

# **Darien Public Schools**

## **Health Education**

### **K-12 Curriculum Guide**

Approved April 12, 2005

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## **DATES**

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## **STATEMENT OF PHILOSOPHY – HEALTH EDUCATION**

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The Darien Public Schools K-12 Health Education Curriculum is designed to guide each student's age-appropriate learning and the development of positive health/wellness behaviors. Students will learn to identify, understand, manage, and express four attributes which are prerequisite to optimal health behavior; knowledge, skill, perception, and decision-making.

The foundation of the health curriculum is based on six units of study:

1. Social and Emotional Health
2. Growth and Development
3. Nutrition and Fitness
4. Safety and Injury Prevention
5. Disease Prevention
6. Substance Use and Abuse Prevention

Unlike traditional academic subjects or athletic instruction, health outcomes are strongly influenced by perceptions and the ability to make and act upon positive health decisions. Therefore, it is imperative that students are guided to recognize, examine, and express their own health perceptions, as well as evaluate the perceptions present in the environment. Environmental influences include, but are not limited to: family, peers, and other adults including health care providers, school personnel, and personalities of the media. Dialogue with trusted adults is encouraged to clarify students' perceptions about health. Faculty will assist students to recognize the necessary steps in the decision-making process.

## **HEALTH EDUCATION ESSENTIAL QUESTIONS**

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What do Darien students need to know to make sound, age appropriate decisions regarding their health?

- What does the Darien student need to know to stay healthy?
- How does the Darien student find health information and resources?
- What can the Darien student do to reduce health risks?
- What influences the healthy behaviors and decisions made by Darien students?
- How can communication enhance the personal health of Darien students?
- How should Darien students make good decisions to stay healthy?
- What can Darien students do to promote health information and healthy behaviors?

## **PROGRAM GOALS**

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Program goals in Health Education are designed to promote students' physical, emotional, and social development. The goals are designed to:

1. Help students gain knowledge about the care and maintenance of their bodies, and ways to protect and improve their health.
2. Encourage students to evaluate their own actions in relation to health and safety, and to develop their potential for assuming increased responsibility in regard to their health and safety and that of others.
3. Help students learn the necessary skills to adopt and maintain healthful practices and lifestyles.
4. Encourage students to develop a better understanding of themselves, their limits and their potentials in an emerging technological world.
5. Familiarize students with community resources relating to health care services and the Emergency Medical System.
6. Encourage students' responsibility for their own physical environment and relationships and their emotional, mental and social health.
7. Establish learning experiences which prepare and motivate individuals to protect and improve individual, family and community health in a culturally diverse society.
8. Emphasize the skills of critical thinking, problem solving, communication and decision-making.
9. Identify the interrelatedness of physical, social, mental and emotional forces on health.
10. Focus on students' responsibility for developing and maintaining personal behavior that promotes total wellness.

## **HEALTH EDUCATION OVERVIEW**

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The Darien Health Education Program is designed to meet the unique needs of the children and families of the Darien community while concurrently addressing the National and Connecticut Standards for health education.

The Darien Health Education Program dovetails with the current curricula in science, social studies and physical education. The program is designed to provide factual material and situations that will give students the tools to make good health, age appropriate, decisions for self and community.

The guiding principle of the entire Darien health education program is to allow students to make age appropriate decisions regarding their health armed with factual information regarding their health and wellness.

## HEALTH EDUCATION STUDENT PERFORMANCE SUMMARY

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Student performance indicators will vary depending upon grade level.

- Elementary progress will be assessed and included as a fraction of the science grade and may be measured by:
  - i. Tests
  - ii. Projects
  - iii. Class participation
- Secondary progress will be measured by:
  - i. Projects
  - ii. Journal
  - iii. Oral Presentations
  - iv. Article Reviews
  - v. Demonstration
  - vi. Discussion

## HEALTH EDUCATION GRADING GUIDELINES

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### **High School**

	<u>% of Report Card Grade</u>
Homework / Quizzes	30%
Tests	30%
Performance Tasks	30%
Class Participation	10%

## **K-12 UNITS OF STUDY**

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Unit 1: Social and Emotional Health

Unit 2: Growth and Development

Unit 3: Nutrition and Fitness

Unit 4: Injury Prevention and Safety

Unit 5: Disease Prevention (Elementary) and Stress Management (Secondary)

Unit 6: Substance Use and Abuse

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## **Elementary School**

The essential questions frame the topics and concepts studied in health education.

In addition to the essential questions the interpersonal issues of self-esteem, bullying, respect for self and others, responsibility, and conflict resolution are addressed each year. Each “teachable moment” which arises from real-life topics is utilized to provide an authentic learning experience for each student. This unscheduled curriculum is taught in the classroom, on the playground and in various locations in the school.

## **Kindergarten Unit Summaries**

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- 1. Social and Emotional Health**
  - 1.1. Cooperation and sharing
  - 1.2. Accepting unique and special qualities
  - 1.3. Family responsibilities
  - 1.4. Expressing emotions appropriately
  - 1.5. Consequences of behaviors
  - 1.6. Knowing your body
- 2. Growth and Development**
  - 2.1. Promoting healthy choices
  - 2.2. Personal hygiene
- 3. Nutrition and Fitness**
  - 3.1. Healthy food and fitness choices
  - 3.2. Benefits of water consumption
  - 3.3. Benefits of exercise
- 4. Injury Prevention and Safety**
  - 4.1. Emergency situations
  - 4.2. Fire safety
  - 4.3. Hitting and hurting
  - 4.4. Good and bad touch
  - 4.5. Outdoor safety
  - 4.6. First aid
  - 4.7. Responding to Injuries
  - 4.8. General safety
- 5. Disease Prevention**
  - 5.1. Germs
  - 5.2. Health care resources

- 5.3. Personal hygiene
- 5.4. Help when sick and hurt

**6. Substance Use and Abuse Prevention**

- 6.1. Harmful and helpful drugs, including tobacco
- 6.2. Universal poison sign
- 6.3. Identifying reliable adult

## Grade 1 Unit Summaries

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### **1. Social and Emotional Health**

- 1.1. Accepting and respecting others
- 1.2. Coping skills
- 1.3. Dealing with loss
- 1.4. Family
- 1.5. Feelings
- 1.6. Sleep

### **2. Growth and Development**

- 2.1. Sensory and major body organs
- 2.2. Personal hygiene
- 2.3. Growth patterns

### **3. Nutrition and Fitness**

- 3.1. Food pyramid and grouping foods
- 3.2. Importance of water
- 3.3. Fitness routines

### **4. Injury Prevention and Safety**

- 4.1. Safety at home and at school
- 4.2. Good and bad touch
- 4.3. First aid

### **5. Disease Prevention**

- 5.1. Germs
- 5.2. Childhood illnesses
- 5.3. Healthy teeth

### **6. Substance Use and Abuse Prevention**

- 6.1. Harmful and helpful substances
- 6.2. Choices and consequences
- 6.3. Seeking reliable health professionals and advice

## Grade 2 Unit Summaries

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- 1. Social and Emotional Health**
  - 1.1. Accepting and respecting others
  - 1.2. Solving problems constructively
  - 1.3. Coping skills
  - 1.4. Expressing emotions
  - 1.5. Influence of culture and media
  
- 2. Growth and Development**
  - 2.1. Bones and muscles
  - 2.2. Circulatory System
  - 2.3. Similarities and Differences
  
- 3. Nutrition and Fitness**
  - 3.1. Food guide pyramid
  - 3.2. Food labels
  - 3.3. Exercise
  - 3.4. Benefits of water
  
- 4. Injury Prevention and Safety**
  - 4.1. Personal safety
  - 4.2. Universal precautions for handling body fluids
  - 4.3. Obtaining help in unsafe situations
  - 4.4. First aid
  - 4.5. Bike and water safety
  
- 5. Disease Prevention**
  - 5.1. Communicable diseases
  - 5.2. Eliminating unnecessary fears about HIV/AIDS
  - 5.3. Importance of hand-washing
  - 5.4. Health care providers
  - 5.5. Hand washing
  
- 6. Substance Use and Abuse Prevention**
  - 6.1. Protecting body organs
  - 6.2. Legal and Illegal drugs
  - 6.3. Resisting tobacco, alcohol, and other drugs
  - 6.4. Addiction

## Grade 3 Unit Summaries

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- 1. Social and Emotional Health**
  - 1.1. Goal setting
  - 1.2. Problem solving
  - 1.3. Physical and sexual abuse
  - 1.4. Coping skills
  
- 2. Growth and Development**
  - 2.1. Digestive system
  - 2.2. Heart and lungs
  
- 3. Nutrition and Fitness**
  - 3.1. Benefits of major nutrients
  - 3.2. Healthy food choices
  - 3.3. Water consumption
  - 3.4. Benefits of activity
  
- 4. Injury Prevention and Safety**
  - 4.1. Assessing unsafe situations
  - 4.2. Bullying
  - 4.3. First aid
  
- 5. Disease Prevention**
  - 5.1. Personal health and hygiene
  - 5.2. Preventing and dispelling fears about common diseases
  
- 6. Substance Use and Abuse Prevention**
  - 6.1. Proper use of medicines
  - 6.2. Influences on drug use, including tobacco and alcohol

## Grade 4 Unit Summaries

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- 1. Social and Emotional Health**
  - 1.1. Dealing with conflict
  - 1.2. Dealing with peer pressure
  - 1.3. Coping skills
  - 1.4. Media influences
  - 1.5. Indicators of good health
  - 1.6. Stress management
  - 1.7. Assessing talents and skills
  
- 2. Growth and Development**
  - 2.1. Understanding a growing and changing body
  - 2.2. Gender respect
  
- 3. Nutrition and Health**
  - 3.1. Food choices
  - 3.2. Serving size
  - 3.3. Body image
  - 3.4. Functions of nutrients
  
- 4. Injury Prevention and Safety**
  - 4.1. Safety factors and risks
  - 4.2. Dealing with emergency situations
  - 4.3. First aid
  
- 5. Disease Prevention**
  - 5.1. Immune system
  - 5.2. Viruses
  - 5.3. Communicable diseases
  - 5.4. Care and concern for people with chronic illnesses
  
- 6. Substance Use and Abuse Prevention**
  - 6.1. Legal and social consequences
  - 6.2. Resistance skills

## Grade 5 Unit Summaries

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- 1. Social and Emotional Health**
  - 1.1. Shaping peer norms
  - 1.2. Common adolescent stressors
  - 1.3. Resisting pressure
  - 1.4. Trusting others
  - 1.5. Bullying
  
- 2. Growth and Development**
  - 2.1. Nervous system
  - 2.2. Reproductive anatomy and puberty
  - 2.3. Emotional changes
  
- 3. Nutrition and Fitness**
  - 3.1. Food pyramid
  - 3.2. Healthy eating
  - 3.3. Value of nutrition and fitness
  
- 4. Injury Prevention and Safety**
  - 4.1. School safety / creating safe schools
  - 4.2. Avoiding fights
  - 4.3. First aid
  
- 5. Disease Prevention**
  - 5.1. Transmission of HIV / AIDS
  - 5.2. Compassion for others
  
- 6. Substance Use and Abuse Prevention**
  - 6.1. Continued review of harmful substances
  - 6.2. Recognizing and avoiding negative social influences
  - 6.3. Decision-making skills
  - 6.4. Assertiveness skills

## **Secondary School**

Health education is a multi-dimensional, multifaceted discipline. It encompasses a range of topics that aim to create in students a repertoire of knowledge, attitudes, attributes and skills that will allow them to become healthy, productive citizens. Good health fosters a person's belief in self, provides the person with skills to function in a multicultural, diverse world, and teaches the person behaviors that will promote a healthy lifestyle now and in the future.

The individual's understanding of self and one's environment is significant for healthful living. Health is a continuous process of practice and learning. It the individual's lifelong responsibility to educate himself / herself to new scientific advances and technologies as well as current knowledge's and to utilize these in daily life.

## **Grade 6 Unit Summaries**

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Note: the entire 6<sup>th</sup> grade health curriculum is covered in science and social studies classes. Each student receives a total of five classes.

- 1. Growth and Development (science class taught by school nurse)**
  - 1.1. Overview of the body systems
  - 1.2. Anatomical and physiological changes during puberty
  - 1.3. Practical ways of dealing with these changes
  
- 2. Disease Prevention (science class taught by school nurse)**
  - 2.1 Basic pathophysiology of AIDS
  - 2.2 Understanding how HIV develops into AIDS
  - 2.3 Communicability of HIV
  
- 3. Substance Use and Abuse Prevention (social studies class classes conducted by outside speakers)**
  - 3.1 Recognizing and coping with peer pressure
  - 3.2 Understanding positive and negative stress relief
  - 3.3 Understanding laws related to drugs and alcohol

## Grade 7 Family Studies

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### **1. Social and Emotional Health**

- Define health and its components
- Define emotional health
- Self-esteem
- Decision-making

### **2. Nutrition and Fitness**

- Definitions of terms (Review)
- Review difference between food groups and nutrients
- Making healthy food choices
- Interrelation of diet, exercise, rest, risk management

### **3. Safety and Injury Prevention**

- Risk management
- Kitchen safety
- Bullying

### **4. Stress Management**

- Signs of stress
- Coping skills: good vs. bad
- Bullying
- Suicide awareness; depression as an illness

### **5. Substance Use and Abuse** (unit may be exchanged with 8<sup>th</sup> grade unit)

- Review definitions: drug; prescription drug; OTC; illegal drug; illicit drug; addiction
- Research project

### **6. Growth and Development**

- Developmental skills and abilities
- Changing nutritional needs over lifetime

## **Grade 8 Family Studies**

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### **1. Social and Emotional Health**

Review of self-esteem  
Expansion of skills for acting with high regard for self/high regard for others  
Decision-making regarding social and sexual behaviors

### **2. Nutrition and Fitness**

Body's use of nutrient groups  
Food choices  
Eating disorders

### **3. Stress Management**

Changing nature of relationships with peers and adults  
Transactional analysis: child/parent/adult messages  
Recognizing depression; warning signs of suicide

### **4. Substance Use and Abuse** (*may be exchanged with 7<sup>th</sup> grade unit*)

Types of drug abuse (progression from experimentation to addiction)  
Science of drug abuse  
Alcohol facts  
Tobacco facts  
Treatment of addictions

### **5. Growth and Development**

Male and female reproductive systems  
Dimensions of sexuality  
Consequences of teen sexual activity  
STIs  
HIV/AIDS: transmission, treatment; global issues

### **6. Safety and Injury Prevention**

Kitchen safety; food handling practices  
Harassment  
Assault

# High School Overview

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## Unit 1: Social and Emotional Health

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- Your Health; your responsibility
- Self-Esteem
- Decision Making
- What is Emotional Health?
- Depression

## Unit 2: Nutrition and Fitness

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- Nutrients
- Responsible Food Choices
- Managing Weight and Body Composition
- Fad Diets
- Managing Weight Management for Individual Needs
- Elements of Fitness
- Benefits of Fitness
- Eating Disorders

## Unit 3: Safety and Injury Prevention

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- Stereotyping, Prejudice & Discrimination
- Rape
- Domestic Violence
- Bullying
- Hazing
- Harassment and Assault
- CPR
- First Aid

## Unit 4: Stress Management

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- Stress and Stress Management
- Effects of Stress
- Anxiety and Teen Depression
- Suicide Prevention

## **Unit 5: Substance Use and Abuse**

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- Drug Identification (OTC's, Meds, RX)
- Tobacco
- Inhalants
- Alcohol
- Illegal Drugs
- Date Rape Drugs
- Designer Drugs
- Process of Substance Addiction and Recovery

## **Unit 6: Growth and Development**

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- Healthy Relationships
- Review of Male and Female Reproductive Systems
- Consequences of Teen Sex
- Abstinence
- Awareness and Classification of STI's
- HIV and AIDS

**Grade 9 – ‘A’ Cycle**  
***Personal Wellness***

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**1. Social and Emotional Health**

- 1.1. Your Health; your responsibility
- 1.2. Self-Esteem
- 1.3. Decision- Making
- 1.4 What is emotional Health?

**2. Growth and Development**

- 2.1 Review Male and Female Reproductive Systems
- 2.2 Consequences of Teen Sex
- 2.3 Abstinence and Contraception
- 2.4 Awareness and Classifications of STI's
- 2.5 HIV / AIDS

**3. Nutrition and Fitness**

- 3.1 Nutrients
- 3.2 Responsible Food Choices
- 3.3 Elements of Fitness
- 3.4 Benefits of Fitness
- 3.5 Eating Disorders

**4. Injury Prevention and Safety**

- 4.1 Domestic Violence
- 4.2 Bullying
- 4.3 Harassment
- 4.4 Assault
- 4.5 Hazing

**5. Stress Management**

- 5.1 Stress and Stress Management
- 5.2 Anxiety and Depression

**6. Substance Use and Abuse**

- 6.1 Drug Identification (OTC's, Meds, RX)
- 6.2 Tobacco
- 6.3 Inhalants
- 6.4 Alcohol
- 6.5 Illegal Drugs

**Grade 10 & 11 – ‘B’ Cycle**  
*Human & Social Development*

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**1. Social and Emotional Health**

- 1.1. Understanding Death and Grief

**2. Nutrition and Fitness**

- 2.1. Managing Weight and Body Composition
- 2.2. Fad Diets
- 2.3. Weight Management for Individual Needs

**3. Substance Use and Abuse**

- 3.1. Date Rape Drugs
- 3.2. Designer Drugs
- 3.3. Process of Substance Addiction and Recovery

**4. Growth and Development**

- 4.1. Healthy Relationships

**Grade 10 & 11 – ‘C’ Cycle**  
*Human & Social Development*

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**1. Safety and Injury Prevention**

- 1.1. First Aid
- 1.2. Professional Rescuer CPR

**Grade 12 –  
Senior Project**

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**1) Content Area:**

- a. Demonstration of Health Knowledge
- b. Demonstration and Knowledge of Fitness

**2) Service Area:**

- a. Involvement in community in a capacity of volunteerism
  - i. I.e. Youth league coaching; post 53, Fire Department; Senior Center

**3) Personal Area:**

- a. IEP (Individual Exercise Program)
- b. Research Fitness levels
  - i. I.E. body fat, aerobic capacity, etc

## RELATED STANDARDS

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### **Darien Health Education Standards for Grades K-5 (As adapted from National and State standards)**

1. Students will comprehend concepts related to health promotion and disease prevention.  
By Grade 5 students will be able to:
  - Describe relationships between personal health behaviors and individual well-being.
  - Describe the interrelationship of mental, emotional, social and physical health during childhood.
  - Describe the basic structure and functions of the human body systems.
  - Describe how the family influences personal health.
  - Describe how physical, social and emotional environments influence personal health.
  - Identify health problems and illnesses that can be prevented and treated early.
  - Explain how childhood injuries can be prevented or treated.
  
2. Students will demonstrate the ability to access valid health information and health promoting products and services.  
By Grade 5 students will be able to:
  - Identify characteristics and demonstrate the ability to locate valid health information and health-promoting products and services.
  - Demonstrate the ability to locate resources from home, school and community that provide valid health information.
  - Discuss what may influence the selection of health information, products and services.
  
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.  
By Grade 5 students will be able to:
  - Identify responsible health behaviors.
  - Identify personal health needs.
  - Compare behaviors that are safe to those that are risky or harmful involving self and/or others.
  - Understand and demonstrate strategies to improve or maintain personal health by examining influences, rules and legal responsibilities that effect decisions.
  - Understand and develop safety techniques, injury and disease prevention and stress management strategies for health of self, others and community.
  - Identify appropriate resources and support systems to meet health needs for self and others.
  - Apply skills to manage stress.

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

By Grade 5 students will be able to:

- Distinguish between verbal and non-verbal communication.
- Describe characteristics needed to be a responsible individual within your peer group, school, family and community.
- Identify emotions and understand how they can affect an individual's behavior.
- Identify and demonstrate healthy ways to express needs, wants, and feelings.
- Identify, discuss and demonstrate ways to communicate care, consideration, and respect of self and others without bias, abuse discrimination or harassment, including but not limited to race, color, sex, religion, national origin, sexual orientation and/or physical/mental status.
- Demonstrate attentive listening skills to build and maintain healthy relationships with peers and family members.
- Demonstrate refusal skills to enhance physical and mental health.
- Differentiate between negative and positive behaviors used in conflict situations.
- Demonstrate non-violent strategies to resolve conflicts and identify adults to assist when appropriate.

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

By Grade 5 students will be able to:

- Demonstrate skills for communicating effectively with family, peers and others.
- Demonstrate the ability to identify positive and negative emotions in self and others, and analyze the impact on verbal and non-verbal communication and behavior.
- Analyze and demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate respect for and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin, sexual orientation and /or physical/mental status.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others physically and emotionally.
- Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families and communities.
- Demonstrate strategies used to prevent conflict.

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

By Grade 5 students will be able to:

- Demonstrate the ability to apply a decision-making process to health issues and problems.
- Explain when to ask for assistance in making health-related decisions and setting health goals.

- Predict outcomes of positive health decisions.
  - Set a personal health goal and track progress toward its achievement.
7. Students will demonstrate the ability to advocate for personal, family and community health.
- By Grade 5 students will be able to:
- Describe a variety of methods to convey accurate health information and ideas.
  - Gather information and express opinions about health issues.
  - Identify community agencies that advocate for healthy individuals, families, and communities.
  - Encourage others to make positive health choices.

**Darien Health Education Standards for Grades 6-8 (As adapted from National and State standards)**

1. Students will comprehend concepts related to health promotion and disease prevention.
- By Grade 8 students will be able to:
- Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
  - Describe the interrelationship of mental, emotional, social and physical health during adolescence.
  - Explain how health is influenced by the growth and interaction of body systems.
  - Describe how family and peers influence the health of adolescents.
  - Analyze how environment and personal health are related
  - Describe ways to reduce risks related to adolescent health problems.
  - Explain how appropriate health care can prevent premature death and disability, and
  - Describe how lifestyle, pathogens, family history and other risk factors are related to the cause pr prevention of disease and other health problems.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
- By Grade 8 students will be able to:
- Analyze the validity of health information, products, and services,
  - Demonstrate the ability to utilize resources from home, school and community that provide valid health information;
  - Analyze how media influences the selection of health information and products;
  - Demonstrate the ability to locate health products and services;
  - Compare the costs and validity of health products
  - Describe situations requiring professional health services.

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

By Grade 8 students will be able to:

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

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

By Grade 8 students will be able to:

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

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

By Grade 8 students will be able to:

- Demonstrate effective verbal and non-verbal communication skills to enhance health.
- Describe how the behavior of family and peers affects interpersonal communication.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate communication skills to build and maintain healthy relationships.
- Demonstrate refusal and negotiation skills to enhance health.
- Analyze possible causes of conflict among youth in schools and communities.
- Demonstrate strategies to manage conflict in healthy ways.

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

By Grade 8 students will be able to:

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

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

By Grade 8 students will be able to:

- Analyze various communication methods to accurately express health information and ideas.
- Express information and opinions about health issues.
- Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.
- Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.
- Develop a plan that addresses personal strengths, needs, and health risks.

**Darien Health Education Standards For Grades 9-12 (As adapted from National and State standards)**

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

By Grade 12 students will be able to:

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

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

By Grade 12 students will be able to:

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

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

By Grade 12 students will be able to:

- Examine the importance of assuming responsibility for personal health behaviors.
- Analyze personal health needs to determine health strengths and risk.
- Distinguish between safe and risky or harmful behaviors involving self and/or others.
- Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that effect decisions.
- Analyze safety techniques, injury and disease prevention and stress management strategies for health of self, others and community.
- Analyze evaluate and demonstrate the ability to access appropriate resources and support systems to meet the health needs for self and others.

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

By Grade 12 students will be able to:

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

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

By Grade 12 students will be able to:

- Demonstrate skills for communicating effectively with family, peers and others
- Demonstrate the ability to identify positive and negative emotions in self and others, and analyze the impact on verbal and non-verbal communication and behavior.
- Analyze and demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate respect for and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin, sexual orientation and /or physical/mental status.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others physically and emotionally.
- Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families and communities.
- Demonstrate strategies used to prevent conflict.

6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.
- By Grade 12 students will be able to:
- Examine the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
  - Analyze health concerns that require collaborative decision-making.
  - Predict immediate and long-term impact of health decisions on the individual, family and community.
  - Implement and evaluate a plan for attaining a personal health goal.
  - Formulate an effective plan for lifelong health.

7. Students will demonstrate the ability to advocate for personal, family and community health.
- By Grade 12 students will be able to:
- Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
  - Support and defend a position with information and opinions about one or more health issues.
  - Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.
  - Demonstrate the ability to influence and support others in making positive health choices.
  - Demonstrate the ability to work cooperatively in larger more diverse groups when advocating for healthy communities.
  - Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

## SUPPLEMENTAL RESOURCES

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### *Health Text Books*

#### Glencoe Health

Merki, M. and Merki, D., Glencoe Health, (1994), McGraw-Hill: Woodland Hills, CA

### *Media Center /Reference*

Connecticut Digital Library and the Health and Wellness Resource Center

<http://www.iconn.org>

Gale Databases

<http://infotrac.galegroup.com/menu>

OPAC – Library Catalog

Online Encyclopedias (Grolier, Encarta)

### *Organizations:*

American Alliance for Health, Physical Education, Recreation and Dance

[www.aahperd.org](http://www.aahperd.org)

American Red Cross

[www.redcross.org/services/hss/](http://www.redcross.org/services/hss/)

American School Health Association

<http://www.ashaweb.org>

Centers for Disease Control

[www.cdc.gov](http://www.cdc.gov)

### *Video Resources – Secondary*

Social and Emotional Health

- “My Life” (Death & Dying)
- “Tuesdays with Morrie”
- “Secret Cuttings” (Depression/Cutting)

### Nutrition and Fitness

- “Perfect Body” (Eating Disorders)
- “Dying to be Thin” (Anorexia)
- “A Body to Die For” (Steroids)

### Safety and Injury Prevention

- “American Red Cross”
  - First Aid on the Scene
  - Professional Rescuer CPR

### Stress Management

- “Struggling with Stress”
- “What Can I Do When I Feel Bad”

### Substance Use and Abuse

- “28 Days” (Drug Rehab)
- “Marijuana – The Myth and Truth about Kids and Drugs”
- “Dead Drunk” Kevin Tunnell Story
- “Alcohol – Brain under the Influence”

### Growth and Development

- “Staying Alive” (MTV / HIV)
- “The Cure” (HIV)