal to the Superintendent within 24 hours of such incident.

Student Safety on the Playground and Playing Field

The district will provide safe play areas. Precautionary measures which the district requires will include:

- A periodic inspection of the school's playground and playing fields by the principal or his/her designee of the school and others as may be deemed appropriate;
 - Replacement, repair or removal of equipment as deemed necessary;
 - Instruction of students in the proper use of equipment;
 - Supervision of both organized and unorganized activity; and
 - A report of all accidents occurring on the playground or playing fields must be filed by the principal to the Superintendent within 24 hours of such incident.
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In addition, school staff will track accidents occurring on each playground and on each specific piece of playground or other equipment toward the goal of identifying and alleviating potentially dangerous situations. Such reports, along with appropriate corrective measures, will be filed annually with the Superintendent's office.

First Aid Care

Appropriate first aid care will be provided for students by trained school personnel in case of an accident or sudden illness.

Fire Drills

The district will cooperate with appropriate fire marshal regulations in the conduct of fire drills.

Suspicious Individuals

School personnel will be alert and vigilant in their monitoring of the school and building grounds. Suspicious individuals loitering in or near school buildings or sitting in parked automobiles nearby will promptly be reported to the building principal. The principal will notify the police if the circumstances seem to warrant such action.

Teachers will instruct students not to accept gifts or automobile rides from strangers, and the students also will be instructed to tell the teachers, their parent, police, or school patrols of any suspicious individuals they encounter.

Date of Adoption: December 5, 1995

#5120.3.1

Communicable and Infectious Diseases

The Board of Education recognizes that all children have a constitutional right to a free, suitable program of educational experiences. The Board has established reasonable health requirements as prerequisites to admission or attendance, including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others because of the nature of the disease or behaviors of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with appropriate procedural due process safeguards. However, where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission, exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the condition presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act, the "Education of all Handicapped Children Act" may apply. The parent, guardian or the school administration may make a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team will determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. All students should be educated in the least restrictive environment.

Legal Reference: "Education for Children with Disabilities", 20 U.S.C. 1400, et seq.
Section 505 of the Rehabilitation Act of 1973, 29 U.S.C. 706 (7) (b)
"Americans with Disabilities Act"
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g,
45 C.F.R. 99
Connecticut General Statutes
10-76(d) (15) Duties and powers of boards of education to provide special education programs and services.
10-154a Professional communications between teacher or nurse and student
10-207 Duties of medical advisors
10-209 Records not be public
10-210 Quarantine of certain persons
19a-581-585 AIDS testing and medical information

Date of Adoption: April 2, 1996

Administering Medications

Medicinal preparations shall be administered in the schools only when it is not possible to achieve the desired effects by home administration during other than school hours and only upon the written order of a physician licensed to practice medicine or a dentist licensed to practice dental medicine in this or another state, or an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a, or a physician assistant licensed to prescribe in accordance with section 20-12d, and the written authorization of a parent or guardian of such child.

Personnel authorized to administer medicinal preparations shall be limited to the school district medical advisor (M.D.), a school nurse (R.N.), or a licensed practical nurse (L.P.N.) if approved to do so by the school district medical advisor or school nurse. In the absence of these medical personnel, the principal or a teacher designated in writing by the principal shall be permitted to administer authorized medicinal preparations and injections upon completion of training in the safe administration of medicinal preparations and be familiar with policy and regulations relating thereto. School health aides are not allowed to administer medicinal preparations. In an emergency, if the student's physician or the school district medical advisor is not immediately available, any physician (M.D.) may be called to take appropriate emergency measures.

Self Administration of Medications

Students in grades 6-12, with the approval of the building principal and school nurse, may carry and self-administer medicinal preparations during school hours and during after-school activities, provided...

- that a physician, dentist, advanced practice registered nurse, or licensed physician assistant provides written orders for self-administration of medication; and
- that there is written authorization for self-administration of medication from the student's parent or guardian; and
- that the school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record; and has developed a plan for general supervision of such self-medication; and
- that the student and school nurse have developed a plan for reporting and supervising self-administration of medications by students and teacher notification; and
- that the principal and appropriate teachers are informed that the student is selfadministering prescribed medication.

The Board of Education, with the advice and assistance of the school district medical advisor and the school nurse supervisor, shall review and revise this policy, and its attendant regulation, as necessary and at least biennially and submit it to the Connecticut Department of Health Services as required by Connecticut Regulations of State Agencies.

Each school wherein any controlled drug is administered under the provision of this policy shall maintain such records as are required of hospitals under the provisions of subsections (f) and (h) of section 21a-254 and shall store such drug in such a manner as the Commissioner of Health Services shall, by regulation, require.

Legal Reference: Connecticut General Statutes
10-212a Administration of medicines by school personnel
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-7.

Date of Adoption: April 2, 1996

#5120.3.3.2 Pediculosis

The Superintendent shall work with the School District Medical Advisor to develop and implement regulations concerning pediculosis or head lice. The regulations are to include identification, treatment procedures, and notification process which will ensure prompt and medically accurate action for students having pediculosis. The regulations shall include, at a minimum, the following:

1. The Madison Public Schools shall conduct training programs in each school so that all staff members will be knowledgeable in the identification of head lice and nits.
2. The principal shall designate qualified staff members to conduct head lice screening on suspected or referred students.
3. Children suspected of having head lice and/or nits shall be identified and removed from the classroom. The child's parent/legal guardian shall be notified of the suspected head lice and/or nits and asked to pick-up the child. Upon pick-up of the child, the parent/legal guardian shall be furnished directions for the treatment of head lice and/or nits and the care of personal effects and advised to seek medical assistance.
4. The parent/legal guardian shall be required to submit verification of treatment or medical certification of treatment to the school principal or his/her designee and the child shall be free from head lice and nits before returning to school.
5. The school nurse or principal's designee shall examine the child to verify that the child is free of head lice and nits before permitting the child to return.
6. To the extent possible, the principal shall ensure that classrooms with carpeting are vacuumed daily and that each classroom has space for coats and sweaters to be hung singularly.

Date of Adoption: April 2, 1996

Date of Revision: November 3, 1998

Sexual Harassment Among Students

The Board of Education is committed to the principle that all students must be allowed to learn and work in an environment which is free from sexual harassment and intimidation, and which respects their basic human dignity. Every student has a right to freedom from sexual harassment from his or her peers in the schools.

General

Sexual harassment will not be tolerated among students of the school district, and any form of sexual harassment is forbidden. Students shall exhibit conduct which is respectful and courteous to fellow students, and to all persons in the school setting.

Definition

Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to:

1. insulting or degrading sexual remarks or conduct;
2. threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student; and
3. conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment - such as the display in the educational setting of sexually suggestive objects or pictures.

Complaint Procedures

The Board of Education encourages students who are victims of sexual harassment to report such claims promptly to the principal or his/her designee. Complaints shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality shall be maintained and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment.

This district shall provide a sexual harassment program for students periodically and shall distribute this policy to students annually.

The Superintendent shall develop regulations and guidelines, including guidelines for staff professional development, as necessary to implement this policy.

Legal References: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2 (a).
 Equal Employment Opportunity Commission Policy Guidance (N-915.035)
 on Current Issues of Sexual Harassment, effective 10/15/88.
 Title IX of the Education Amendments of 1972, 34 CFR Section 106
 Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
 Connecticut General Statutes
 46a-60 Discriminatory employment practices prohibited.
 Constitution of the State of Connecticut, Article 1, Section 20

Date of Adoption: September 3, 1996

#5120.4.2.5

Child Abuse

A suspected child abuse report shall be made by certified or paraprofessional staff members, pursuant to the performance of services and duties for the school, when he/she has reasonable cause to suspect that any student under the age of eighteen has had serious physical injury or injuries other than by accidental means (1) by a person responsible for such child's or youth's health, welfare, or care; (2) by a person given access to such child by the responsible person; or (3) by a school employee; or (4) if the student has injuries which are at variance with the history given of them or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment; or (5) has been neglected as defined by section 46b-120, in Connecticut law, a report must also be filed. The following procedures will be followed for such reporting:

1. If the reporter is other than the principal, he or she shall notify the principal immediately who will in turn notify the Director of Special Educational and Regional Programs, the police, and the Superintendent.
2. An immediate oral report shall be made by telephone or otherwise to the Commissioner of Children and Families or representative.
3. Within seventy-two (72) hours, a follow-up written report shall be made to the Commissioner of Children and Families or representative.
4. In addition to the above requirements, if a certified or paraprofessional school employee is suspected of, or believed to be responsible for the injuries or maltreatment, the Commissioner of Education or his or her designated representative will also be notified.

Reports, oral and written, shall contain the names and addresses of the child and his/her parents or other person responsible for his/her care, if known, the age of the child, the nature and the extent of his/her injuries, together with any evidence of previous injury, and any other information which the reporter believes might be helpful in establishing the cause of injury or injuries and protecting the child.

To the extent provided by law, any person, in good faith, making the above report shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such report.

Legal Reference: Connecticut General Statutes
 17a- 101 Protection of children from abuse. Reports required of certain
 professional persons. When child may be removed from surroundings with
 court order.
 17a-102 Report of danger of abuse
 17a-103 Reports by others
 17a-104 Treatment by Christian Science practitioner
 17a-106 Cooperation in relation to prevention, identification and treatment of child
 abuse and neglect.
 46b-120 Definitions

Date of Adoption: May 6, 1996
