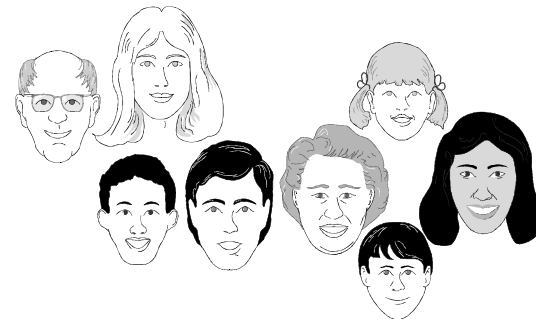
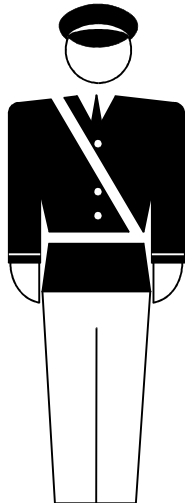
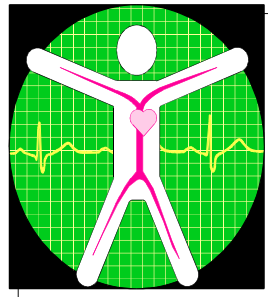


HUMAN DEVELOPMENT & HEALTH EDUCATION CURRICULUM

K-8

-Mansfield Public Schools-
Mansfield, Connecticut



Revised May 2005

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Carol LaVigne

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Vicki Daniels
Ellen Goldberg
Marie Liebman

Vinton School

Lisa Eaton
Marc Kronisch

Mansfield Middle School

Celinda Corbeil
Nora Dickinson
John Granniss
Lydia Myers
Karen Norton

Beth Gankofskie, *Food Service Director*
Frederick Baruzzi, *Assistant Superintendent*

Health Education Philosophy and Goals

PHILOSOPHY

Health Education implies changes in individual development, attitudes, and behavior. It seeks the improvement of individual and community health on the physical, mental and social levels. The program emphasizes acceptance of responsibility for personal health, development of respect for self and others, and becoming an advocate for a healthy community.

Health Education enables individuals to become health-literate, self-directed learners who will be capable of leading healthy, productive lives. It increases the students' general personal and social competencies in life skills. This requires a program that emphasizes students becoming critical thinkers, problem solvers, and decision makers utilizing skills and knowledge to establish, maintain and improve health by reducing risk-taking behaviors. The result is a program aimed not solely at the acquisition of knowledge about health, but one that emphasizes a positive change toward a healthy life-style.

GOALS

- 1) The student will develop a positive self-concept.
- 2) The student will develop positive feelings about other human beings.
- 3) The student will develop knowledge, skills and attitudes concerning personal health practices in order to make decisions which will enhance physical and mental health and well being.
- 4) The student will develop knowledge and skills in areas of human growth and development—physical, emotional and social.
- 5) The student will understand that sexuality is a natural part of life and will avoid sexual behaviors that result in unintended pregnancy, sexually transmitted diseases and HIV/AIDS.

HEALTH EDUCATION PHILOSOPHY & GOALS, *continued*

- 6) The student will develop behaviors that will prevent them from engaging in risk-taking activities that cause unintentional and intentional injuries.
- 7) The student will understand the purpose served by the family and different family styles.
- 8) The student will develop an awareness of current local, national and global health problems and some of the ways by which they might be solved.
- 9) The student will learn to practice healthy dietary behaviors.
- 10) The student will develop behaviors that will allow them to live a drug, alcohol and tobacco-free lifestyle.
- 11) The student will develop behaviors that will insure a physically active lifestyle.
- 12) The student will know the available community health resources.

I. Physical Development and Health

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Growth and Development | | | | | | | | | | |
| 1. realize that people have similarities and differences and grow at different rates. | T | T | T | | | T | | | | Grade K- Social Studies Grade 5- Science |
| 2. recognize that overall well being is affected by the way we care for our bodies. | T | T | T | T | | | T | | | Classroom Teacher |
| 3. understand the relationship among correct posture, body growth and function. | | | | | | T | T | T | T | Physical Ed. Nurses |
| 4. understand the importance of periodic health/dental exams | | | | T | | | T | | T | Classroom Teacher |
| 5. understand that the life processes of digestion, respiration, circulation, elimination, cell division, and brain function are important to growth. | | | | | | T | T | | | Grades 5 & 6- Science |
| 6. recognize there are glands which produce hormones that affect physical characteristics and growth patterns. | | | | | T | T | T | | T | Grade 4 Classroom Teacher Grade 5- Family & Consumer Sciences Ed. Grades 6 & 8- Science |
| B. Growth | | | | | | | | | | |
| 1. Senses | | | | | | | | | | |
| a. identify the five senses. | T | | T | | | T | | | | Classroom Teacher- Social Studies |
| b. learn the importance of taking care of eyes, ears and nose. | | | | T | | T | T | | | Classroom Teacher |
| c. learn that senses are part of our nervous system. | | | | | | T | T | | | Classroom Teacher |

Explanation of Abbreviation:

T - Teach: Teachers will provide formal instruction to a class or grade level group of children. A teacher may wish to respond to the needs of a given child or group of children by making them aware of a stated objective at an earlier level.

I. Physical Development and Health, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|--------------------------------|
| B. Growth, <i>continued</i> | | | | | | | | | | |
| 2. Tissues, Organs and Systems | | | | | | | | | | |
| a. develop some appreciation for the wonders of the human body. | | | | | | | | | | |
| 1. Bones, muscles and skin function in support, movement and protection. | | | | | T | | T | | | Grades 4 & 6- Science |
| 2. Bodies are made-up of different types of cells. | | | | | | T | T | | T | Classroom Teacher- Science |
| 3. Cells form tissues, organs and systems and these vary depending on their location. | | | | | | T | T | | T | Science Teacher |
| C. Dental Hygiene | | | | | | | | | | |
| 1. learn the development and functions of the teeth. | | T | | | | | | | | Classroom Teacher |
| 2. learn that good nutrition and limited sweets are important for the health and growth of teeth. | | T | | | | | | | | Classroom Teacher |
| 3. learn the importance of brushing, flossing, fluoride and the nature and effects of plaque. | T | T | | | T | | T | | | Classroom Teacher |
| 4. learn ways to prevent injury to the teeth and what to do if teeth are injured (i.e. saving tooth which has been knocked out). | | T | | | | | | T | | Classroom Teacher First Aid |
| D. Nutrition | | | | | | | | | | |
| 1. classify foods according to sources, food groups/pyramid, textures and traditions. | | T | T | | T | | | | | Classroom Teacher |
| 2. illustrate food combinations that provide a balanced daily meal. | | | T | | T | | | | | Classroom Teacher |
| 3. describe the effect of foods on fitness and growth. | | | T | | T | | | | | Classroom Teacher |
| 4. list food for meals and snacks that provide energy and nutrients for work and play. | | | T | | T | | | | | Classroom Teacher |
| 5. list foods that are high in fiber, such as fruits and vegetables. | | | | | T | | | | | Classroom Teacher |

I. Physical Development and Health, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|---|
| D. Nutrition, <i>continued</i> | | | | | | | | | | |
| 6. understand that a variety of food is necessary for student health and productive learning | T | | T | | T | | | | | Classroom Teacher |
| 7. classify foods on the basis of nutrient content. | | | | | | | | T | | Family & Consumer Sciences Ed. |
| 8. describe the function of major nutrients and evaluate health problems associated with poor food choices. | | | | | | | | T | | Family & Consumer Sciences Ed. |
| 9. appraise the impact of diet on growth and development during puberty. | | | | | | | | T | | Family & Consumer Sciences Ed. |
| 10. explain the different nutritional needs of individuals depending on age, sex, activity and state of health. | | | | | | | | T | | Family & Consumer Sciences Ed. |
| 11. select foods that are low in fat, particularly saturated fat, salt and sugar, and foods that are high in fiber. | | | | | | | | T | | Family & Consumer Sciences Ed. |
| 12. describe social, emotional, ethnic and cultural influences on attitudes about food and eating habits. | | | | | | | | T | | Family & Consumer Sciences Ed. |
| E. Rest and Sleep | | | | | | | | | | |
| 1. learn the importance of rest and sleep for growth, health and productive learning. | | | T | | T | | T | | T | Classroom Teacher |
| F. Physical Fitness | | | | | | | | | | |
| 1. learn to appreciate and incorporate exercise/fitness in developing physical and emotional well being. | T | T | T | T | T | T | T | T | T | Classroom Teacher Physical Ed. |
| G. Personal Hygiene | | | | | | | | | | |
| 1. learn that daily personal hygiene adds to healthful living. | T | | | T | T | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| 2. learn to dress appropriately for weather conditions. | T | | | T | | T | | T | | Classroom Teacher- Science |

I. Physical Development and Health, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|--|
| G. Personal Hygiene, <i>continued</i> | | | | | | | | | | |
| 3. learn that sharing personal items and utensils such as hats, combs, spoons and drinking glasses can communicate diseases, etc. | T | | | T | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| 4. demonstrate common courtesies associated with good health practices (i.e. covering mouth when sneezing, blowing nose properly). | T | | T | T | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| 5. understand how personal cleanliness affects relationships with others. | | | | T | T | | | | | Classroom Teacher |

II. Reproduction and Life Cycle

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Reproductive Physiology | | | | | | | | | | |
| 1. understand that all living things are able to reproduce. | | | | T | T | | | | T | Classroom Teacher |
| 2. understand that within a mother's uterus, a baby is nourished and grows until birth. | | | | | T | | T | | T | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 3. comprehend that sexual intercourse is a prerequisite to fertilization to form new life. | | | | | T | T | | T | T | Classroom Teacher Grades 5, 7 & 8- Family & Consumer Sciences Ed. |
| 4. recognize that puberty development varies in each individual with secondary sex characteristics developing at various ages. | | | | | T | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| 5. understand that body hormones (endocrine glands) effect the maturation process and the production of reproductive cells (i.e. ovulation, menstruation, sperm production). | | | | | T | T | T | | T | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. Grades 6 & 8- Science |
| 6. be aware that reproductive organs function to produce reproductive cells which enable continuation of human life through union of male sperm and female ovum (i.e. conception and pregnancy, embryonic and fetal development). | | | | | T | T | T | | T | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. Grades 6 & 8- Science |
| B. Heredity | | | | | | | | | | |
| 1. understand that individual characteristics and growth patterns are determined by hereditary traits contributed by both biological parents. | | | | | | T | | | T | Science Teacher |
| 2. understand that cell division and differentiation occur to build complex body parts. | | | | | | T | | | T | Science Teacher |

II. Reproduction and Life Cycle, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|-----------------------------|
| B. Heredity, <i>continued</i> | | | | | | | | | | |
| 3. understand that chromosomes, composed of genes, are genetic codes. | | | | | | | | | | |
| a. Genes determine dominant and recessive characteristics in living things. b. The pattern of each organism is passed along to new cells by duplication of chromosomes and their DNA content. | | | | | | T | | | T | Science Teacher |
| 4. understand the difference between inherited and acquired individual traits. | | | | | | T | | | T | Science Teacher |

III. Relationships/Environment

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| A. The Family Structure | | | | | | | | | | |
| 1. appreciate that the family is the basic structure of society. | T | | | | | | | | | Classroom Teacher- Social Studies |
| 2. learn every person is a part of a family whose members care for and love each other. | T | | | | | | | | | Classroom Teacher- Social Studies |
| 3. learn individual families differ in membership, size, race and color. | T | T | | | | | | | | Classroom Teacher |
| 4. learn everyone has a role in the family. | T | | | | | | | | | Classroom Teacher- Social Studies |
| 5. learn that unity and pride develop through individual contribution and interaction. | T | | | | | | | | | Classroom Teacher- Social Studies |
| 6. learn family problems may be solved when all family members work together. | T | T | | | | | | | | Classroom Teacher |
| 7. learn family structures may change because of adoption, separation, illness, divorce, death or a new baby in the family. | | T | | | | | | | | Classroom Teacher |
| 8. appreciate the similarities and differences in the care of human and animal babies. | | T | | T | | | | | | Classroom Teacher Grade 3- Science Grade 5- Language Arts |
| 9. appreciate that the greater the care, protection and learning process required by newborns, the more extensive is family life and nurturing. | | | | | | | T | | | Family & Consumer Sciences Ed. |
| B. Peer Groups | | | | | | | | | | |
| 1. understand that various social contacts may expose one to different peer groups which are made up of individuals who deserve consideration. All people are..... | T | T | T | | | | T | | | Classroom Teacher Grade K- Social Studies |
| 2. learn that respecting others by sharing, taking turns and helping people are basic to good group interaction and building friendships. | T | T | T | | | | | | | Classroom Teacher Grade K- Social Studies |

III. Relationships/Environment, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| B. Peer Groups, <i>continued</i> | | | | | | | | | | |
| 3. learn that showing consideration for the rights and feelings of others is a positive way to promote good relationships and to be a friend. | T | T | T | | | T | | | | Classroom Teacher Grade 5 |
| 4. realize we are sometimes subjected to and influenced by peer pressure when standing by our own conviction. | T | T | T | T | T | T | T | | | Classroom Teacher Grade 5- Good Decisions Grade 6 |
| C. Feelings and Emotions | | | | | | | | | | |
| 1. recognize different feelings. | T | T | T | | | | | | | Classroom Teacher |
| 2. develop an understanding of the various ways feelings are communicated to others. | T | T | T | | | | | | | Classroom Teacher |
| 3. understand that the way we express feelings about others and ourselves affects our health and relationship with others. | T | T | T | | | T | | | | Classroom Teacher Grade 5- Orientation |
| 4. understand mutual respect for people and property helps us relate well to others. | T | T | T | | | T | | | | Classroom Teacher Grade 5- Orientation |
| 5. understand when we are under emotional stress there are many resource persons to help (i.e. parent, counselor, teacher, nurse, clergy, etc.). | T | T | T | T | T | T | | | | Classroom Teacher Grade 5 – Orientation |
| 6. understand that sometimes when we are emotionally upset by something we become physically ill. | | | | T | | T | | | | Classroom Teacher- Science |
| 7. realize with growth and desire for independence comes the need for acceptance of greater responsibility. | | | | T | | T | | | | Classroom Teacher Grade 5- Orientation |

III. Relationships/Environment, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| C. Feelings and Emotions, <i>continued</i> | | | | | | | | | | |
| 8. understand that we may experience emotional fluctuations because of hormonal changes. | | | | | T | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| 9. learn to recognize and develop talents and skills and set goals which can improve self-esteem. | | | | T | | T | | | | Classroom Teacher Grade 5- Good Decisions |
| D. Leisure Time | | | | | | | | | | |
| 1. appreciate that personal growth may occur through exposure to many forms of leisure time activities. | T | | T | | | | | | | Classroom Teacher |
| 2. understand the creative and rewarding use of leisure time is necessary and may lead to improved self-esteem and social relations (i.e. hobbies, games, reading, exploring nature, selective television, etc.). | | | | T | | | T | | | Classroom Teacher |
| 3. understand that quiet solitary time and/or a change of activity can be relaxing and may develop a positive self-image. | | T | | T | | | | | | Classroom Teacher |
| E. Individual Differences and Character | | | | | | | | | | |
| 1. understand the development of individual differences and character. | T | | T | | | | | | | Classroom Teacher- Social Studies |
| 2. understand that each one of us is a unique individual with various ways of expressing ourselves. | T | | T | | | | | | | Classroom Teacher- Social Studies |
| 3. realize we are able to assume more responsibility and develop more self-control as we grow. | | | T | | | | | | | Classroom Teacher |
| 4. understand honesty and dishonesty have an effect on our relationships with others. | T | | | | | | | | | Classroom Teacher |

III. Relationships/Environment, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|---|
| E. Individual Differences and Character, <i>continued</i> | | | | | | | | | | |
| 5. understand responsible decision making involves identifying a problem; examining facts and individual values; considering courses of action; proceeding with a plan; accepting consequences. The decisions we make now may influence the kind of person we become. | | | T | T | T | T | | | | Classroom Teacher Grades 3 & 4- HERE'S LOOKING AT YOU Grade 5- Good Decisions |
| 6. realize we all need positive reinforcement and satisfaction from successful experiences. | | | T | | | | | | | Classroom Teacher |
| 7. recognize desirable character traits (i.e. honesty, truthfulness, etc.). | T | | | | | T | | | | Classroom Teacher Grade 5 |
| 8. understand that making wise decisions requires identifying our own attitudes and the reasons for them. | | | | T | T | T | | | | Grades 3 & 4- HERE'S LOOKING AT YOU Grade 5- Good Decisions |
| 9. understand that we are responsible for our own actions. | T | T | T | T | T | T | | | | Classroom Teacher |
| 10. understand anger and conflict are natural feelings that we can learn to control and even use productively. | T | T | T | T | T | T | | | | Classroom Teacher Grade 5 |
| F. Death and Dying | | | | | | | | | | |
| 1. appreciate that an understanding of death (including one's own) can result in living our lives more fully and completely. | T | T | | | T | | | | | Classroom Teacher Grade 4- Literature |
| 2. understand that death is inevitable and final. | T | T | | | T | | | T | T | Classroom Teacher Grades 4, 7 & 8- Literature |
| 3. understand we feel emotions of grief when someone we love has died, but that with time our sadness will diminish. | T | T | | | T | | | T | T | Classroom Teacher Grade 4- Literature |
| 4. realize people throughout the world typically participate in certain ceremonies following a death. | | | | | T | | T | T | | Classroom Teacher Grades 4, 6 & 7- Social Studies |
| 5. understand the memory of a loved one remains with us and often contributes to our personality growth. | | | | | T | | | | | Classroom Teacher- Literature |

IV. Safety and First Aid

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| A. Home Safety | | | | | | | | | | |
| 1. learn how to call for help in an emergency by calling 911. | T | | | | | | | | | Classroom Teacher |
| 2. understand that since most accidents happen in the home appropriate measures must be met. (i.e. keeping toys, clothing, etc., in proper places, using caution on stairs and when climbing, being aware of slippery surfaces, etc.). | T | T | | | | | | | | Classroom Teacher |
| 3. be aware of hazards around the home: <i>sharp tools; guns; electrical appliances; matches and combustible materials; plastic bags; old refrigerators and freezers; drugs and household chemicals; plants, flowers and berries; toys; objects in mouth; animals and pets.</i> | T | T | | | | T | T | | | Classroom Teacher Grades 5 & 6- Technology Ed.; Family & Consumer Sciences Ed. |
| 4. understand that strangers can represent potential danger; playing or walking with others will reduce the danger of being harmed. | T | T | T | T | | | | | | Classroom Teacher |
| 5. understand that personal actions affect individual safety as well as the safety of others. | T | T | T | T | | T | | | | Classroom Teacher Grade 5 - Science |
| B. School Safety and Care | | | | | | | | | | |
| 1. understand that safety rules are necessary for a shared responsibility in the prevention of school accidents and the promotion of safety. | T | T | | | | T | | | | Classroom Teacher Grade 5 - Orientation |
| 2. recognize the necessity for fire drills: follow directions quickly and quietly; cooperation is necessary for everyone's safety. | T | T | T | T | T | T | | | | Classroom Teacher & Fire Dept |

IV. Safety and First Aid, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| B. School Safety and Care, <i>continued</i> | | | | | | | | | | |
| 3. understand and respect the purpose of fire safety equipment. | T | T | T | T | T | | | | | Classroom Teacher |
| 4. be aware of safety equipment rules and usage in specific school areas (i.e. safety glasses, proper foot gear, lab equipment, playground and sports activities, motorized equipment). AED | T | | | | T | T | T | T | | Classroom Teacher Grades 5 & 6- Physical Ed.; Technology Ed.; Family & Consumer Sciences Ed.; Science |
| 5. be aware of proper use of school facilities (i.e. lavatories, water fountains, lockers, stairs). | T | T | | | | T | | | | Classroom Teacher |
| 6. Be aware of all aspects of the school safety plan | T | T | T | T | T | T | T | T | T | Principal – School-wide Drills |
| C. School Bus Safety | | | | | | | | | | |
| 1. understand that safety considerations while waiting for, boarding, riding on and departing from a bus can prevent injury and accidents. | T | T | T | T | T | T | | | | Classroom Teacher Principal |
| 2. adhere to the safe riding procedures as outlined by the Mansfield Board of Education. | T | T | T | T | T | T | | | | Principal Bus Company |
| D. Bicycle Safety | | | | | | | | | | |
| 1. understand that bicycle safety is essential for the prevention of accidents. | | T | | | | T | | | | Physical Ed. |
| 2. understand that responsible operation of a bicycle requires knowledge and practice of safety regulations. a. A bicycle must be appropriate in size and type and kept in good mechanical order. b. Follow the traffic rules established for bicycles. c. Pedestrians have the right-of-way. | | T | | | | T | | | | Physical Ed. |

IV. Safety and First Aid, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|-----------------------------------|
| D. Bicycle Safety, <i>continued</i> | | | | | | | | | | |
| <p>2. <i>continued,</i></p> <p>d. Courtesy for others when walking or riding can prevent accidents.</p> <p>e. Proper safety equipment is essential for safe riding. (helmets) (12 and under)</p> <p>f. Park bicycles properly.</p> <p>g. Be aware of hazards (i.e. sand, wet leaves, dogs, etc.) - concentrate on operating the bicycle safely.</p> | | T | | | | T | | | | Physical Ed. |
| E. Travel Safety | | | | | | | | | | |
| <p>1. be aware of basic safety rules:</p> <p>a. Follow safest route to and from destination.</p> <p>b. Look both ways before crossing the street.</p> <p>c. Cross street at intersection; observe traffic signals, guards and police.</p> <p>d. Do not go into street between parked cars or behind other obstructions.</p> <p>e. Playing in or by a street or road can be dangerous.</p> <p>f. Face oncoming traffic when walking or jogging along the road.</p> <p>g. Wear light colored clothing or reflective strips to help make oneself more visible to motorists.</p> | | T | | T | | T | | | | Classroom Teacher Physical Ed. |
| <p>2. be aware of basic passenger safety rules:</p> <p>a. Wearing seatbelts is required by law.</p> <p>b. Seatbelts save lives and increase the chance of surviving an accident.</p> <p>c. Airbags, proper use of carseats</p> | T | T | T | | | | | | | Classroom Teacher |

IV. Safety and First Aid, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| C. Fire Safety in the Home | | | | | | | | | | |
| 1. understand that fires may be prevented by following prevention rules: a. Correct storage of flammable materials. b. Students should not use fireworks and/or gun powder. c. Students should not smoke or play with matches. d. Proper fire detecting equipment is necessary (i.e. smoke alarms). e. Chimney cleaning and inspection are necessary. f. Community resources are available for home safety checks. | T | T | T | T | T | T | | | | Classroom Teacher Principal Science |
| 2. understand the following procedures: a. Evacuation (action depends on specific situations). b. Dial 911 after evacuation. c. Methods of combating a fire are dependent upon the cause (i.e. common home fires, smoke inhalation, stop, drop and roll). | T | T | T | T | T | T | | | | Classroom Teacher Principal |
| G. Recreational Safety | | | | | | | | | | |
| 1. understand that water safety can prevent injury and drowning: a. Buddy system. b. Proper supervision. c. Swimming lessons and survival techniques are important. d. Proper boating procedures need to be followed- always wear a “personal flotation device.” e. If someone is in trouble in the water, do not go in after them. Reach out or throw them a float. Get help. | T | T | T | T | T | | | | | Physical Ed. |

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|--|
| f. If you get into trouble, relax and don't panic. Try to float on your back and call for help. g. Do not jump into unknown water. | | | | | | | | | | |
| 2. understand the need to follow rules established at any recreational facility. | | T | T | T | T | T | | | | Physical Ed. |
| 3. understand the need for proper equipment and specific safety measures when using recreational equipment, such as roller blades, skateboards and all-terrain vehicles. | | T | T | T | T | T | | | | Physical Ed. |
| H. First Aid | | | | | | | | | | |
| 1. understand elementary first aid procedures: | | | | | | | | | | |
| a. how to call for help in an emergency-dial 911 | T | T | T | T | T | T | | | | Grades K-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| b. clean minor cuts | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| c. apply a sterile bandage (band aid) | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher, School Nurse |
| d. nose bleeds | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| e. minor burns | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| f. abrasions | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| g. bruises | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| h. poison plants | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |

IV. Safety and First Aid, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| H. First Aid, <i>continued</i> | | | | | | | | | | |
| i. insect bites | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| j. broken bones and sprains | | T | T | T | T | T | | | | Grades 1-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| k. animal bites | | | T | T | T | T | | | | Grades 2-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| l. bee sting allergies (system reactions) | | | T | T | T | T | | | | Grades 2-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| m. chemicals on skin and in eyes | | | T | T | T | T | | | | Grades 2-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| n. objects in the eye | | | T | T | T | T | | | | Grades 2-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| o. ingestion of poison | | | T | T | T | T | | | | Grades 2-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| p. obstructed airway (choking) | | | T | T | T | T | | | | Grades 2-4 - Physical Ed. Grade 5- Classroom Teacher; School Nurse |
| q. rescue breathing | | | | T | T | | | | | Grades 3 & 4 - Physical Ed. |
| r. severe bleeding | | | | T | T | | | | | Grades 3 & 4 - Physical Ed. |
| s. heart attack | | | | T | T | | | | | Grades 3 & 4 - Physical Ed. |
| t. stroke | | | | T | T | | | | | Grades 3 & 4 - Physical Ed. |

IV. Safety and First Aid, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|-----------------------------|
| H. First Aid, <i>continued</i> | | | | | | | | | | |
| u. shock | | | | T | T | | | | | Grades 3 & 4 - Physical Ed. |
| v. seizures | | | | T | T | | | | | Grades 3 & 4 - Physical Ed. |
| 2. participate in an American Red Cross Community Safety and First Aid CPR program. | | | | | | | | T | | Science Teacher |

V. Environmental Resources

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| A. Community Health Protection | | | | | | | | | | |
| 1. be aware of the many community, state and national agencies that provide services and resources to insure better physical and mental health practices: | | | | | | | | | | |
| a. Hospitals, clinics, rehabilitation centers, health department, public health and school nurses, Red Cross program, Social Services, research agencies, etc. | | | | | T | | | | | Classroom Teacher |
| B. Health Promotion | | | | | | | | | | |
| 1. understand the importance of maintaining health by regular health check-ups, physical exams, eye and ear exams and dental visits. | | T | | T | | | | | | Classroom Teacher Grade 5 – School Nurse |
| 2. understand the disease process. | | | | | | | | | | |
| a. Diseases may be caused by bacteria, viruses, fungi and environmental substances (i.e. lead, asbestos, etc.). | | | | T | | T | | | T | Classroom Teacher- Science |
| b. Communicable diseases may be prevented by responsible health practices. | T | T | T | T | T | T | T | T | T | Classroom Teacher |
| c. Many diseases may be controlled by immunizations and vaccinations. | | | | T | | | | | T | Classroom Teacher |
| d. Substance abuse is a health problem which can be treated by appropriate resources. | | | T | T | T | T | T | T | T | Classroom Teacher- HERE'S LOOKING AT YOU |
| 3. be aware of the media and advertising process and learn to use good judgment in making healthful selections. | | | | | | | | | | |
| a. Misleading advertising, inappropriate programming and advertising propaganda, sensationalism, quackery, desensitization, etc. | | | | | | T | T | | | Family and Consumer Sciences Ed. Grade 5 -Good Decisions Program |

V. Environmental Resources, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| C. Drugs, Alcohol and Smoking | | | | | | | | | | |
| 1. <u>Here's Looking at You 2000</u> | T | T | T | T | T | | T | T | T | Classroom Teacher |
| 2. <u>Drug Abuse Resistance Education</u> Good Decisions/Science Tobacco & You | | | | | | T | | | | Classroom Teacher with State Police Trooper |
| D. Environment, Ecosystem and Biosphere | | | | | | | | | | |
| 1. understand we are all part of a life system and share in the responsibility for keeping the environment clean and healthy. | | | | | | | | | | |
| a. Only through conservation and wise use of our resources will we protect the environment. | T | | T | | | | T | T | | Classroom Teacher- Science |
| b. Awareness of ecological problems such as conservation, recycling, dealing with pollution and littering can lead to better ecological controls. | | T | T | | | | T | T | T | Classroom Teacher- Science |

VI. Personal Safety

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| A. Identification of Trusted Adults | | | | | | | | | | |
| 1. learn own identity as part of the family and of an extended family, identifying appropriate people to tell depending upon problem presented. | | T | | T | | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 2. be able to identify appropriate adults in the community (i.e. police, social worker). | | T | | T | | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| B. Privacy | | | | | | | | | | |
| 1. be able to identify body parts, including "private parts." a. develop understanding of the concept of privacy. c. develop awareness of their right to privacy. | | T | | T | | T | | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 2. be aware of their personal medical privacy rights under FERPA/HIPPA law | | | | | | T | | | | Family & Consumer Sciences Ed. |
| C. Violation of Privacy and Personal Safety | | | | | | | | | | |
| 1. learn to be aware that they can determine good or bad, including good or bad touches. a. trust and support their feelings. b. express their feelings about touching. | | T | | T | | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 2. learn to appropriately say <u>yes</u> or <u>no</u> to personal safety situations. | | T | | T | | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 3. develop a responsible problem solving approach for issues related to personal safety. a. Victims of inappropriate touch should not feel guilt or shame. b. Students will recognize that the victim is not at fault. c. Students will learn to tell an adult about uncomfortable touching. | | T | | T | | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |

VI. Personal Safety, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| C. Violation of Privacy and Personal Safety, <i>continued</i> | | | | | | | | | | |
| 4. learn that an offender does not necessarily have to be a stranger. | T | | T | | T | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 5. develop observational and descriptive skills for reporting. | T | | T | | T | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 6. describe exploitive situations. | T | | T | | T | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |
| 7. learn the importance of continual telling until believed. | T | | T | | T | | T | | | Classroom Teacher Grade 6- Family & Consumer Sciences Ed. |

VII. AIDS

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| A. Definitions | | | | | | | | | | |
| 1. learn that AIDS is an illness. | T | T | T | T | T | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| 2. learn that HIV is a very serious virus that causes irreversible damage. | | | | T | T | T | | T | | Classroom Teacher Grade 5 & 7- Family & Consumer Sciences Ed. |
| 3. understand the letters in AIDS stand for: A = Acquired I = Immune D = Deficiency S = Syndrome a. Names of illnesses can be very long, i.e. poliomyelitis. They are shortened for ease in discussion, i.e., polio. <u>Acquired</u> - gotten from someone or something outside of the body <u>Immune</u> - the body's way of protecting itself from sickness <u>Deficiency</u> - not having enough <u>Syndrome</u> - a group of signs and symptoms by which a doctor knows that a person has a particular condition | | | | | | T | | T | | Family & Consumer Sciences Ed. |

VII. AIDS, continued

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|--|
| B. Transmission of HIV/AIDS | | | | | | | | | | |
| <p>1. learn that AIDS is very hard to get. You cannot get it just by being near or touching someone who has it.</p> <p>a. A healthy life may be achieved by developing health habits:</p> <ol style="list-style-type: none"> 1. Good personal hygiene. 2. Correct hand-washing, especially after toileting and before eating. 3. Dirty things from the streets and sharp objects could hurt you. 4. Dirty things should not be put in your mouth. 5. Stay away from blood and/or body fluid on people or things. 6. If someone's blood gets on you, wash it off with soap and water. | T | T | T | T | T | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| <p>2. learn that some babies are born with HIV.</p> | T | T | | | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| <p>3. learn AIDS is an illness caused by a virus which cannot be seen with the naked eye.</p> <p>a. Some diseases can be spread from one person to another.</p> <p>b. Some, such as colds and chicken pox, can be spread easily while others are more difficult to catch.</p> <p>c. Germs cause illness. Germs cannot be seen. A virus is a very small germ.</p> | | T | T | | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |

VII. AIDS, continued

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|---|
| B. Transmission of HIV/AIDS, continued | | | | | | | | | | |
| 4. learn that all viruses are too small to be seen without an electron microscope. Specific viruses cause specific illnesses. The student will learn that AIDS is caused by a virus that is hard to catch. The name of the virus is HIV. This stands for Human Immunodeficiency Virus. | | | | | | T | | T | | Family & Consumer Sciences Ed. |
| 5. learn vaccines are available to prevent certain illnesses such as measles or polio. a. learn that at this time there is no vaccine or cure for AIDS. | | | | T | T | T | | T | T | Classroom Teacher Grades 5, 7 & 8 - Family & Consumer Sciences Ed. |
| 6. understand that the HIV virus can be transmitted from an infected person to another individual. The HIV virus floats primarily in blood and sexual fluids (semen or vaginal secretions), but sometimes is in saliva, sweat, tears and urine; although not in high enough concentrations to present a risk. There are two major methods of transmission: blood to blood contact and sexual intercourse. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |
| 7. learn that HIV can be passed from mothers to unborn children. | | | | | | T | T | | | Family & Consumer Sciences Ed. |
| 8. learn blood transfusions are used to replace blood lost after injury or surgery. Blood products are used to treat certain diseases such as hemophilia. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |

VII. AIDS, continued

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|--------------------------------|
| B. Transmission of HIV/AIDS, continued | | | | | | | | | | |
| <p>9. learn that specific activities involving blood-to-blood contact could pass the HIV virus:</p> <ul style="list-style-type: none"> a. sharing of syringes and needles by drug users; b. becoming blood brothers/sisters; c. reusing dirty tattooing equipment; d. reusing or sharing dirty ear/body-piercing equipment; e. being born to a woman who is infected; and/or f. receiving a blood transfusion or blood product treatment that was contaminated with HIV. Since 1985 the blood for transfusions has been tested and blood products have been made safe. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |
| <p>10. learn that sexual intercourse could pass the HIV virus:</p> <ul style="list-style-type: none"> a. Intercourse is the sexual union between two people during which bodily fluids are exchanged. b. Passing sexual fluids from one person to another during any type of sexual intercourse (i.e. vaginal, anal or oral). c. Puberty brings out observable changes in the physical body. The reproductive system matures and sexual feelings and desires may become more pronounced. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |

VII. AIDS, continued

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|---|---|---|---|---|---|---|---|---|---|--|
| C. Ways To Protect Yourself Against HIV/AIDS | | | | | | | | | | |
| 1. learn that HIV/AIDS is hard to catch, unless they engage in risky behavior. Such behaviors must be avoided. | | T | | | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| a. Never pick up syringes and needles that you may find anywhere (i.e. on the street, at home, in the park). If you find a needle, talk to your parent(s) or a trusted adult about it. | | T | | | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| b. Needles used by health care professionals for treatment and prevention of illness are safe. Once a hypodermic syringe and needle are used it is unsafe to use them again. | | | | | | | | | | |
| c. If your friends want to share blood (i.e. blood brothers/sisters), say “NO” . If someone is pressuring you to be blood brothers/sisters, talk to your parent(s) or a trusted adult. | | | | | | T | | | | Family & Consumer Sciences Ed. |
| 2. Healthy behaviors increase the chance for a healthy life. The student will learn that in most cases AIDS is a preventable disease based on decisions you make now and in the future. | | | | | | T | | T | | Grade 5 & 7- Family & Consumer Sciences Ed. |
| a. People have choices and must recognize consequences of behavior. Some behavior can lead to serious health consequences. Choices are influenced by many factors. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |

VII. AIDS, continued

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| C. Ways To Protect Yourself Against HIV/AIDS, continued | | | | | | | | | | |
| 3. learn that AIDS is not transmitted by casual contact. It is a preventable disease based on decisions you make now or in the future. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |
| a. Individuals are responsible for their own actions. People make healthy decisions based on refusal skills, decision-making skills and coping mechanisms. | | | | | | T | | T | T | Grade 5- Good Decisions Grades 7 & 8 |
| 4. Decisions can protect people from getting AIDS. | | | | | | T | | T | T | Family & Consumer Sciences Ed. |
| a. Abstinence from sexual intercourse is an effective way to avoid getting infected with HIV. | | | | | | | | T | T | Family & Consumer Sciences Ed. Science |
| b. Sexuality is a part of life. Students can acquire skills in saying “NO” to sexual intercourse while maintaining friendships. | | | | | | | | | | |
| c. Postponement of sexual intercourse until a lifelong monogamous relationship is established with a person known to be uninfected is another way to avoid getting HIV/AIDS. | | | | | | T | | T | T | Grade 5 & 7- Family & Consumer Sciences Ed.; Science Grade 8 |
| d. Refraining from premature sexual activity is appropriate at this age. | | | | | | | | | | |
| e. Sexually active individuals can decide not to be sexually active anymore. | | | | | | | | T | T | Family & Consumer Sciences Ed.; Science |

VII. AIDS, continued

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| C. Ways To Protect Yourself Against HIV/AIDS, continued | | | | | | | | | | |
| f. People who continue to be sexually active can decrease their risk of getting HIV/AIDS by using a condom. The condom serves as a barrier to prevent exchange of sexual fluids. Condoms are not always effective. g. Present behavior choices may relate to future health. Exposure to infectious diseases is determined not by who you are but what you do. | | | | | | | | T | T | Family & Consumer Sciences Ed.; Science |
| h. Saying “NO” to illegal intravenous drug use is an effective way to avoid getting HIV/AIDS. i. There are medically appropriate uses of intravenous drugs. Intravenous drugs are also used inappropriately and illegally. | | | | | | T | | T | T | Family & Consumer Sciences Ed.; Science |
| j. IV drug users who share needles are at extremely high risk for getting the HIV virus. | | | | | | T | | T | | Family & Consumer Sciences Ed. |
| k. People who are on drugs should get help to stop using drugs. | | | | | | T | | | T | Grade 5- Good Decisions Grade 8- Family & Consumer Sciences Ed.; Science |
| D. Feelings, Emotions and Society | | | | | | | | | | |
| 1. learn people with HIV/AIDS need to be accepted. They need our understanding, compassion and care. | T | T | T | T | T | T | | T | T | Classroom Teacher Grade 5, 7 & 8 - Family & Consumer Sciences Ed. |
| 2. learn children should not be afraid of getting HIV/AIDS when they are young. | T | T | | | | T | | | | Classroom Teacher Family & Consumer Sciences Ed. |

VII. AIDS, *continued*

| Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responsibility for Teaching |
|--|---|---|---|---|---|---|---|---|---|---|
| D. Feelings, Emotions and Society, <i>continued</i> | | | | | | | | | | |
| <p>3. learn fears and anxieties, whether real or imagined, must be dealt with.</p> <p>a. Young children are dependent on others for help in making decisions and addressing fears.</p> <p>b. All children need to develop respect for themselves and others.</p> <p>c. Development of self-esteem is derives from accomplishments skills and abilities</p> | | T | | | | | | | | Classroom Teacher |
| <p>4. learn that people have different characteristics and needs. The student will learn that it is OK (safe) to be a friend to someone with HIV/AIDS.</p> | | T | | | | T | | | | Classroom Teacher Grade 5- Family & Consumer Sciences Ed. |
| <p>5. learn there are positive and negative feelings and appropriate ways of dealing with feelings. Trusted adults can be sources of help, information, and guidance. The student will understand children, like adults, need to discuss their fear about HIV/AIDS with a knowledgeable person.</p> | | T | | | | T | | T | T | Classroom Teacher Grades 5, 7 & 8 - Family & Consumer Sciences Ed. |
| <p>6. learn the number of people with HIV/AIDS is growing world-wide. AIDS and other diseases affect all communities socially, financially and politically.</p> | | | | | | | | T | T | Family & Consumer Sciences Ed.; Science |