

# **NORTH BRANFORD PUBLIC SCHOOLS**

## **Essential Curriculum**

### **Health Education**

#### ***Elementary School (Grades K-5)***

#### **Alcohol and Other Drugs**

##### **By the end of Grade 5 students will know:**

- differences between medicinal and non-medicinal drug use (AOD)
- benefits and correct use of medicine
- risks of incorrect use of medicines
- school rules for taking medicine at school
- differences between dependence and addiction
- physical, social and emotional effects
- risks of inhalants
- signs and behaviors of AOD use
- benefits of not using AOD (physical, social, emotional, legal, financial)
- pressures to use
- influences: internal, peer, family, cultural, media
- law and school policies
- how to accept personal responsibility for choices about alcohol and other non-medicinal drug use
- how to make a personal commitment not to use irresponsibly or illegally
- techniques to refuse AOD use
- how to get help to deal with pressure to use
- how to encourage others not to use
- how to get help for self and others

#### **Tobacco**

##### **By the end of Grade 5 students will know:**

- nicotine is an addictive drug
- harmful effects of tobacco use, including second-hand smoke
- influences: internal, family, peer, cultural, media
- how to make a personal commitment not to use
- ways to resist pressure to use
- ways to encourage others not to use
- that most people do not use tobacco
- the difficulty of stopping tobacco use
- long-term and short-term health benefits of not using tobacco
- the social and financial benefits of living a tobacco free life

## **Injury Prevention**

### **By the end of Grade 5 students will know:**

- strategies to prevent fires
- escape plans
- strategies for staying safe around electricity
- how to stop, drop and roll
- how to identify resources for getting help
- demonstrate specific safety techniques
- demonstrate personal responsibility to make health-enhancing choices
- importance of adult supervision
- buddy systems
- precautions when entering or being around water
- how to use personal flotation devices
- the importance of learning to swim
- how to get help
- standard precautions (infection control procedures)
- strategies to prevent animal bites
- strategies to prevent choking
- strategies to prevent poisoning
- practices for medicine cabinet safety
- strategies to treat minor wounds and burns, sunburn
- strategies to prevent injuries on playground
- bicycle safety techniques, including use of bicycle helmets
- car safety (safety belts, safety seats for small children riding in the back seats)
- school bus safety practices
- strategies for walking safely
- dangers of riding with impaired driver
- safety techniques for dealing with strangers
- about appropriate and inappropriate touch
- home alone strategies
- sources for getting help
- conflict resolution techniques, including anger management
- ways to avoid threatening situations
- ways to deal with bullying
- ways to avoid and report weapons
- consequences of inappropriate aggressive behavior
- valid sources for getting help

## **Family Life and Human Sexuality**

### **By the end of Grade 5 students will know:**

- the diversity of family structures
- the role of families in supporting each member's growth
- how to be a responsible family member

- ways to communicate respect for self and others, e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age
- the impact of changes in families, e.g., birth, marriage, divorce, death
- HIV/AIDS is an infection, currently with no cure
- HIV is not transmitted through casual contact
- importance of having compassion for people with HIV/AIDS
- valid sources for getting information and help
- about changes in puberty and adolescence: emotional, physical, social behavior

## **Nutrition**

### **By the end of Grade 5 students will know:**

- benefits of healthful eating (short-term and long-term benefits and risks)
- how to develop a dietary plan consistent with Food Guide Pyramid
- benefits of:
  - consuming more water, fruits, vegetables
  - decreasing fat intake
  - moderating sugar intake
- healthful strategies for dealing with personal food preferences, restrictions, and barriers
- features of the Food Guide Pyramid
- how to read food nutrition labels and describe dietary guidelines
- how to assess personal likes and dislikes
- influences: internal, family, peer, cultural, media
- how marketing, packaging and advertising influence food choices
- how body image affects food choices
- energy is expended during exercise
- the relationship between physical activity, eating, weight, and health
- the risks of obesity for health
- when food is safe to eat and not safe to eat

## **Physical Activity**

### **By the end of Grade 5 students will know:**

- benefits and risks of physical activity, including mental and social benefits
- phases of a workout: warm-up, work out, cool down
- types of exercise: aerobic, anaerobic, stretching, strengthening
- how to develop personal plans that include a variety of types and amounts of activity
- strategies for protection from cold, heat and sun during activity
- importance of healthful eating and water consumption
- influences: internal, family, peer, cultural, media
- importance of using protective equipment
- how to evaluate unsafe settings or weather conditions
- signs of physical exhaustion and dehydration

## **Emotional/Mental Health**

### **By the end of Grade 5 students will know:**

- personal assets and strengths
- characteristics of positive role models
- actions that show:
  - sense of belonging
  - sense of empowerment
  - acceptance of self
- how to take personal responsibility for behavior
- how to express needs, wants and feelings appropriately
- positive ways to handle emotions, e.g., fear, anger, happiness, sadness, frustration
- strategies to manage conflict and reduce anger
- types of stressors and strategies to reduce stress, including exercise
- strategies for building and maintaining healthy friendships
- strategies that build relationships with family members and others
- ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation and age
- how to speak effectively, e.g., I-statements, eye contact, assertiveness
- effective listening skills, e.g., reflective listening
- the difference between verbal and non-verbal communication
- how to resist peer pressure
- how to get help (when, why, how and who)

## **Personal Care/Consumer Health**

### **By the end of Grade 5 students will know:**

- effective hygiene techniques (hand washing, bathing, clean hair, teeth and clothes)
- appropriate use of bathroom facilities
- proper eye and ear care
- hygiene practices for caring for body changes that occur during growth and development
- importance of regular medical and dental checkups
- roles of various health care providers
- importance of immunizations
- techniques for preventing disease transmission by covering sneezes and coughs and frequent hand washing; not exchanging blood
- ways to avoid contact with infectious agents
- strategies to prevent head lice and other parasitic infections
- benefits of using sun screen
- benefits of wearing protective clothing, including sunglasses

## **Community/Environmental Health**

### **By the end of Grade 5 students will know:**

- resources for health information, e.g., library, health department, internet, voluntary agencies
- school and community health providers: EMTs, environmentalists, public health nurses, pharmacists
- health services in the community
- strategies to prevent hazardous exposures, e.g., lead, unclean water, chemicals
- about professionals who protect the health and safety of the community/ neighborhood, e.g., public health professionals, public safety professionals, environmentalists
- how individual behavior affects the environment and the community, e.g., recycling
- environmentally safe ways to discard waste materials
- types of waste materials that can be reduced, reused or recycled
- environmentally safe options for using natural resources