# Brookfield Public Schools Health Curriculum Framework

November 2008

#### Health Education Philosophy

The Brookfield School District is committed to providing a comprehensive health education program in grades K-12, aligned with Connecticut and National standards, as an integral part of each student's education. The health education program supports students in making connections and applying skills for a lifetime of health and well-being. The health education program will provide students with information to protect, maintain and promote a healthy and balanced lifestyle. Students will learn to make responsible decisions related to their personal wellness and to develop positive attitudes about themselves and their interactions with others within a diverse society.

Students will develop the skills and health literacy necessary to achieve total wellness. They will comprehend concepts related to wellness, implement realistic plans and be advocates for a lifetime of optimal well-being. The primary goal of Brookfield's health education program is to equip students to live actively and fully in a state of personal, interpersonal and environmental well-being.

#### **Health Program Goals**

As a result of the health education program in grades K-12, students will:

- Develop skills needed to live a healthy and balanced lifestyle.
- Access, evaluate and use information from various sources to achieve overall wellness.
- Comprehend concepts related to wellness and implement realistic plans for a lifetime of optimal well-being.
- Make plans and take actions that lead to healthy and balanced living for themselves and the world around them.

## Health Education Hallmarks of Excellent Practice

- Application of decision-making skills that enable students to become well informed health literate individuals.
- Engagement in experiences that promote a healthy and balanced lifestyle.
- Hierarchically structured development building upon prior knowledge.
- Participation in interactive, student-based, co-operative classroom activities.
- Engagement in inquiry and problem-solving about significant health issues.
- Incorporation of technology to facilitate teaching and learning.
- Incorporation of differentiated instruction to meet the needs of all students.
- Integration of real world and personal connections for a deeper understanding.
- Engagement in ongoing personal reflection and self-evaluation.
- Use of formative and summative evaluation of student progress that includes performance-based assessments.
- Communication of student progress to parents, staff, and the community.

#### Health Education Essential Understandings

- 1. Comprehending current health information and concepts is integral for establishing a foundation for healthy and balanced living.
- 2. Developing the skills to access valid health information provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.
- 3. Practicing health-enhancing behaviors will avoid or reduce health risks.
- 4. Analyzing the influence of family, peers, culture, media, technology and other factors enhances decision making.
- 5. Utilizing interpersonal communication skills aides in developing and maintaining healthy personal relationships.
- 6. Applying decision making skills makes it possible for individuals to transfer health knowledge into healthy and balanced living.
- 7. Using the goal setting process enables individuals to formulate and implement an effective plan for total wellness.
- 8. Advocating for personal, family and community health promotes healthy behaviors.

# **Health Education Essential Questions**

- 1. What do I need to know to stay healthy?
- 2. How and where do I find information and resources?
- 3. What can I do to avoid or reduce health risks?
- 4. What influences my health behaviors and decisions?
- 5. How can communication enhance my personal health?
- 6. How do I make good decisions to keep myself healthy?
- 7. How do I use the goal-setting process to improve my health?
- 8. What can I do to promote accurate health information and healthy behaviors?

# **Health Education Content Standards**

Standard 1: Core Concepts

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

Standard 2: Accessing Health Information

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

Standard 3: Self-Management of Healthy Behaviors

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

Standard 4: Analyzing Internal and External Influences

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

Standard 5: Communication Skills

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

Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Standard 8: Advocacy

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

#### Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P (pre-kindergarten).1.1. List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)	E (elementary).1.1. Describe relationships between personal health behaviors and individual well-being  E.1.2. Describe the interrelationship of mental, emotional, social and physical health during	M (middle).1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death  M.1.2. Describe the interrelationship of mental, emotional, social and	H (high).1.1. Analyze how behaviors can affect health maintenance and disease prevention  H.1.2. Describe the interrelationship of mental, emotional, social and physical health throughout adulthood  H.1.3. Evaluate the impact of
P.1.2. Describe similarities and differences between self and others and	childhood; develop an appreciation of one's own body	physical health during pre- adolescence/adolescence	personal health behaviors on the functioning of body systems
understand that the body is good and special	E.1.3. Describe the basic structure and functions of	M.1.3. Explain how health is influenced by the growth and interaction of body	H.1.4. Evaluate how families, peers and community members can influence the health of
P.1.3. Identify and describe functions of body parts	the human body systems using medically accurate	systems	individuals
(e.g. stomach, feet, hands, ears, eyes, mouth)	terminology and specific functions of the body systems	M.1.4. Examine how families and peers can influence the health of	H.1.5. Analyze ways in which the environment influences the health of the community
P.1.4. Identify how families can influence	E.1.4. Explore how families	adolescents	H.1.6. Use and evaluate appropriate
personal health P.1.5. Describe a healthy	can influence personal health	M.1.5. Analyze ways in which the environment and personal health are	strategies to promote well-being, delay onset and reduce risks of potential health
and safe environment	E.1.5. Examine how physical, social and	interrelated	problems during adulthood
P.1.6. Identify health and safety problems that can be treated early	emotional environments influence personal health  E.1.6. Identify health problems and illnesses that	M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being	H.1.7. Assess how public health policies and government regulations can influence health promotion and disease prevention
P.1.7. Identify ways injuries can be prevented	can be prevented or treated early	M.1.7. Explain how appropriate health care can prevent premature	H.1.8. Analyze how research and medical advances can influence the prevention and
P.1.8. Identify and practice ways to prevent	E.1.7. Explain how childhood injuries can be	death and disability  M.1.8. Describe how	control of health problems
disease and other health problems	prevented or treated  E.1.8. Recognize how family	pathogens, family history, individual decisions	H1.9. Research and analyze factors that increase the risk of contracting communicable
P.1.9. Discuss germs and their connection to illness	history, individual decisions, and other risk factors are related to cause	and other risk factors are related to the cause or prevention of disease and	and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases,

and	prevention of disease	other health problems	diabetes, cancer, heart disease,
and a	other health problems		hepatitis)
		M.1.9. Identify and discuss	
E.1.9	9. Define the terms	causes, modes of	H.1.10. Describe and analyze
	municable (infectious)	transmission, symptoms	the physical, mental, emotional
	non-communicable	and prevention methods	and sexual changes that occur
`	ninfectious) diseases	of communicable and non-	over a lifetime, from birth to
	identify ways to help	communicable diseases	death
	vent disease (e.g.	(e.g. HIV/AIDS, sexually	II 1 11 Common and contract
	/AIDS, diabetes,	transmitted diseases,	H.1.11. Compare and contrast abstinence to other forms of
Cano	cer, heart disease)	diabetes, cancer, heart disease)	contraception to reduce risks of
		disease)	disease/unintended pregnancy
		M.1.10. Describe puberty	albease, animenaea prognamoy
		and human reproduction as	
		it relates to medically	
		accurate comprehensive	
		sexuality education	
		-	
		M.1.11. Define abstinence,	
		explain the value of	
		postponing sexual activity,	
		identify the methods of	
		contraception and the	
		effectiveness of each	

Content Standard 2: Accessing Health Information and Resources Essential Question: How and where do I find information, products and resources? Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.2.1. Demonstrate the ability to seek health information from trusted adults (e.g. common health and safety	E.2.1. Demonstrate the ability to locate valid health information, products and services	M.2.1. Demonstrate the ability to locate valid health information, products and services	H.2.1. Evaluate the validity of health information and the cost of products and services  H.2.2. Demonstrate the ability
concerns, roles and responsibilities of community helpers)	E.2.2. Demonstrate the ability to locate resources from home, school and community that provide	M.2.2. Demonstrate the ability to locate and use resources from home, school and community that	to access and evaluate resources from home, school and community that provide valid health information and
P.2.2. Demonstrate the ability to seek help from trusted adults (e.g. dial	valid health information  E.2.3. Describe factors that	provide valid health information, products and services	services for themselves and others
911, ask for help from firefighters or police officers)	may influence the selection of health information, products and services	M.2.3. Examine factors that may influence the personal selection of health	H.2.3. Evaluate factors that may influence the personal selection of health products and services
P.2.3. Identify characteristics of a trusted adult	E. 2.4. Discuss ways to obtain information about human growth and	information, products and services	H.2.4. Analyze medically accurate information about
	development from family, school personnel, health professionals and other responsible adults	M. 2.4. Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults	comprehensive sexuality education from family, school personnel, health professionals and other responsible adults

# Content Standard 3: Self-management of Healthy Behaviors Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

students will: will: will:	students will:
P.3.1. Identify healthy behaviors (e.g. wearing seatbelts, hand washing)  P.3.2. Identify personal behaviors that are health enhancing  P.3.3. Identify personal health enhancing  P.3.4. Demonstrate good hygiene practices to improve and maintain personal health  P.3.5. Understand and follow rules and routines  P.3.6. Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time)  E.3.1. Identify responsible health behaviors  E.3.2. List personal health inneeds  E.3.3. Compare behaviors that health behaviors that are safe to those that are risky or harmful  E.3.4. Demonstrate strategies to improve or maintain personal health behaviors involving themselves and/or other safety techniques to avoid and reduce injury and disease  E.3.6. Identify and practice skills to manage stress  M.3.1. Explain the importance of assuming responsibility for personal health behaviors  M.3.2. Examine personal health behaviors involving themselves and/or other maintain personal health by examining influences and rules that affect decisions  E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease  E.3.6. Identify and practice skills to manage stress  M.3.7. Explain the importance of assuming responsibility for personal health behaviors  M.3.8. Examine personal health by examining influences and rules that affect decisions  E.3.9. Develop and practice safety techniques to avoid and reduce injury and prevent disease  E.3.9. Develop and practice safety techniques to avoid and reduce injury and prevent disease  M.3.6. Apply skills to manage stress	H.3.2. Analyze personal health status to determine needs  H.3.3. Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community  H.3.4. Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions  H.3.5. Use and evaluate safety techniques to avoid and reduce injury and prevent disease

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.4.1. Discuss their roles in the family and the roles of their parents/guardians	E.4.1. Describe how family and culture influence personal health behaviors	M.4.1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors	H.4.1. Analyze how family and cultural diversity enriches and affects personal health behaviors
P.4.2. Recognize how media and technology can influence their lives	E.4.2. Explain how media and technology influence personal and health behaviors	M.4.2. Analyze how media, technology and other factors influence personal	H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health
P.4.3. Discuss how families and school influence personal health	E.4.3. Explain how family, school and peers influence personal health	health behaviors  M.4.3. Analyze how family, school and peers influence personal health	H.4.3. Evaluate how information from family, school, peers and the community influences personal health
	E.4.4. Identify and explain how the media may influence messages one may receive about body image	M.4.4. Identify and explain how the media may influence behaviors and decisions in regard to sexuality	H.4.4. Analyze the media influence on behaviors and decisions as it relates to sexuality

#### Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health? Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.5.1. Practice using words	E.5.1. Practice verbal and	M.5.1. Apply effective	H.5.1. Compare and contrast
to communicate as a means	nonverbal communication	verbal and nonverbal	skills for communicating
of enhancing health	as a means of enhancing	communication skills as a	effectively with family, peers
	health	means of enhancing	and others
P.5.2. Describe		health	
characteristics of a	E.5.2. Demonstrate		H.5.2. Apply and evaluate
responsible individual	characteristics needed to be a responsible individual	M.5.2. Use characteristics needed to be a responsible	characteristics needed to be a responsible individual within
P.5.3. Practice using words	within their group, school,	individual within their peer	their peer group, school,
to identify emotions	family and community	group, school, family and community	family, and community
P.5.4. Identify healthy ways	E.5.3. Describe emotions	-	H.5.3. Demonstrate the ability
to express needs, wants	and how they can affect an	M.5.3. Identify ways in	to identify positive and negative
and feelings	individual's behavior	which emotions may affect	emotions and analyze the impact on
		communication, behavior	behavior
P.5.5. Demonstrate caring	E.5.4. Identify and	and relationships	U.S.4. Analysis situations and
and empathy for others P.5.6. Demonstrate the	demonstrate healthy ways to express needs, wants	M.5.4. Compare and	H.5.4. Analyze situations and demonstrate healthy ways to
ability to listen and speak	and feelings	contrast healthy ways to	express needs, wants and
in turn		express needs, wants and	feelings
	E.5.5. Identify, discuss and	feelings	3.
P.5.7. Identify ways to deal	demonstrate ways to		H.5.5. Demonstrate care,
with conflict	communicate care,	M.5.5. Demonstrate ways to	empathy, respect and
	consideration and respect	communicate care,	responsibility for others
P.5.8. List examples of	for themselves and others	empathy, respect and	without bias, abuse, discrimination
conflict	without bias, abuse, discrimination or	responsibility for others without bias, abuse,	or harassment based on, but not limited to, race, color, sex, religion,
P.5.9 Engage in developing	harassment based on, but	discrimination or	national origin, sexual orientation,
solutions to resolve	not limited to, race, color,	harassment based on, but	ancestry, marital status, mental
conflicts and seek help	sex, religion, national	not limited to, race, color,	retardation, mental disorder and
when necessary	origin, ancestry, marital	sex, religion, national	learning and/or physical disability
	status, mental retardation,	origin, sexual orientation,	
	mental disorder and	ancestry, marital status,	H.5.6. Prioritize and
	learning and/or physical	mental retardation, mental	demonstrate strategies for
	disability	disorder and learning and/or physical disability	maintaining healthy relationships and solving
	E.5.6. Demonstrate active	and/or physical disability	interpersonal conflicts
	listening skills to build and	M.5.6. Use communication	interpersonal continues
	maintain healthy	skills to build and maintain	H.5.7. Demonstrate avoidance,
	relationships with peers	healthy relationships	refusal, negotiation and
	and family members		collaboration skills to enhance
		M.5.7. Demonstrate	healthy relationships
	E.5.7. Demonstrate	avoidance, refusal and	II C O Tarabana dha 333
	avoidance and refusal skills	negotiation skills to	H.5.8. Analyze the possible
	to enhance health	enhance healthy relationships	causes of conflict in families, among peers, and in schools
	E.5.8. Identify possible	Totationships	and communities
	causes of conflict		

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E.5.9. Demonstrate family, peer, school and	M.5.8. Examine the possible causes of conflict	H.5.9. Demonstrate strategies used to prevent, manage and
community strategies to prevent, manage and resolve conflicts and	among youth in schools and communities	resolve conflict in healthy ways and identify adults and peers and community resources that
identify adults who might assist, when appropriate	M.5.9. Demonstrate strategies to prevent,	might assist, when appropriate
	manage and resolve conflicts in healthy ways and identify adults and	
	peers who might assist, when appropriate	

Content Standard 6: Decision-Making Skills Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.6.1. Discuss choices that enhance health  P.6.2. Identify adults who can assist in making health-related decisions  P.6.3. Discuss reasons to make and results of making healthy choices	E.6.1. Demonstrate the ability to apply a decision-making process to enhance health  E.6.2. Explain when to ask for assistance in making health related decisions  E.6.3. Predict outcomes of positive health decisions	M.6.1. Use a decision- making process to enhance health  M.6.2. Describe and analyze how health-related decisions are influenced by using resources from family, school and community  M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others	H.6.1. Demonstrate various strategies when making decisions to enhance health  H.6.2. Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process  H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.7.1. Define a healthy goal	E.7.1. Demonstrate the ability to apply the goal setting process to enhance health	M.7.1. Use the goal-setting process to enhance health	H.7.1. Demonstrate various strategies when making goal setting decisions to enhance health

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

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By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.8.1. Use language to convey healthy behaviors	E.8.1. Describe a variety of methods to convey accurate health information,	M.8.1. Analyze various methods to accurately express health information,	H.8.1. Evaluate the effectiveness of methods for accurately expressing health information, concepts and
P.8.2. Use language to express opinions about	concepts and skills	concepts and skills	skills
health topics	E.8.2. Express opinions about health issues based	M.8.2. Express opinions about health issues based	H.8.2. Support and defend a position with accurate health information
P.8.3. Name trusted adults at home, in school and in	on accurate health information	on accurate health information	HO2 Charges the support of
the community	E.8.3. Name trusted adults	mormation	H.8.3. Engage the support of community agencies that advocate for healthy individuals, families and
P.8.4. Identify ways to encourage others to	at home, in school and in the community	M.8.3. Identify and describe community	communities
make positive health	E.8.4. Describe ways to	agencies that advocate for healthy individuals, families	H.8.4. Use the ability to influence and support others in making
	encourage and support	and communities	positive health choices
P.8.5. Participate in small and large group	others in making positive health choices	M.8.4. Encourage and	H.8.5. Demonstrate the ability
activities, interacting	nearin choices	support others in making	to work cooperatively in larger,
cooperatively with one or more children	E.8.5. Identify ways to work cooperatively in small	positive health choices	more diverse groups when advocating for healthy communities
	groups when advocating	M.8.5. Demonstrate the	
P.8.6. Discuss positive ways to show care,	for healthy individuals, families and schools	ability to work cooperatively in small	H.8.6. Engage others to develop health campaigns which promote
consideration and	laitilles and schools	groups when advocating	care, consideration and concern for
concern for others	E.8.6. Demonstrate positive ways to show care,	for healthy individuals, families and schools	others (e.g. persons living with HIV/AIDS, diabetes, cancer)
	consideration and concern	2500 2	
	for others (e.g. persons living with HIV/AIDS, diabetes, cancer)	M.8.6. Promote positive ways to show care and consideration for others	H.8.7. Analyze the power of choice with personal relationships and examine the responsibility and
		(e.g. persons living	consequences regarding
	E.8.7. Promote positive, healthy interpersonal	with HIV/AIDS, diabetes, cancer)	actions/behaviors related to sexuality
	relationships with respect and appreciation for each	M.8.7. Assess the impact of	
	other	family, cultural, media and societal messages on one's	
		thoughts, feelings, values	
		and behaviors related to sexuality	

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