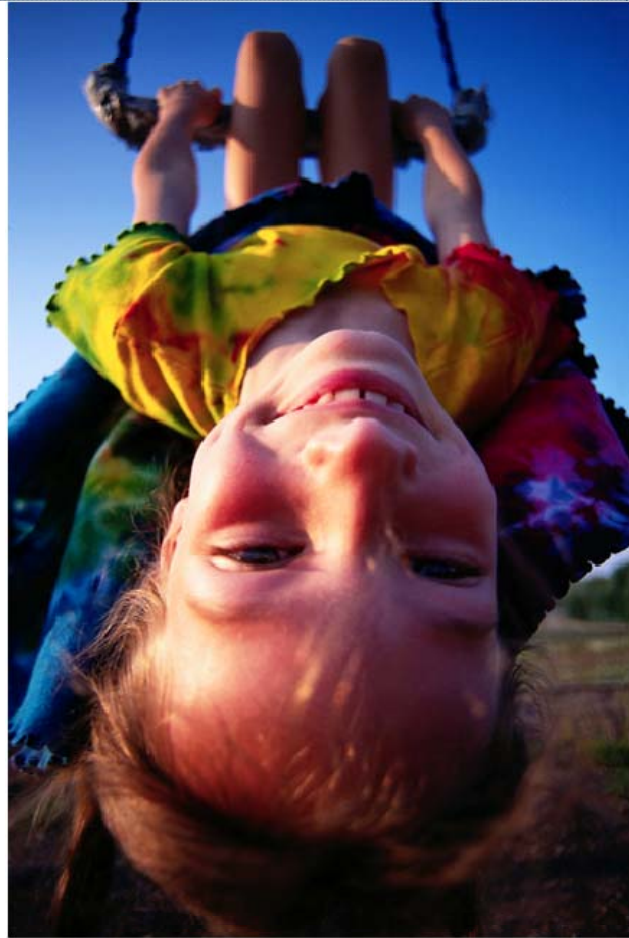


SAU 29

K-12 Health Curriculum



updated summer 2010

SAU 29

K-8 Health Education Curriculum

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Summer 2010

Introduction to Health Education

Health education teaches about physical, mental, emotional and social health. It builds students' knowledge, skills, and positive attitudes about health. Health education motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors.

Research has shown that good health education curricula and instruction helps students improve their health. Effective curricula result in positive changes in behavior around:

- nutrition,
- physical activity,
- mental and emotional health,
- sexuality and family life,
- injury prevention,
- alcohol, tobacco and other drugs,
- personal and consumer health, and
- community and environmental health

In addition, health education promotes learning in other subjects. In general, healthy students learn better. Numerous studies have shown that healthier students tend to do better in school; they have higher attendance, have better grades, and perform better on tests.

Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information and services in ways that enhance health. The New Hampshire Health Education Guidelines are based on the National Health Education Standards (NHES). The first NHES standard addresses health education content (what students need to know) while standards 2-7 address the skills needed to support healthy and safe actions. Skill-based instruction in health education provides students with the opportunity to practice skills through a variety of health education options.

New Hampshire Health Education Standards:

1. Students will comprehend concepts related to health promotion and disease prevention as a foundation for a healthy life; **(Core Concepts-CC)**
2. Students will demonstrate the ability to access valid health information and health-promoting products and services; **(Accessing Information- AI)**
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks; **(Self-Management- SM)**
4. Students will analyze the influence of culture, media, technology and other factors on health; **(Analyzing Influences- INF)**
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health; **(Interpersonal Communication- IC)**
6. Students will demonstrate the ability to use goal-setting to enhance health; **(Goal Setting- GS)**
7. Students will demonstrate the ability to use decision making skills to enhance health; **(Decision Making- DM)**
8. Students will demonstrate the ability to advocate for personal, family, community, and environmental health. **(Advocacy- AV)**

Healthful Living Skills

Skill development in healthful living occurs through both the study and application of the skills. The following skills align well with research on effective programs and national standards in health education and physical education.

Health Education Skills:

1. **Comprehend Concepts Related to Health Promotion and Disease**
2. **Prevention** - Students should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving and maintaining good health.
3. **Accessing Information** – Students should demonstrate the ability to access valid health information and health promoting products and services.
4. **Self Management** – Students should demonstrate the ability to practice health-enhancing behaviors to reduce health risks by taking personal responsibility to assess health risks and determine health behaviors that will protect and promote health and reduce risks.
5. **Analyzing Influences** – Students should analyze the influence of internal and external influences on health and behaviors (e.g. society, media, technology, culture, family, friends).
6. **Interpersonal Communication** – Students should demonstrate the ability to use interpersonal communication skills to enhance health.
7. **Decision Making** – Students should demonstrate the ability to use effective decision-making skills to enhance health.
8. **Goal Setting** – Students should demonstrate the ability to use effective goal setting skills to enhance health.

Additional Resources

Web sites for Students

<http://www.Kidnetic.com> (grades 3-6 Nutrition and Fitness)

<http://www.BAM.gov> (grades 4-6)

<http://asthmakids.ca> (grades 4-6 Asthma)

<http://www.mypyramid.gov> (grades preK-adult Nutrition)

<http://nourishinteractive.com>

For Teachers:

<http://CDC.gov/education/>

<http://school.discoveryeducation.com>

http://www.education.nh.gov/instruction/school_health/documents/curr_intro.pdf

The Great Body Shop

Totally Awesome Strategies for Teaching Health

<http://www.healthteacher.com>

<http://www.newenglanddairyCouncil.org>

Community Resources:

Cheshire Coalition for Tobacco Free Communities

Local Fire Department/Local Police Department

Family Resource Guide- http://www.keenerotary.org/Resource_Guide.asp

Red Cross- <http://www.newhampshirewest.redcross.org>

Monadnock Center for Violence Prevention- <http://www.mcvprevention.org>

Public Service of New Hampshire- <http://www.psnh.com>

HEALTH SCOPE & SEQUENCE K-8

Benchmarks

Topic	Grades K-2 Students will be able to:	Grades 3-5 Students will be able to:	Grades 6-8 Students will be able to:
AOD	Demonstrate the ability to be safe around medicine and identify trusted adults to follow directions with medicine.	Demonstrate knowledge of the effects of alcohol, benefits of not using, and the use of refusal skills as well as identify sources of accurate information about alcohol.	Demonstrate knowledge of AOD, factors that influence drug use, and the relationship between drug use and sexual behavior.
Injury Prevention	Name ways to stay safe around fire, electricity, traffic, firearms and strangers. Identify sources of help.	Identify ways to be safe around water and on bikes. Describe basic first aid procedures.	Demonstrate and describe ways to avoid conflict and violence. Discuss basic first aid and personal safety procedures.
Nutrition	Identify and choose a variety of healthy foods.	Identify safe food handling. Discuss influences on food choices. Identify the relationship between food and physical activity.	Recognize the role of nutrients in healthy eating. Compare/Contrast the information on food labels to make healthy choices. Demonstrate safe food handling.
Physical Activity	Recognize the importance of physical activity.	Identify different types of activity and ways to develop an activity goal.	Identify strategies to prevent sports injuries. Explain the value of life long physical activity.
Family Life/Sexuality	Name how to be a responsible family member and how family's grow and differ.	Identify the changes during puberty and appropriate resources for information.	Discuss reproduction and healthy relationships. Recognize the benefits of abstinence and identify the consequences of sexual behavior.
Tobacco	Identify types of tobacco and the health risks of use.	Identify the risks of second hand smoke, benefits of not using tobacco, and practice using refusal skills.	Identify influences on using tobacco and benefits of staying tobacco free.
Mental Health	Identify healthy ways to express feelings. Identify traits of positive role models.	Recognize ways to identify and manage stress. Identify characteristics of a good friend.	Demonstrate the ability to express feelings and emotions in healthy ways. Discuss the traits of a positive self image. Recognize signs of depression.
Personal/Consumer	Demonstrate proper hand washing and explain the role of the doctor, dentist, and other health professional in maintaining good health.	Explain good hygiene and the importance of sleep. Discuss asthma, allergies, and diabetes.	Identify ways to prevent disease. Explain ways to obtain proper health care services and products.
Community/Environ.	Identify community helpers and recognize the importance of their role in recycling on the environment.	Define and list community resources.	Recognize and explain the effects of the environment on health. Accurately select valid sources of health information.

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What is medicine? Why do we take medicine?</p> <p>Who can give you medicine?</p>	<p>1.1 The difference between food and medicine, and household products. Medicine can look like candy, vitamins are medicine, gum can be medicine. (nicotine gum)</p> <p>1.2 The importance of using medicine correctly.</p> <p>1.3 Risks of incorrect use Who can give you medicine</p>
Comm/Enviro Health	<i>Not at this level</i>	<i>Not at this level</i>
Family Life & Sexuality	<p>Who is in your family?</p> <p>How can I be a responsible family member?</p>	<p>1.1 How to be a responsible family member</p> <p>1.2 Diversity in families, family structures vary, (give examples), and people are special at all ages.</p>
Injury Prevention	How do I keep myself safe in traffic?	<p>4.2, 4.3 The importance of riding safely in a car, sitting in back seat, wearing seat belts.</p> <p>4.4 Pedestrian Safety, cross walks, crossing guards, adult supervision.</p> <p>4.6 School bus safety.</p>
Mental Health	How do I express and manage my feelings?	<p>3.2 How to show respect for others</p> <p>3.1 Strategies to make and keep friends</p> <p>2.2, 2.3 Positive ways to handle emotions</p> <p>2.1 How to express needs, wants and feelings</p>

Kindergarten

Skills linked to assessment	Resources	
Accessing Information (Alcohol)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org	Alcohol
<i>Not at this level</i>	<i>Not at this level</i>	Comm/Enviro Health
Analyzing Influences (Family Life/Sexuality)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org	Family Life & Sexuality
Self Management Decision Making (Injury Prevention)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org	Injury Prevention
Interpersonal Communication (Mental)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	What is healthy eating?	1.2 A variety of foods are needed for good health. 1.3 Benefits of drinking water, eating fruits/veg, grains, calcium rich foods.
Pers/Consumer Health	How do I keep from getting sick? What are head lice?	1.1 Effective techniques for hand washing 1.2-1.5 Personal hygiene 2.2 How to cover coughs and sneezes and importance of hand washing 2.4 How to prevent the spread of head lice
Physical Activity	How does being active keep me healthy?	1.1 The importance of physical activity (Covered in Physical Education Class)
Tobacco	What is tobacco?	Tobacco comes in different forms, cigarettes, cigars, pipe and chewing tobacco. They are all harmful, do not touch.

Kindergarten

Skills linked to assessment	Resources	
Decision Making Goal Setting (Nutrition)	http://kidshealth.org/classroom http://kidshealth.org http://mypyramid.gov http://newenglanddairyCouncil.org http://www.nhealthyschools.org	Nutrition
Self Management Assessing Information (Peer/Consumer)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org	Pers/Consumer Health
Self Management Decision Making (Physical Activity)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org Physical Education Class	Physical Activity
Decision Making (Tobacco)	http://kidshealth.org/classroom http://kidshealth.org http://www.nhealthyschools.org Cheshire Coalition for a Tobacco Free Community	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are the rules about medicine? What is medicine? What is a drug?</p>	<p>1.4 School rules for medicine. (Review: Only take medications given by a trusted adult in the school office.) 1.2,1.3 Correct and incorrect use of medicine.</p>
Comm/Enviro Health	<p>Who are our community helpers?</p>	<p>1.2 School and community health providers. Integrate into Injury Prevention and Personal and Consumer Health Lessons</p>
Family Life & Sexuality	<p>How are we different? How are we the same?</p>	<p>1.3 Ways to demonstrate respect for self and others. Integrate into Mental Health Lessons</p>
Injury Prevention	<p>How do I keep myself safe in my environment?</p>	<p>1.1 Ways to prevent fires. 1.2 Home & school evacuation plans. 1.3 How to get help. 1.4 Safety around electricity and firearms. 1.5 How and when to stop/drop/roll. 3.5 How to prevent choking.</p>
Mental Health	<p>What makes me unique and special?</p>	<p>1.1 Personal strengths. 1.3 Actions that show a sense of belonging 1.4 How to develop a positive attitude toward self as a unique and worthy person (empowerment) Everyone has rights and responsibilities.</p>

Skills linked to assessment	Resources	
Accessing information (Alcohol)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Alcohol
Accessing information (Community/Enviro)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Comm/Enviro Health
Analyzing influences (Family Life/Sexuality)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Family Life & Sexuality
Self Management (Injury Prevention)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Injury Prevention
Analyzing Influences (Mental Health)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	What is the food pyramid guide?	2.2 Features of the food guide pyramid (food groups) 2.3 Dietary Guidelines (eat food from every food group each day)
Pers/Consumer Health	How does my doctor/dentist keep me healthy?	1.6, 3.1 Importance of regular dental/medical check-ups. 1.5 Proper techniques of brushing and flossing teeth?
Physical Activity	What is healthful physical activity?	1.1 Benefits of physical activity (Covered in Physical Education Class)
Tobacco	How does tobacco harm your body?	1.2 & 1.3 Tobacco makes you sick and hurts your lungs and mouth.

Skills linked to assessment	Resources	
Accessing Information (Nutrition)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org http://www.mypyramid.gov http://www.newenglanddairyCouncil.org	Nutrition
Accessing Information Self Management (Peer/Consumer)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Pers/Consumer Health
Self Management (Physical Activity)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org Physical Education Class	Physical Activity
Self Management (Tobacco)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org Cheshire Coalition for a Tobacco Free Community	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are the risks of using medicine incorrectly?</p> <p>What are the benefits of using medicine correctly?</p>	<p>1.3 Risks of incorrect use of medicine</p> <p>1.2 Benefits of using medicine correctly.</p>
Comm/Enviro Health	<p>How do we dispose of trash?</p>	<p>2.3 How individual behavior effects the environment.</p> <p>2.4 Environmentally safe ways to discard waste</p> <p>2.5 Types of waste materials- reduce, reuse or recycle</p>
Family Life & Sexuality	<p>How do families grow and change?</p>	<p>1.4 Effects of changes on families, births, deaths, marriages divorce.</p> <p>Changes affect everyone. Changes can bring on a variety of feelings and emotions.</p>
Injury Prevention	<p>How to keep yourself safe in your community?</p>	<p>How to identify a stranger.</p> <p>3.1, 3.2 How to get help for self and others.</p> <p>5.2 Safety techniques for dealing with strangers.</p> <p>5.3 Appropriate and inappropriate touch.</p>
Mental Health	<p>What makes a good role model?</p>	<p>1.2 Characteristics of positive role models</p>

Skills linked to assessment	Resources	
Accessing Information (Alcohol)	http://kidshealth.org/classroom/ http://kidshealth.org http://www.NHealthyschools.org	Alcohol
Goal setting (Community/Environ)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org	Comm/Enviro Health
Analyzing Influences (Family Life/Sexuality)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org	Family Life & Sexuality
Accessing Information (Injury Prevention)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org	Injury Prevention
Analyzing Influences (Mental Health)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org	Mental Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	What is a healthy diet?	1.2 How to select a variety of foods consistent with the food guide pyramid 2.2 The features of the food guide pyramid <i>Importance of eating breakfast</i>
Pers/Consumer Health	Who are our medical professionals (helpers)? Why do we need to see them?	2.1 Importance of immunizations 3.1 The value of regular healthcare screenings 3.4 Roles of various healthcare providers
Physical Activity	What is healthful physical activity?	1.1 Benefits and risks of physical activity, including mental and social benefits. (Covered in Physical Education Class)
Tobacco	What is nicotine?	1.1 Nicotine is a drug Tobacco is harmful 3.4 Most people don't use tobacco

Skills linked to assessment	Resources	
Analyzing Influences Decision making (Nutrition)	http://kidshealth.org/org http://kidshealth.org http://mypyramid.gov http://www.nourishinteractive.com http://www.NHealthyschools.org	Nutrition
Self management Accessing Information Decision Making (Peer Consumer)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org	Pers/Consumer Health
Self management (Physical Activity)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org Physical Education Class	Physical Activity
Accessing Information (Tobacco)	http://kidshealth.org/org http://kidshealth.org http://www.NHealthyschools.org Cheshire Coalition for Tobacco Free Communities	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What is alcohol?</p> <p>What are the effects of alcohol on human body?</p>	<p>How to recognize alcoholic beverages.</p> <p>2.2 The effects of alcohol on the body.</p>
Comm/Enviro Health	<p>What are our community resources?</p>	<p>1.3 Public health services in the community (Community resources help people. Police, fire, Red Cross, food pantry/Community Kitchen)</p>
Family Life & Sexuality	<p><i>Not at this level</i></p>	<p><i>Not at this level</i></p>
Injury Prevention	<p>How do I stay safe around water?</p>	<p>2.1 – 2.2 Why it is important to have adult supervision and a buddy system when near the water.</p> <p>2.3 Safety precautions around water.</p> <p>2.4 How to use a personal flotation device. (life jacket)</p>
Mental Health	<p>What is stress?</p>	<p>2.4 Ways to manage frustration</p> <p>2.5 Ways to manage conflict</p> <p>2.6 How to identify stressors</p> <p>2.7 Ways to reduce stress</p>

Skills linked to assessment	Resources	
Goal Setting & Decision Making (Alcohol)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Alcohol
Accessing Information (Community/Environ)	http://kidshealth.org/org http://kidshealth.org http://www.NChealthyschools.org	Comm/Enviro Health
<i>Not at this level</i>	<i>Not at this level</i>	Family Life & Sexuality
Self Management (Injury Prevention)	http://kidshealth.org/org http://kidshealth.org http://www.NChealthyschools.org	Injury Prevention
Self Management Interpersonal Communication (Mental Health)	http://kidshealth.org/org http://kidshealth.org http://www.NChealthyschools.org	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	<p>What influences food choices?</p> <p>How does advertizing influence food selection?</p>	<p>1.6, 3.1, 3.2, 3.3, 3.4 What influences food choices. (family, peers, culture, and personal likes and dislikes)</p> <p>3.5 How advertizing can influence you to buy certain foods.</p>
Pers/Consumer Health	<p>How do I keep myself well groomed?</p> <p>How does sunscreen and protective clothing protect my body?</p>	<p>1.2, 1.4, Proper care of skin, hair & nails.</p> <p>1.3 Importance of clean clothing.</p>
Physical Activity	<p>What is healthful physical activity?</p>	<p>1.1 Benefits and risks of physical activity</p> <p>1.2 Phases of a workout</p> <p>1.3 Types of exercise</p> <p>1.4 How to develop personal plans that include a variety of activity</p> <p>1.5 How to develop personal plans including my personal preferences.</p> <p>(Covered in Physical Education Class)</p>
Tobacco	<p>What is second hand smoke?</p> <p>What are the risks of second hand smoke?</p>	<p>What is second hand smoke.</p> <p>1.4 The risks of second hand smoke.</p>

Skills linked to assessment	Resources	
Analyzing Influences (Nutrition)	http://kidshealth.org/org http://kidshealth.org http://mypyramid.gov http://www.nourishinteractive.com http://www.NChethyschools.org	Nutrition
Self Management (Peer Consumer)	http://kidshealth.org/org http://kidshealth.org http://www.NChethyschools.org	Pers/Consumer Health
Goal Setting Self Management (Physical Activity)	http://kidshealth.org/org http://kidshealth.org http://www.NChethyschools.org Physical Education Class	Physical Activity
Self Management (Tobacco)	http://kidshealth.org/org http://kidshealth.org http://www.NChethyschools.org Cheshire Coalition for Tobacco Free Communities	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are the effects of alcohol on the body?</p> <p>What are the benefits of not using alcohol?</p>	<p>2.4 Signs of alcohol use on the body.</p> <p>2.5 Benefits of not using alcohol.</p>
Comm/Enviro Health	<i>Not at this level</i>	<i>Not at this level</i>
Family Life & Sexuality	<p>How does the body grow and change?</p> <p>What are emotional and physical changes during growth?</p>	<p>2.5 About growing and aging</p> <p>2.1, 2.2 Physical and emotional changes during growth</p>
Injury Prevention	How do you keep yourself safe while riding your bike?	<p>4.1 Importance of using a helmet while biking</p> <p>4.5 Strategies for bike safety</p>
Mental Health	What are the characteristics you would want in a good friend?	3.1 How to meet and keep friends

Skills linked to assessment	Resources	
Accessing Information Self Management (Alcohol)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Alcohol
<i>Not at this level</i>	<i>Not at this level</i>	Comm/Enviro Health
Decision Making (Family Life/Sexuality)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Family Life & Sexuality
Self management (Injury Prevention)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Injury Prevention
Analyzing Influences (Mental Health)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	What is the importance of proper food handling and preparation?	5.1 Food sanitation methods (hands, utensils, surfaces) 5.2 Techniques for safe food preparation ,serving and storage
Pers/Consumer Health	What are diabetes, asthma, and allergies? How are these managed?	2.7 Ways to manage diabetes, asthma, and allergies
Physical Activity	What is healthful physical activity?	1.1 Benefits of physical activity, including mental and social benefits. 1.2 - 1.5 Phases of a workout, types of exercise, how to develop personal plans, developing personal plans (Covered in Physical Education Class)
Tobacco	What are the benefits of being tobacco free?	4.1 -4.3 The physical, mental, social, and financial benefits of not using tobacco.

Fourth

Skills linked to assessment	Resources	
Accessing Information Self management (Nutrition)	http://kidshealth.org/classroom http://kidshealth.org http://nourishinteractive.com http://mypyramid.gov http://www.NChealthyschools.org	Nutrition
Not at this level (Peer Consumer)	Not at this level	Pers/Consumer Health
Self-Management (Physical Activity)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org Physical Education Class	Physical Activity
Decision making (Tobacco)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are the benefits of being drug free?</p> <p>What are ways to say no to drugs?</p> <p>Who /what are the resources to support saying no to drugs?</p>	<p>2.5 Benefits of not using AOD (physical, social, emotional, legal, and financial)</p> <p>4.1 How to accept personal responsibility for personal choices about alcohol and other drugs.</p> <p>4.2 How to make a personal commitment not to use drugs.</p> <p>5.1 Refusal skills</p> <p>5.2 How to get help to deal with pressure to use</p> <p>3.1-3.6 The influences on alcohol and drug use</p>
Comm/Enviro Health	<i>Not at this level</i>	<i>Not at this level</i>
Family Life & Sexuality	<p>What is Puberty?</p> <p>What are the physical, social and emotional changes in puberty?</p> <p>What are the resources for puberty?</p> <p>What are the facts about HIV?</p>	<p>2.1-2.4 Changes during puberty</p> <p>1.2-1.4, 1.8 (PH Standards) Personal hygiene during puberty and the importance of getting enough sleep</p> <p>Resources for accurate information</p> <p>3.1-3.4 About HIV (Student needs to identify that HIV is a disease, has no cure, is not transmitted through casual contact, and the importance of having compassion for people with HIV)</p>
Injury Prevention	<p>How do you identify the difference between an emergency and a non emergency ?</p> <p>How do you treat a minor wound or burn?</p>	<p>3.1 How to get help</p> <p>3.2 Steps for helping others</p> <p>3.3 Infection control procedures (Universal Precautions- do not touch others blood)</p> <p>3.8 How to treat minor wounds and burns</p>
Mental Health	Not at this level see Family life Sexuality	

Skills linked to assessment	Resources	
Decision making Accessing Information (Alcohol)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Alcohol
<i>Not at this level</i>	<i>Not at this level</i>	Comm/Envi ro Health
Accessing Information Family Life/Sexuality)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Family Life & Sexuality
Self management (Injury Prevention)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Injury Prevention
See Family Life and Sexuality (Mental Health)		Mental Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	<p>How do you read a food label?</p> <p>How do we balance food intake and activity?</p>	<p>2.1 How to read food labels</p> <p>4.1 The relationship between consuming food (calories) and weight management.</p>
Pers/Consumer Health	<p>What are the resources available to our community that provide medical care?</p>	<p>3.4 Identify a variety of health care provider roles</p>
Physical Activity	<p>What is healthful physical activity?</p>	<p>1.2 Phases of a workout</p> <p>1.3 Types of exercise</p> <p>1.4 How to develop personal plans that include a variety.</p> <p>1.5 How to develop personal plans including my personal preferences.</p> <p>(Covered in Physical Education Class)</p>
Tobacco	<p>What are ways to resist pressure to use tobacco?</p>	<p>3.2 Ways to resist pressure to use tobacco</p> <p>3.3 Ways to encourage others not to use tobacco</p>

Skills linked to assessment	Resources	
Accessing Information (Nutrition)	http://kidshealth.org/classroom http://kidshealth.org http://mypyramid.gov http://kidnetic.com http://www.NChealthyschools.org	Nutrition
Self Management (Peer Consumer)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Pers/Consumer Health
Self management (Physical Activity)	PE Class http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org	Physical Activity
Decision Making Self Management Advocacy (Tobacco)	http://kidshealth.org/classroom http://kidshealth.org http://www.NChealthyschools.org Cheshire Coalition for a Tobacco Free Community	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are short term/long term effects of AOD use?</p> <p>What influences AOD use?</p>	<p>1.1 Risks of addiction of AOD use</p> <p>1.2 Physical, social, and emotional effects of use</p> <p>2.4 Effects of binge drinking</p> <p>2.8 The impact of driving under the influence</p> <p>2.12 Benefits of not using AOD</p> <p>3.1-3.7 Influences of AOD use (peer, family, cultural..etc)</p> <p>4.2 How to make a personal commitment not to use AOD</p> <p>5.3 How to deal with pressure to use AOD</p> <p>5.4 How to encourage others not to use AOD</p>
Comm/Enviro Health	<i>Not at this level</i>	<i>Not at this level</i>
Family Life & Sexuality	<p>What are the changes during puberty?</p>	<p>2.1 -2.3 Emotional, physical, and social changes at puberty</p> <p>2.4 About puberty and adolescence</p>
Injury Prevention	<p>How do you stay safe and prevent injuries?</p>	<p>1.1 Strategies to prevent fires</p> <p>1.2 Escape Plans</p> <p>1.3 How access resources for getting help</p> <p>1.4 Strategies to stay safe around electricity</p> <p>4.1 How to use protective equipment</p> <p>4.2 How to use motorized vehicles safely</p> <p>4.3 Strategies for bike safety</p> <p>4.4 How to use public transportation safely</p> <p>6.1 Use of protective equipment for sports and leisure activities</p> <p>6.2 Use of protective equipment at home, school, work</p>
Mental Health	<p>How does self-image affect mental health?</p>	<p>1.1 Personal assets and strengths</p> <p>1.2 Characteristics of positive role models</p> <p>1.3 How to develop and demonstrate a sense of belonging</p> <p>1.4 How to develop and demonstrate a sense of power</p> <p>1.5 How to develop and demonstrate a positive body image</p>

Skills linked to assessment	Resources	
Decision Making, Goal Setting, Self-Management, Interpersonal Communication, Advocacy, Analyzing Influences (AOD)	Project Alert Curriculum, Health Text Books-Teen Health, Great Body Shop, Current Health Magazine, Choices Magazine, http://kidshealth.org/ http://www.abovetheinfluence.com/ http://classroom.kidshealth.org/	Alcohol
<i>Not at this level</i>	<i>Not at this level</i>	Comm/Enviro Health
Accessing Information, Analyzing Influences (Family, Life, Sexuality)	Puberty Video(HRM “You Your Body, and Puberty”), Current Health, Health Text-Teen Health, Great Body Shop, http://classroom.kidshealth.org/ http://kidshealth.org/	Family Life & Sexuality
Self-Management, Advocacy, Decision Making, Goal Setting, Analyzing Influences (Injury/Prevention)	Safety Video, Current Health Magazine, Health Text-Teen Health, Great Body Shop, http://classroom.kidshealth.org/ http://www.mypyramid.gov/ http://kidshealth.org/	Injury Prevention
Analyzing Influences, Accessing Information (Mental Health)	Current Health, Health Text Book- Teen Health, http://classroom.kidshealth.org/ http://kidshealth.org/	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	<p>What is healthy eating? How do you prepare food safely?</p>	<p>1.1 Benefits of healthful eating 1.2 How to select variety and proportions of food(my pyramid) 1.3-1.5 Benefits of eating healthy and avoiding unhealthy foods 1.6 How to assess personal nutritional needs 1.7 Strategies for overcoming barriers to healthful eating 1.8 How to prepare healthy meals for self/others 5.1 Importance of food cleanliness 5.2 Techniques for safe food preparation, serving, and storage 5.3 Reasons for food safety</p>
Pers/Consumer Health	<p>How to maintain personal health?</p>	<p>1.1-1.4 Importance of good hygiene 1.5-1.7 Importance of good dental hygiene 1.8 Body changes that occur during puberty 1.9 Appropriate skin care to prevent/treat acne</p>
Physical Activity	<p>What are the benefits of physical activity?</p>	<p>1.1 Benefits/Risks of physical activity 1.2 How to evaluate exercise needs(FIT) 1.3 Phases of a workout 1.4 Types of exercise(aerobic, strengthen, stretching) 1.5 Physiological responses to exercise 1.6 How to assess personal physical activity levels 1.7 How to develop fitness plans 1.8 Strategies for overcoming barriers to physical activity 1.9 Dressing for exercise and the elements 1.10 Exercise and weight management 4.1 Effects AOD on performance 4.2 Effects of performance enhancing drugs and nutritional supplements</p>
Tobacco	<p>What are the risks of tobacco use? What are influences on using tobacco? What are the benefits of being tobacco free?</p>	<p>1.1 Addictive effects of nicotine 1.2 Short term effects 1.3 Harmful effects of tobacco smoke 1.4 Risks of different types of tobacco 2.1-2.4 Internal, family, peer, advertising influences 2.5 How to indentify role models 2.6 Media Influences 2.7 Legal Factors 3.1-3.6 Resisting pressure to use and staying tobacco free 3.7-3.9 Resources to quit using tobacco products(ending addiction) 4.1 Long term/short term health benefits of being tobacco free 4.2 Social benefits of being tobacco free 4.3 Financial benefits of being tobacco free</p>

Skills linked to assessment	Resources	
Decision Making, Goal Setting, Accessing Information, Self-Management, Advocacy (Nutrition)	Pass It on Video, Current Health Magazine, Choices Magazine http://kidshealth.org/ http://classroom.kidshealth.org/ http://www.mypyramid.gov/	Nutrition
Self-Management (Peer/Consumer Health)	Puberty Video, Current Health, Choices Magazine, http://kidshealth.org/ http://classroom.kidshealth.org/	Peer/Consumer Health
Self-Management, Goal Setting (Physical Activity)	Health Text Book-Teen Health, Current Health Magazine, Great Body Shop, http://classroom.kidshealth.org/	Physical Activity
Decision Making, Accessing Information, Analyzing Influences, Goal Setting, Interpersonal Communication, Advocacy (Tobacco)	Totally Gross Out Tobacco Video/Guide-HRM, Current Health Magazine, Great Body Shop, http://kidshealth.org/ http://www.abovetheinfluence.com/	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are short term/long term effects of AOD use?</p> <p>What are the different types of illegal drugs?</p> <p>How do you help yourself and others?</p>	<p>1.3 Signs/Behaviors of use</p> <p>2.5-2.7 Effects of inhalants, marijuana, and other illegal drugs, prescription drug abuse.</p> <p>2.9 Relationship between use and other injuries</p> <p>2.11 Relationship between use and mental health</p> <p>4.1 How to accept personal responsibility for choices about use</p> <p>5.1 Consequences of illegal drug use</p> <p>5.2 How to get help</p>
Comm/Enviro Health	<p>How does the environment impact health?</p> <p>What are community health services?</p>	<p>1.1 Home, school, and community resources to promote health</p> <p>1.2 How to access health agencies</p> <p>1.3 How to indentify community health activities</p> <p>1.1 Environmental health risks</p> <p>1.2 How to analyze the community for health problems</p> <p>1.3 How to advocate for the protection of natural resources</p> <p>1.4 Individual behavior affects the environment and community</p>
Family Life & Sexuality	<p>What is the anatomy and physiology of the reproductive system?</p> <p>What are the changes in the life cycle?</p> <p>What are effective prevention methods?</p>	<p>Function of the male/female reproductive systems</p> <p>How to keep the male/female reproductive system healthy.</p> <p>2.5 About changes during the life cycle. (conception, birth, childhood, aging, and death.</p> <p>5.1 Abstinence is most effective pregnancy prevention</p> <p>5.2 Facts/Myths about contraceptive methods</p> <p>5.3 Valid sources to get help</p> <p>5.4 Effective methods and steps for prevention</p>
Injury Prevention	<p>How do you help in an emergency situation?</p> <p>How do you stay safe around water?</p>	<p>1.1 Importance of avoiding AOD use around water</p> <p>2.2 Strategies to rescue self</p> <p>2.3 Strategies to help others</p> <p>2.4 Precautions when entering or being around water</p> <p>3.1 How to assess the situation</p> <p>3.2 How to get help</p> <p>3.3 Universal Precautions</p> <p>3.4 Steps for rescue breathing</p> <p>3.5 How to stop bleeding</p> <p>3.6 How to help a choking victim</p> <p>3.7 How to care for burns</p> <p>3.8 How to prevent and care for poisonings</p>
Mental Health	<p>How to communicate emotions in healthy ways</p>	<p>2.1 How to express needs, wants and, feelings appropriately.</p> <p>2.2 Positive ways to handle/express emotions</p> <p>2.3 Ways to manage and reduce anger/conflict</p> <p>2.4 Ways to deal with frustration</p> <p>2.5 How emotions and behaviors change in adolescence</p> <p>3.1 How to build healthy friendships</p> <p>3.2 Skills for effective speaking</p> <p>3.3 Effective listening skills</p> <p>3.4 Non-Verbal Communication</p> <p>3.5 Ways to communicate respect for diversity</p> <p>3.6 How to resist peer pressure</p> <p>3.8 How to advocate for rights/needs of others</p> <p>3.9 How to advocate for a healthy social environment</p> <p>3.10 How to advocate for fairness</p>

Skills linked to assessment	Resources	
Decision Making, Goal Setting, Self-Management, Interpersonal Communication, Advocacy, Analyzing Influences (AOD)	Project Alert Curriculum, Health Text Books, Great Body Shop, Current Health Magazine, Choices Magazine http://kidshealth.org/ http://www.abovetheinfluence.com/	Alcohol
Accessing Information, Advocacy, Goal Setting, Decision Making (Community, Environmental)	Current Health Magazine, City/Town Environmental Web Site, Phone Book Weatherunderground.com, http://kidshealth.org/ http://classroom.kidshealth.org/	Community Health & Environment
Accessing Information, Decision Making, Advocacy (Family Life Sexuality)	Sex Can Wait Curriculum- Wrong Season Story- Health Text Book, Phone Book, Planned Parenthood of Keene http://kidshealth.org/ http://classroom.kidshealth.org/	Family Life & Sexuality
Self-Management, Advocacy, Decision Making, Goal Setting, Analyzing Influences (Injury Prevention)	Safety Video, Current Health Magazine, First Aid Book, Local Resources(Fire Dept, life-guard), http://kidshealth.org/ http://classroom.kidshealth.org/	Injury Prevention
Self-Management, Interpersonal Communication, Advocacy (Mental Health)	Kidshealth.org ,Resisting Peer Pressure Video/guide-HRM, Current Health Magazine, Health Text Book, http://kidshealth.org/ http://classroom.kidshealth.org/	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	<p>What Nutrients do I need to be healthy?</p> <p>How do you balance food intake and physical activity to maintain a healthy weight?</p>	<p>The six major nutrients</p> <p>2.1 How to read food nutrition labels</p> <p>2.2 How to use mypyramid</p> <p>2.3 How to use dietary guidelines</p> <p>2.4 How to assess validity of claims of nutritional supplements and weight loss products</p> <p>4.1 How to assess food intake to determine energy intake(calories)</p> <p>4.2 How energy is expended during exercise(calories burned)</p> <p>4.3 Healthy weight management practices</p>
Pers/Consumer Health	<p>How to prevent disease and infections?</p>	<p>How the immune system works</p> <p>1.1 Importance of immunizations</p> <p>1.2 Importance of using sunscreen/sun safety tips</p> <p>1.3 Importance of wearing protective clothing</p> <p>1.4 How fads effect health(piercings, tattoos, tanning ,headphones, etc)</p> <p>1.5 Ways to manage diabetes, asthma, and allergies</p>
Physical Activity	<p>How to prevent sports/exercise injuries?</p>	<p>3.1 How to use protective equipment</p> <p>3.2 Techniques to prevent spread of blood borne pathogens</p> <p>3.3 Techniques to warm up/cool down</p> <p>3.4 Ways to avoid dangerous activities</p>
Tobacco	<p><i>Not at this level</i></p>	<p><i>Not at this level</i></p>

Seventh

Skills linked to assessment	Resources	
Accessing Information, Decision Making, Goal Setting, classroom.kidshealth.org (Nutrition)	Current Health, Choices Magazine, http://kidshealth.org/ http://classroom.kidshealth.org/ http://www.mypyramid.gov/	Nutrition
Self-Management, Advocacy (personal/consumer)	Sun Safety Video- Current Health, Great Body Shop, http://kidshealth.org/ http://classroom.kidshealth.org/ http://skincheck.org/	Pers/Consumer Health
Self-Management (Physical Activity)	Current Health, Health Text Book, Great Body Shop, Safety Video http://kidshealth.org/ http://classroom.kidshealth.org/	Physical Activity
<i>Not at this level</i>	<i>Not at this level</i>	Tobacco

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	What is the relationship between AOD and sexual behavior?	2.10 Relationship between AOD use and sexual behavior (date rape, sexual assault, increased sexual activity)
Comm/Enviro Health	<i>Not at this level</i>	<i>Not at this level</i>
Family Life & Sexuality	<p>What are STD's and HIV?</p> <p>What makes a healthy relationship?</p> <p>How to prevent and how to get help for STD's and HIV?</p>	<p>1.1 Ways to communicate respect for self and others</p> <p>1.2 Diversity of relationships</p> <p>1.3 Effects of changes in family dynamics after birth, marriage, divorce, and death.</p> <p>3.1 How to make a personal commitment to abstain from sexual contact</p> <p>3.2 That most students are not engaging in sexual activity</p> <p>3.3 How to refuse unwanted, unprotected sex</p> <p>3.4 Benefits of setting sexual limits</p> <p>3.5 Showing respect for sexual limits of others</p> <p>3.6 Strategies to deal with sexual pressure</p> <p>3.7 Effects of alcohol/other drugs on sexual behavior</p> <p>3.8 Risks of unintended pregnancy and STD's with sex</p> <p>3.9 Influences on behavior</p> <p>4.1-4.7 Risks, signs, treatment, transmission, prevention of HIV and STD's</p> <p>4.8 Valid sources of information and help</p> <p>4.9 Importance of having compassion for people with HIV</p>
Injury Prevention	<p>How can a person avoid violence?</p> <p>How to recognize and get help for mental illness?</p>	<p>5.1 Ways to avoid interpersonal conflict</p> <p>5.2 Conflict Resolution Techniques</p> <p>5.3 How to avoid fighting/bullying/cyber bullying</p> <p>5.4-5.6 Weapon Safety (avoiding, reporting)</p> <p>5.7 Ways to prevent child abuse</p> <p>5.8 Causes of conflicts in schools/communities</p> <p>5.9 Valid sources for getting help</p> <p>7.1 How to identify stressors</p> <p>7.2 How to recognize signs of mental illness</p> <p>7.3 How to get help for self and others</p> <p>7.4 Influence of AOD on depression</p>
Mental Health	What are mental health disorders and how to get help?	<p>3.7, 4.1 How to analyze stressors</p> <p>4.2 Coping strategies to reduce stress</p> <p>4.3 Ways to avoid stress</p> <p>2.6, 4.4 Strategies for transitioning into high school</p> <p>5.1 Signs/Behaviors/Symptoms of depression and other mental illness</p> <p>5.2 Interaction with AOD with mental illness</p> <p>6.1, 6.2 When and why to get help</p> <p>6.3 Valid sources of information and help</p> <p>6.4 How to identify support systems</p>

Skills linked to assessment	Resources	
Decision Making (AOD)	Project Alert Curriculum, Health Text Books, Great Body Shop, Current Health Magazine, Choices Magazine, http://kidshealth.org/ http://www.abovetheinfluence.com/	Alcohol
		Comm/Envir o Health
Interpersonal Communication, Analyzing Influences, Decision Making, Advocacy, Accessing Information (Family Life, Sexuality)	Planned Parenthood of Keene, Health Text Book, Relationship Situation Cards, http://kidshealth.org/ http://classroom.kidshealth.org/	Family Life & Sexuality
Self-Management, Interpersonal Communication, Decision Making, Goal Setting, Advocacy, Accessing Information (Injury Prevention)	Sexting Video- HRM, Current Health, http://kidshealth.org/ http://classroom.kidshealth.org/	Injury Prevention
Self-Management, Accessing Information, Advocacy, Interpersonal Communication (Mental Health)	Learningmeditation.com, phonebook-yellow pages, stress.org, Health Text Book, mentalhelp.net http://kidshealth.org/ http://classroom.kidshealth.org/ http://www.learningmeditation.com/	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	What Influences food choices?	3.1 How to assess personal likes and dislikes 3.2 Family Influences 3.3 Peer Influences 3.4 Cultural Influences 3.5 How marketing, packaging, advertising influence food choices 3.6 How moods/emotions influence food choices
Pers/Consumer Health	How do you select health care products and services?	3.1 Benefits of regular dental/medical checkups 3.2 How to use prescribed and over the counter medicines 3.3 Similarities and differences among a variety of health care products and services 3.4 How to assess validity of claims made by promoters of health care products and services 3.5 How to communicate with health care providers about personal health
Physical Activity	What are influences on physical activity?	2.1 Internal Influences 2.2 Family Influences 2.3 Peer Influences 2.4 Media Influences 5.1 How to select products, services, facilities related to physical activity 5.2 How to assess validity of fitness claims
Tobacco		

Skills linked to assessment	Resources	
Analyzing Influences (Nutrition)	Current health magazine, choices magazine, http://kidshealth.org/ http://classroom.kidshealth.org/ http://www.mypyramid.gov/	Nutrition
Accessing Information, Goal Setting, Interpersonal Communication (Personal, Consumer)	Current Health, Phone Book-yellow pages, Cheshire Medical Center, http://kidshealth.org/ http://classroom.kidshealth.org/	Pers/Consumer Health
Analyzing Influences, Accessing Information (Physical Activity)	Health Text Book, http://kidshealth.org/ http://classroom.kidshealth.org/ http://www.mypyramid.gov/	Physical Activity
		Tobacco