

# KINGSTON CITY SCHOOL DISTRICT HEALTH EDUCATION HANDBOOK K-12

*Changing the Shape of our Youth*

## MISSION STATEMENT

In the Kingston City School District we believe that Health instruction plays a vital role in preventing health problems and improving the quality of life and total well-being. Our primary focus is to motivate all students to take an active role in maintaining and improving their mental-emotional, family-social, and physical health.

This philosophy of health instruction as a crucial and positive aspect of a comprehensive school health program supports the following goals:

- The program will emphasize that health is a right and a responsibility of every individual and community.
- The program will promote the principals of safe living and disease prevention to avoid health problems.
- The program will develop knowledge and skills necessary for mental, social, and physical well-being.
- The program will promote the positive impacts that the individual, the family, and the community can have on environmental health.
- The program will increase student knowledge related to the structure of the human body and patterns of health-growth and development.
- The program will be developmentally sound and sequential.

## **NEW YORK STATE STANDARDS**

### Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

## Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.

# NATIONAL STANDARDS

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

### *Performance Indicators*

#### Pre-K – Grade 2:

- Identify that healthy behaviors impact personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.
- List ways to prevent common childhood injuries.
- Describe why it is important to seek health care.

#### Grades 3-5:

- Describe the relationship between healthy behaviors and personal health.
- Identify examples of emotional, intellectual, physical, and social health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to prevent common childhood injuries and health problems.
- Describe when it is important to seek health care.

#### Grades 6-8:

- Analyze the relationship between healthy behaviors and personal health.
- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Analyze how the environment affects personal health.
- Describe how family history can affect personal health.
- Describe ways to reduce or prevent injuries and other adolescent health problems.
- Explain how appropriate health care can promote personal health.
- Describe the benefits of and barriers to practicing healthy behaviors.
- Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

#### Grades 9-12:

- Predict how healthy behaviors can affect health status.
- Describe the interrelationships of emotional, intellectual, physical, and social health.
- Analyze how environment and personal health are interrelated.
- Analyze how genetics and family history can impact personal health.
- Propose ways to reduce or prevent injuries and health problems.
- Analyze the relationship between access to health care and health status.
- Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

#### *Performance Indicators*

#### Pre-K – Grade 2:

- Identify how the family influences personal health practices and behaviors.
- Identify what the school can do to support personal health practices and behaviors.
- Describe how the media can influence health behaviors.

#### Grades 3-5:

- Describe how family influences personal health practices and behaviors.
- Identify the influence of culture on health practices and behaviors.
- Identify how peers can influence healthy and unhealthy behaviors.
- Describe how the school and community can support personal health practices and behaviors.
- Explain how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.

#### Grades 6-8:

- Examine how the family influences the health of adolescents.
- Describe the influence of culture on health beliefs, practices, and behaviors.
- Describe how peers influence healthy and unhealthy behaviors.
- Analyze how the school and community can affect personal health practices and behaviors.
- Analyze how messages from media influence health behaviors.
- Analyze the influence of technology on personal and family health.
- Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- Explain how school and public health policies can influence health promotion and disease prevention.

Grades 9-12:

- Analyze how the family influences the health of individuals.
- Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers influence healthy and unhealthy behaviors.
- Evaluate how the school and community can affect personal health practice and behaviors.
- Evaluate the effect of media on personal and family health.
- Evaluate the impact of technology on personal, family, and community health.
- Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- Analyze how public health policies and government regulations can influence health promotion and disease prevention.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

*Performance Indicators*

Pre-K – Grade 2:

- Identify trusted adults and professionals who can help promote health.
- Identify ways to locate school and community health helpers.

Grades 3-5:

- Identify characteristics of valid health information, products, and services.
- Locate resources from home, school, and community that provide valid health information.

Grades 6-8:

- Analyze the validity of health information, products, and services.
- Access valid health information from home, school, and community.
- Determine the accessibility of products that enhance health.
- Describe situations that may require professional health services.
- Locate valid and reliable health products and services.

Grades 9-12:

- Evaluate the validity of health information, products, and services.
- Use resources from home, school, and community that provide valid health information.
- Determine the accessibility of products and services that enhance health.
- Determine when professional health services may be required.
- Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### *Performance Indicators*

#### Pre-K – Grade 2:

- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

#### Grade 3-5:

- Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal skills that avoid or reduce health risks.
- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate how to ask for assistance to enhance personal health.

#### Grades 6-8:

- Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- Demonstrate effective conflict management or resolution strategies.
- Demonstrate how to ask for assistance to enhance the health of self and others.

#### Grades 9-12:

- Use skills for communicating effectively with family, peers, and others to enhance health.
- Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

### *Performance Indicators*

#### Pre-K – Grade 2:

- Identify situations when a health-related decision is needed.
- Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

#### Grades 3-5:

- Identify health-related situations that might require a thoughtful decision.
- Analyze when assistance is needed in making a health-related decision.
- List healthy options to health-related issues or problems.
- Predict the potential outcomes of each option when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the outcomes of a health-related decision.

#### Grades 6-8:

- Identify circumstances that can help or hinder healthy decision making.
- Determine when health-related situations require the application of a thoughtful decision-making process.
- Distinguish when individual or collaborative decision making is appropriate.
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- Predict the potential short-term impact of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives when making a decision.
- Analyze the outcomes of a health-related decision.

#### Grades 9-12:

- Examine barriers that can hinder healthy decision making.
- Determine the value of applying a thoughtful decision-making process in health-related situations.
- Justify when individual or collaborative decision making is appropriate.
- Generate alternatives to health-related issues or problems.
- Predict the potential short-term and long-term impact of each alternative on self and others.
- Defend the healthy choice when making decisions.
- Evaluate the effectiveness of health-related decisions.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

#### *Performance Indicators*

##### Pre-K – Grade 2:

- Identify a short-term personal health goal and take action toward achieving the goal.
- Identify who can help when assistance is needed to achieve a personal health goal.

##### Grades 3-5:

- Set a personal health goal and track progress toward its achievement.
- Identify resources to assist in achieving a personal health goal.

##### Grades 6-8:

- Assess personal health practices.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Apply strategies and skills needed to attain a personal health goal.
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

##### Grades 9-12:

- Assess personal health practices and overall health status.
- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Implement strategies and monitor progress in achieving a personal health goal.
- Formulate an effective long-term personal health plan.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

*Performance Indicators*

Pre K – Grade 2:

- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

Grades 3-5:

- Identify responsible personal health behaviors.
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- Demonstrate a variety of behaviors to avoid or reduce health risks.

Grades 6-8:

- Explain the importance of assuming responsibility for personal health behaviors.
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate behaviors to avoid or reduce health risks to self and others.

Grades 9-12:

- Analyze the role of individual responsibility for enhancing health.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

*Performance Indicators*

Pre-K – Grade 2:

- Make requests to promote personal health.
- Encourage peers to make positive health choices.

Grades 3-5:

- Express opinions and give accurate information about health issues.
- Encourage others to make positive health choices.

Grades 6-8:

- State a health-enhancing position on a topic and support it with accurate information.
- Demonstrate how to influence and support others to make positive health choices.

- Work cooperatively to advocate for healthy individuals, families, and schools.
- Identify ways in which health messages and communication techniques can be altered for different audiences.

**Grades 9-12:**

- Utilize accurate peer and societal norms to formulate a health-enhancing message.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving persona, family and community health.
- Adapt health messages and communication techniques to a specific target audience.

**HEALTH DEPARTMENT STAFF**

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**High School  
6<sup>th</sup> Grade—Miller and Bailey Middle Schools  
7<sup>th</sup> Grade—Bailey Middle School  
K-5<sup>th</sup> Grades  
High School  
7<sup>th</sup> Grade—Miller Middle School  
High School**



## CURRICULUM TOPIC OVERVIEW

### Elementary Health Lessons

General Safety – K-5

Nutrition – K-5

HIV/AIDS (Germs and Immune System) – K-5

Personal Safety (child sexual abuse prevention) – K-5

Female Maturation—5<sup>th</sup> Grade Girls

#### Kindergarten

Fire Safety

Animal Safety

Water Safety

Sun Safety

Winter Safety

Community Helpers

Poison Prevention

#### First Grade

Traffic Safety

Bicycle Safety

Electrical Safety

How and why to call 911

Lyme Disease Prevention

How to make a collect call

Knowing your personal information

#### Second Grade

Automobile Safety

Pedestrian Safety

Swimming & Water Safety

Bicycle Safety

Official Kids Safety Quiz

#### Third Grade

Health Lesson—Safety

Bullying Prevention

(S.A.V.E. legislation mandate)

1. How does it feel to be bullied?

2. Why do certain people bully?

3. Why is it good to be different? (diversity)

4. What happens to both types of people when they get older? (the bullied and the bullier)

5. What is cyberbullying?

6. What should you do and what should you not do about bullying?

(See: <http://www.stopbullying.gov/kids/webisodes/index.htm>)

RachelsChallenge.com

#### Fourth Grade

Health Lesson—Safety

F.E.M.A. STEP Program

1. Identify emergencies common to our area

2. Create a Family Communication Plan

3. Identify an outside meeting place and an out-of-neighborhood meeting place
4. Identify out-of-state family contact person
5. Check and update your family emergency kit

## **Fifth Grade**

Health Lesson—Safety

“Your Lungs and Tobacco”

1. Smoking Facts
2. Tobacco Components
3. Cigarette Components
4. Health effects of smoking on the body
5. Smokeless tobacco—dip and chew
6. Tricky techniques of advertising
7. Cost of smoking
8. The art of “saying no”
9. Helping a parent who smokes tobacco

## **Sixth Grade**

Entire sixth grade curriculum is completed in 20 weeks.

*Skills-Based Lessons (taught throughout each unit):*

Analyzing Influences

Decision Making

Goal Setting

Advocacy

Refusal Skills

Accessing Information

Practicing Healthful Behaviors

Stress Management

Conflict-Resolution Strategies

1. Mental/Emotional Health Lessons (Weeks 1-6)
  - a. Learning about the Self (Self Concept, Self Esteem)
  - b. Identifying and Dealing with Emotions
  - c. Stress Management
  - d. Depression, ADHD, ADD, Suicide, Bipolar and other diagnoses (Guest Presentation—New York Epilepsy Foundation)
  - e. Help for Mental/Emotional Problems
2. Social Health Lessons (Weeks 7-12)
  - a. Identifying Healthy and Unhealthy Relationships
  - b. Resolving Conflicts and Preventing Violence

- c. Changes during Adolescence
  - d. Nutrition/Physical Activity
  - e. Non-Communicable Diseases (Allergies, Asthma, Cancer, Diabetes, Arthritis)
3. Physical Health Lessons (Weeks 13-18)
- a. Drug Awareness
  - b. Communicable Diseases (HIV/AIDS)
  - c. Personal Health and Consumer Choices
  - d. Personal Safety
  - e. Environmental Health

## **Seventh Grade**

Class meets 4 days per 6-day cycle for one hour.

Grades are based on classwork, homework, assessments, class participation, and student portfolio.

1. Understanding Health and Wellness
  - a. Physical, mental/emotional, and social health
2. Taking Charge of Your Health
  - a. Decision making, goal setting and developing good character
3. Healthy Relationships
  - a. Communication skills, family relationships, friendships and peer pressure, abstinence and refusal skills, conflict, conflict resolution, preventing violence and getting help for abuse
  - b. Weeks 1-6
4. Nutrition
  - a. Nutrients, healthy eating, digestion and excretion, body image, and maintaining a healthy weight
5. Physical Activity and Fitness
  - a. Physical fitness, fitness plans, weight training and sports, preventing injuries, skeletal, muscular, and circulatory systems
  - b. Weeks 7-9
6. Growing and Changing
  - a. Adolescence, endocrine system, male and female reproductive systems, heredity and development, the lifecycle
  - b. Week 10

7. Communicable / Noncommunicable Disease
  - a. The immune system, common communicable disease, preventing the spread of disease, sexually transmitted infections, HIV/AIDS
  - b. Allergies and asthma, heart disease, cancer, diabetes, and arthritis
  - c. Weeks 11/12
  
8. Substance Abuse
  - a. Drugs, alcohol and tobacco use, abuse and prevention, respiratory and nervous systems
  - b. Weeks 13-19
  
9. Personal and Consumer Health
  - a. Smart consumer choices, choosing health care
  - b. Week 20

## **Grades 9-12**

1. Consumer Health
  - a. Consumer Law
  - b. Advertising Techniques
  - c. Factors Influencing What We Buy
  - d. Fraud Prevention
  - e. Media Literacy
  
2. Wellness
  - a. Six Areas of Health
  - b. Leading Causes of Death
  - c. Life Expectancy
  - d. Lifestyle Related Disease
  - e. Decision Making and Risk
  - f. Self-Examination
  - g. Environmental Hazards and Management
  
3. Physical Health
  - a. Nutrition
  - b. Fitness
  - c. Food Safety and Sanitation
  
4. Mental Health
  - a. Personality Development
  - b. Characteristics of Good Mental Health

- c. Impacts of Attitude on Health
  - d. Future Planning
  - e. Emotional Management
  - f. Defense Mechanisms
  - g. Stress—causes and management
  - h. Mental Illness—types, causes, treatment
5. Social Health
- a. Healthy vs. Unhealthy Relationships
  - b. Healthy Character
  - c. Effective Communication
  - d. Refusal Skills
  - e. Sexual Health and Decision Making
6. Intellectual Health
- a. Drug classification, awareness, and prevention