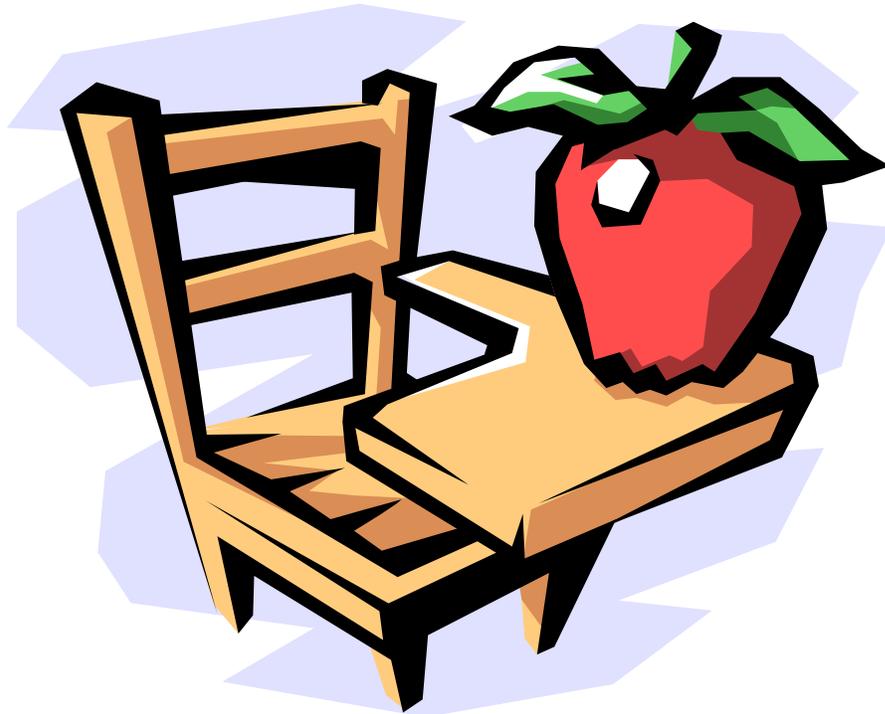


Kenai Peninsula School District

HEALTH
CURRICULUM GUIDE
K-12



Fall 2008

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 N. Binkley
Soldotna, AK 99669

HEALTH CURRICULUM
K - 12

Fall 2008

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Mr. Glen Szymoniak
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Small Schools

KPBSD Health Curriculum

Philosophy

The quality of our children's future depends on their ability to make responsible decisions about their health. In order to do this, they must have accurate information, access to resources and services, and the skills necessary to carry out their choices. The ultimate goal is that our children will learn to value their health, and will readily use the information and skills to be healthy contributing members of society.

This K-12 curriculum is comprehensive and sequential. The intended outcome of this curriculum is *Healthy Behaviors and Responsible Decision Making*, based on six interrelated and equally important aspects of health: Mental and Emotional; Family/Social/Interpersonal Health; Injury/Disease Prevention (Substance Use/Safety); Community/Consumer/Environmental Health; Nutrition/Fitness; and Healthy Growth and Development/Hygiene.

Health Committee

Mary Alice Blount, Spring Creek School
Doris Cannon, Director of Elementary
Judy Cox, Redoubt Elementary
Jason Daniels, K-Beach Elementary
MaryClare Foecke, Kachemak Bay Family Planning
Chris Hanson, Soldotna High
Norma Holmgaard, Director of Small Schools
Suzanne Martin, Sterling Elementary

Betty Miller, KPBSD Nurse
Debra Mullins, Board of Education Member
Chris Perk, Homer Athletic Director
Carly Reimer, Soldotna Middle School
Regina Theisen, Public Health
Joanne Wainwright, Skyview High
Patty Walker, Redoubt Elementary

Mental / Emotional



Family/Social /
Interpersonal

**Healthy
Behaviors
&
Responsible
Decision
Making**

Injury / Disease
Prevention
(Substance Abuse/Safety)



Community/Consumer/Environmental



Nutrition/Fitness



Growth &
Development / Hygiene



Kenai Peninsula School District

ELEMENTARY HEALTH



Health Curriculum**KINDERGARTEN/FIRST GRADE**

Kindergarten and Grade 1 [Your Health](#) (Harcourt Brace)
[Here's Looking at You](#) (kits)
[Totally Awesome Health](#)
 District Media Center
<http://dmc-www.kpbsd.k12.ak.us/>

ESSENTIAL CONTENT/SKILLS	Possible Activities/Resources
Mental/Emotional Health	
Identify characteristics of self and use them to enhance a positive sense of self	Trace and cut out the outline of the student. Have them add features. http://charactercounts.org/
Demonstrate awareness of personal space and respect the boundaries of self and others through words and actions	Ask students to talk about why personal space is so important Define and discuss a personal space for each student on the floor during group time, work time and personal belongings.
Recognize strengths in self and others	Practice giving and receiving compliments during an appreciation circle time. Have a child be a "noticer" and report students who were helpful/kind at the end of the day.
Identify and understand similarities and differences between self and others	Look in a mirror/draw a picture with a partner and describe how they are alike and how they are different. Book: We Are All Alike, We are all Different : Cheltenham Elementary School Kindergarteners
Identify a variety of feelings and appropriate ways to express them using "I" statements Investigate options for decision-making, identify consequences and acknowledge responsibility for choices	Have children practice saying, "I don't like it when you..." when someone intrudes on their space. http://capabilitiesinc.com/ www.talkingwithkids.org
Family/Social/Interpersonal Health	
Demonstrate respect for others by listening, taking turns, sharing and asking questions	Play partner games or have a sharing time once a week where partners take turns talking to each other about events in their lives.

<p>Understand that people can disagree respectfully</p> <ul style="list-style-type: none"> • Demonstrate behaviors for getting along with others • Understand that disagreements happen • Identify conflict resolution strategies <p>Define and recognize bullying behavior</p>	<p>Have students draw a picture or write about and then discuss/practice what makes a person a friend. www.talkingwithkids.org</p> <p>Practice ABC (ask, back away and call for help)</p> <p>Practice assertiveness skills by using your “Big Voice” Book: Shubert’s Big Voice by Dr. Becky Bailey. www.stopbullyingnow.org www.consciousdiscipline.com</p>
<p>Say “no” when asked to do something dangerous or wrong and then tell a responsible adult</p>	<p>Student Coloring book: http://www.promosontime.com/get_item_ed11113_be-smart-say-no-to-strangers-coloring-activities-b.htm</p>
<p>Identify responsible adults and know how to communicate with them for safety in home, school and community</p>	<p>Identify responsible adults in the community through pictures or classroom visits</p>
<p>Demonstrate awareness of personal space</p>	<p>See mental/emotional health.</p>
<p>Identify the difference between good touch, bad touch, and confusing touch</p>	<p>Resources: http://www.childhelp.org/gtbt www.preventchildabuse.org school nurse</p>
<p>Recognize and describe different family structures</p>	<p>Students bring in or draw a picture of their family & identify members.</p>
<p>Injury/Disease Prevention (Substance Use/Safety)</p>	
<p>Understand the connection between personal choices and the positive and negative consequences that follow</p> <p>Identify how to care for scrapes and bruises</p>	<p>Set up a “We Care” bucket in the class</p>
<p>Identify harmful and healthful substances and drugs and their effect on the body</p>	<p>Introduce Mr. Yuk stickers and give some to students to take home: http://www.chp.edu/chpstore/poisonp_rev.php</p> <p>Red ribbon week activities (October) http://www.preventionpartners.com/stuff/exercises.cfm?s=dom&t=804</p> <p>Drug free pledge: http://www.saynotodrugs.org.uk/Drug-Free-Pledge www.peninsulasmokefree.org</p>
<p>Recognize that healthful drugs are given by responsible adults</p>	<p>Resources: school & community nurse/health agency</p>

Define "disease" and recognize that some diseases are contagious.	Talk with the class about the difference between communicable and non-communicable diseases.
Know how germs are spread and how to avoid them (hand washing)	Practice covering your mouth/nose with your arm Teach hand washing techniques Sing "Happy Birthday" as you wash your hands
Demonstrate age appropriate safety skills <ul style="list-style-type: none"> • Personal safety • Fire safety • Earthquake safety • Bus safety • Seasonal protective gear 	Resources: http://www.mcgruff.org/ fire department field trip practice fire drills practice earthquake drills practice bus evacuation drills
Community/Consumer/Environmental Health	
Identify the harmful effects of pollution (water, air, noise, litter) on personal health	identify safe water drinking water sources in your school http://www.epa.gov/superfund/kids/coloring/col_home.htm Identify & practice appropriate voice levels: indoor/outdoor voices pick up litter in the classroom, school or on school grounds Speaker: School custodian
Define advertising and how it affects health choices Use a computer with a responsible adult	Choose from appropriate activities in a classroom center computer or school lab computer
Identify age appropriate, curriculum related community-based health resources	Resources: School nurse Local hospital or clinic Local mental health agency
Nutrition/Fitness	
Identify the basic food groups (grains, vegetables, fruits, milk, meat/beans)	http://www.mypyramid.gov/kids/index.html www.eatsmart.org
Explain the importance of a healthy breakfast, lunch, dinner, and snack and that nutritious food is energy for the body	http://www.fns.usda.gov/eatsmart/playhardkids/Fitness/activitysheets.htm Create a healthy meal by cutting out food pictures from magazines
Understand that some foods are nutritious and some are not	Resource: KPBSD Student Nutrition Services personnel

<p>Recognize the importance of daily physical activity and how it effects the body</p>	<p>Ask a parent who is knowledgeable about nutrition to show the class the difference between a "good" and "bad" lunch resource: school lunch personnel</p> <p>Identify & discuss appropriate physical activities during recess time. Resource: PE teacher</p>
<p>Healthy Growth and Development/Hygiene</p>	
<p>Explain the importance of</p> <ul style="list-style-type: none"> • Personal hygiene such as bathing and hand washing • Dental hygiene such as brushing, flossing, dental checkups 	<p>Resources: school nurse community health providers</p> <p>Dental: free kit: http://kindergarten.colgatebsbf.com/ http://www.ada.org/public/education/teachers/ideas.asp</p>
<p>Explain the importance of exercise, play, rest and sleep</p>	<p>Discuss why all are important to overall health. http://health.kaboose.com/active-kids/index.html</p>
<p>Understand how healthy behaviors affect the basic functions of the body systems (see Science Curriculum)</p>	<p>Discuss the foods and weight bearing exercises for healthy bones http://hes.ucfsd.org/gclaypo/skelweb/skel01.html#healthy</p>
<p>Identify and know the eyes, ears, skin, nose and mouth as related to the five senses</p>	<p>Look in a mirror and identify these parts of the body and http://search.enchantedlearning.com/cgi-bin/uncgi/search?key=five+senses</p>
<p>Recognize that the human body changes over time</p>	<p>Identify changes using individual or class pictures from the beginning and end of school year.</p> <p>Compare height/weight records at beginning and end of year</p>

Health Curriculum**SECOND/THIRD GRADE**

Grades 2 and 3:

Your Health (Harcourt Brace)Here's Looking at You (kits)Totally Awesome Health

District Media Center

<http://dmc-www.kpbsd.k12.ak.us/>**ESSENTIAL CONTENT/SKILLS****Possible Activities/Resources****Mental/Emotional Health**

Identify and communicate positive traits in self and others

www.charactercounts.org

Check with local counseling agencies for whole group reading books and activities that relate to these subjects.

See activities below.

Name, identify and communicate emotions and practice appropriate ways to express them using "I" statements (such as loss, sadness, fear, frustration, etc.)

Discuss, identify and chart emotions. Identify the benefits of cooperation, sharing and peaceful conflict resolution.

www.cnvc.org

"I statements"

GOOGLE: "activities in conflict resolution for young children."

www.talkingwithkids.org

Identify and define respect, empathy and kindness

Review and chart words and what they mean. Relate to above and discuss how respect, empathy and kindness make us feel.

Activity: Send a card of respect, empathy or kindness to a friend or family member weekly.

Build awareness that lack of information about others can lead to fear and prejudice

See "I" statements

Recognize anger triggers and healthy ways of managing anger

www.Conscioustdiscipline.com

Review using positive self talk
*Model and act out

Activity: Draw/Label what makes you angry and what you can do to make yourself feel better.

Activity:

Use and act out "ABC's":

***A**sk them to stop

***B**ack away and go elsewhere

***C**ontact an adult

Read children's' book from library on subject. Discuss that loss is part of life.

Explain positive and negative peer pressure and identify resistance skills

Use appropriate book to talk about negative peer pressure. Discuss why we do this, how it makes us feel and the consequences of exclusion.

Activity 2nd and 3rd:

Use "I statements" again to deal with peer pressure.

Activity 2nd and 3rd:

Use daily compliment or appreciation circle weekly. Go around the group circle and each child gives positive statement about another.

Talk about how it makes you feel to give AND receive compliments. Remember to thank the person being thoughtful.

<p>Define positive and negative stress and the consequences of each</p>	<p>Identify and define stress and how it makes us feel.</p> <p>GOOGLE: "Activities to deal with stress in young children".</p> <p>Activity: Integrate music, movement and art activities. Move to different kinds of music, or simply move crayon over paper to classical music that moves fast, slow, strong, and soft.</p> <p>Discuss how activities can relieve stress.</p>
<p>Investigate options for decision-making, identify consequences and acknowledge responsibility for choices</p>	<p>Integrate music, movement and art activities. Move to different kinds of music, or simply move crayon over paper to classical music that moves fast, slow, strong, and soft.</p> <p>Discuss how activities can relieve stress.</p>
<p>Family/Social/Interpersonal Health</p>	
<p>Understand one's role and responsibility in the family</p>	<p>Discuss family members. Use activities about family.</p> <p>www.enchantedlearning.com search: family</p> <p>Activity 3rd: Send family tree home.</p>
<p>Identify skills for making and being a friend</p>	<p>Activity: Chart "What is a Friend"</p> <p>GOOGLE: "Developing Capable Young People" or "Character Counts"</p> <p>Activity: Make a cooperation quilt</p> <p>See above ABC's.</p>
<p>Demonstrate "I" statements while communicating feelings and practicing refusal/resistance skills</p>	<p>See above "I statements"</p> <p>Activity 2nd: model and practice</p> <p>Activity: Make a poster showing a conflict from a personal perspective as well as the perspective of another.</p>
<p>Understand that people can disagree respectfully</p> <ul style="list-style-type: none"> • Understand that disagreements happen • Identify the benefits of cooperation and conflict resolution • Identify conflict resolution strategies 	<p>Activity 2nd: Students write a story about subject to read to class</p> <p>Activity 3rd: Write a play.</p>

<p>Learn and apply strategies for dealing with bullying Behaviors</p>	<p>Include a “moral to the story” and act it out for the class</p> <p>www.stopbullyingnow.hrsa.gov</p>
<p>Identify the difference between good touch, bad touch, and confusing touch</p>	<p>www.talkingwithkids.org</p> <p>www.preventchildabuse.org</p>
<p>Identify responsible adults and know how to communicate with them for safety at home, in school and in the community</p>	<p>Activity: Make slips with a situation or problem beforehand. Put slips in a container and each child draws one. Give them think time and then read the problem and talk about responsible adults they could talk to about it.</p>
<p>Injury/Disease Prevention (Substance Use & Safety)</p>	
<p>Understand the connection between personal choices and the positive and negative consequences that follow</p>	<p>Check Awesome Health for lessons and activities for below:</p>
<p>Explain “safe” and “unsafe” in the home, school and community</p>	
<p>Demonstrate age appropriate safety skills</p> <ul style="list-style-type: none"> • Personal safety • Fire safety • Earthquake safety • Bus safety • Seasonal protective gear 	<p>Enchantedlearning.com Search: safety</p> <p>Use DMC resources</p>
<p>Define legal and illegal drugs</p>	<p><u>Here’s Looking at You</u> kit Chart legal and illegal drugs</p> <p>Teach how to say NO! Site: www.saynotodrugs.org.uk</p> <p>Use school or community nurse.</p> <p>Www.peninsulasmokefree.org</p>
<p>Explore the potential harmful effects of alcohol and tobacco</p>	<p>Use school or community nurse. <u>Here’s Looking at You</u></p> <p>www.peninsulasmokefree.org</p>
<p>Understand what infection is, how it is caused and precautions to avoid it</p>	<p>Use school or community nurse.</p>
<p>Know how germs are spread and how to avoid them (hand washing)</p>	

Understand the difference between communicable and chronic diseases	Use school or community nurse. Activity 2nd: Cover your sneezes art Activity 3rd: Use microscope to look at germs
Demonstrate how to treat common bleeding injuries such as nosebleed, cuts and scrapes	Use school nurse or community nurse.
Community/Consumer/Environmental Health	
Understand the relationship between pollution and disease	Activity 2nd: Fold paper into fourths. Label each section with litter, water, air and noise. Activity 3rd: Draw how it affects you in each box.
Understand the purpose of advertising and identify its impact on decision-making	DMC School or community health worker
Identify age-appropriate, curriculum related Community-based health resources and agencies	Chart health resources and agencies in community. Activity 3rd: Write an appreciation card to a resource.
Use a computer with a responsible adult and understand why	Discuss why people need to be safe on computers. Activity: Bring in DARE officer to talk about internet safety. www.isafe.org
Nutrition/Fitness	
Discuss the Dietary Guidelines for Americans and practice using the Food Guide Pyramid	Activity 2nd: Go to internet site to review and print out Food Guide pyramid. www.mypyramid.com Activity 3rd: Log what you eat for a week and compare it to the Food Guide pyramid. www.eatsmart.org
Explore the positive and negative impact of foods on your health	School nurse: Discuss healthy food with class.

<p>Explain the impact of daily physical activity on health</p>	<p>PE Instructor and community health resources</p> <p>Activity 2nd: Make collage of students doing healthy activities.</p> <p>Activity 3rd: Make individual collage of students doing healthy activities.</p>
<p>Healthy Growth and Development/Hygiene</p>	
<p>Review and practice healthy personal and dental hygiene habits</p>	<p>Bring in school nurse or dental hygienist.</p> <p>www.enchantedlearning.com Search: dental health</p> <p>GOOGLE: "activities for dental and hygiene habits for young children"</p>
<p>Explain the importance of exercise, play, rest and sleep</p>	<p>Discuss why all are important to overall health.</p> <p>http://health.kaboose.com/</p>
<p>Understand how healthy behaviors affect the basic functions of the body systems (see Science Curriculum)</p>	<p>http://health.kaboose.com/</p>

Health Curriculum**FOURTH/FIFTH GRADE**

Grades 4 and 5:

Your Health (Harcourt Brace)Here's Looking at You (kits)Totally Awesome Health

District Media Center

<http://dmc-www.kpbsd.k12.ak.us/>**ESSENTIAL CONTENT/SKILLS****Possible Activities/Resources****Mental/Emotional Health**

Identify characteristics of self and others

Meeks and Heit Totally Awesome Health Chapter 6

Know the effects of positive and negative self image

Identify the relationship between helping others and maintaining positive self esteem

Check with local health services for speakers

Name, identify and communicate emotions and practice appropriate ways to express them using "I" statements (such as loss, sadness, fear, frustration, etc.)

www.charactercounts.org

Identify anger triggers and recognize healthy ways of dealing with anger

Tie-in with literature connections
Harcourt Brace Your Health Chapter 1

Identify positive and negative stress and understand stress management techniques

Emotion chart in room

Know the connection between physical, mental and social health

<http://www.capabilitiesinc.com/><http://www.cnvc.org/>

Investigate options for decision-making, identify consequences and acknowledge responsibility for choices

<http://kidshealth.com/>The Great Body Shop subscription**Family/Social/Interpersonal Health**

Explore the affects of self-acceptance, respect, empathy and kindness in social situations

Meeks and Heit Totally Awesome Health Chapter 7

Identify healthy relationship/friendship skills such as respect, empathy, kindness and listening

GOOGLE: "I statements"

Understand that people can disagree respectfully

- Understand that disagreements happen
- Identify the benefits of cooperation and conflict resolution
- Identify conflict resolution strategies

Harcourt Brace Your Health Chapter 2www.enchantedlearning.com

Build awareness that lack of information about others can lead to stereotyping, fear, and prejudice

Check with local health services for speakers

Tie-in with literature connections

Explain bullying and harassment and practice strategies for dealing with bullies

www.charactercounts.org

Identify and demonstrate assertive refusal/resistance skills in dealing with peer pressure

<http://kidshealth.com/>

Identify good sportsmanship skills and ways to cope with winning and losing

www.talkingwithkids.org

Identify the difference between good touch, bad touch, and confusing touch	www.preventchildabuse.org http://stopbullyingnow.hrsa.gov/index.asp www.youngwomenshealth.org
Identify responsible adults and know how to communicate with them for safety in home, school and the community	
Injury/Disease Prevention (Substance Use/Safety)	
Understand the connection between personal choices and the positive and negative consequences that follow	Meeks and Heit <u>Totally Awesome Health</u> Chapter 11, 12, 13
Demonstrate age-appropriate injury prevention and personal safety skills	D.A.R.E. www.cdc.gov
Understand the causes and prevention of communicable diseases	http://kidshealth.com/
Identify causes, characteristics, prevention, and management of chronic diseases (as applicable to classroom community or current concerns)	Harcourt Brace <u>Your Health</u> Chapter 5, 6, 7, and 8 www.enchantedlearning.com
Recognize the potential harmful effects of <ul style="list-style-type: none"> • tobacco (including smokeless) • alcohol • marijuana, methamphetamines and other illegal drugs • inhalants • prescription drugs • over-the-counter drugs 	Tie-in with literature connections http://www.capabilitiesinc.com/ http://www.nutritionexplorations.org www.peninsulasmokefree.org www.peninsulasmokefree.org
Define addiction and be able to discuss its effects on self, family and community	
Identify available community resources for addictions	
Community/Consumer/Environmental Health	
Identify the forms of media and their impact on emotions, thoughts, and actions (such as stereotypes, body image, sexuality, violence, etc.)	Tie-in with Literature connections http://kidshealth.com/
Understand and practice personal internet safety <ul style="list-style-type: none"> • disclosing personal information • chat room dangers • cyber-bullying 	www.isafe.org www.charactercounts.org
Identify community health issues and ways a community works together to prevent and respond to them	<u>The Great Body Shop</u> subscription

Identify school health issues and know how a school works together to prevent and respond to them	www.epa.gov Meeks and Heit <u>Totally Awesome Health</u> Chapters 14 and 15
Review the relationship between pollution and disease and identify behaviors that create a healthy environment	Harcourt Brace <u>Your Health</u> Chapter 9
Identify age-appropriate, curriculum-related community health resources and agencies	
Nutrition/Fitness	
Explain nutrients and calories as they relate to the Food Guide Pyramid	www.mypyramid.gov
Practice reading food labels	Harcourt Brace <u>Your Health</u> Chapters 3 and 4
Identify a variety of popular convenience and fast foods and their nutritional value	http://kidshealth.com/ <u>The Great Body Shop</u> subscription
Explain how the media influences food choices	Tie-in with literature connections
Define and discuss <ul style="list-style-type: none"> • Hunger, appetite, over-eating • Anorexia nervosa, Bulimia, obesity 	Meeks and Heit <u>Totally Awesome Health</u> Chapters 9 and 10
Understand the importance of daily physical activity for overall health and well-being	http://www.nutritionexplorations.org for free nutrition kit www.eatasmart.org
Healthy Growth and Development/Hygiene	
Identify and practice healthy habits of personal hygiene	Tie-in with literature connections
Define puberty and its link to heredity	Meeks and Heit <u>Totally Awesome Health</u> Chapter 8
Recognize the physical, emotional, and social changes that happen during puberty	Harcourt Brace <u>Your Health</u> Chapter 2
Understand the cycle of menstruation	http://kidshealth.com/ <u>The Great Body Shop</u> subscription
Understand how healthy behaviors affect the basic functions of the body systems (see Science Curriculum)	Use school nurse Use Community resources

Health Curriculum**SIXTH GRADE**

Grade 6: Your Health (Harcourt Brace)
Here's Looking at You (kits)
Totally Awesome Health
 District Media Center
<http://dmc-www.kpbsd.k12.ak.us/>

ESSENTIAL CONTENT/SKILLS	Possible Activities/Resources
Mental/Emotional Health	
Identify characteristics that show uniqueness	Meeks and Heit <u>Totally Awesome Health</u> Chapter 6
Show respect for individual differences (cultural, gender, socio-economic status, size, age, skill abilities, physical or psychological conditions)	Check with local health services for speakers
Explain how emotions are communicated verbally and nonverbally	www.charactercounts.org
Name, identify and communicate emotions and practice appropriate ways to express them using "I" statements	GOOGLE: "I statements" Tie-in with literature connections
Explain how anger is a mask for other emotions and explore healthy ways of handling anger	Harcourt Brace <u>Your Health</u> Chapter 1 Emotion chart in room
Identify appropriate ways for people to meet their mental and emotional needs (Ex: Maslow's hierarchy of needs.)	http://www.capabilitiesinc.com/
Identify positive and negative stress and understand stress management techniques	http://www.cnvc.org/ http://kidshealth.com/
Identify healthy ways of coping with loss	The Great Body Shop subscription
Investigate options for decision-making, identify consequences and acknowledge responsibility for choices	www.talkingwithkids.org http://stopbullyingnow.hrsa.gov/index.asp
Family/Social/Interpersonal Health	
Recognize conflicts and identify healthy ways to resolve them	Check Meeks and Heit <u>Totally Awesome Health</u> Chapter 7
Identify healthy relationship/friendship skills such as respect, empathy, kindness and listening	Harcourt Brace <u>Your Health</u> Chapter 2
Identify the elements of an unhealthy relationship	www.enchantedlearning.com
Recognize that power and control can result in unhealthy behaviors such as bullying, harassment, physical abuse, verbal abuse and sexual abuse	www.endabuse.org

Demonstrate assertive strategies for dealing with bullying and harassment	Check with local health services for speakers
Describe positive and negative peer pressure	Tie-in with literature connections
Identify and practice positive, assertive and aggressive communication styles for using refusal/resistance skills	www.charactercounts.org http://kidshealth.com/
Identify good sportsmanship skills and ways to cope with winning and losing	http://stopbullyingnow.hrsa.gov/index.asp
Identify responsible adults and know how to communicate with them for personal safety at home, in school and in the community	www.talkingwithkids.org
Injury/Disease Prevention (Substance Use/Safety)	
Identify behaviors in everyday life that present health and safety risks and identify the long-term impact of these behaviors	Meeks and Heit <u>Totally Awesome Health</u> Chapter 11, 12, 13 D.A.R.E.
Identify strategies to protect oneself from harm and victimization	www.cdc.gov
Identify causes, symptoms, treatment, and prevention of communicable diseases such as flu and cold, HIV and other STD's, staph infections, hepatitis, and current communicable concerns.	http://kidshealth.com/ Harcourt Brace <u>Your Health</u> Chapter 5, 6, 7, and 8
Identify causes, characteristics, preventions, and management of chronic diseases (as applicable to classroom community or current concerns)	www.enchantedlearning.com Tie-in with literature connections
Explain the connection between advertising and society's attitudes toward alcohol and tobacco use	http://www.capabilitiesinc.com/
Identify the following types of drugs and their effects on the body <ul style="list-style-type: none"> • Narcotics • Inhalants • Stimulants • Steroids • Depressants • Hallucinogens 	http://www.nutritionexplorations.org www.peninsulasmokefree.org www.talkingwithkids.org
Explain different types of addictions such as food, alcohol, video games and gambling and the treatments for them	
Explain the mental and physical effects of drinking alcohol and using drugs and recognize the impact of each (social consequences, legal consequences, impact on ability to make decisions)	
Identify fun, safe, and legal activities that fulfill the same needs met by drug use.	
Identify available community resources for addictions	

Community/Consumer/Environmental Health	
Identify current global health issues and our response to them	Search for "advertise" on www.kidshealth.com
Demonstrate one's personal responsibility in creating a healthy environment	Tie-in with literature connections Harcourt Brace <u>Your Health</u> Chapter 9
Explain how drug use impacts society (costs to society such as prisons, crime, treatment centers, family crisis, neighborhood safety)	www.charactercounts.org
Critically analyze media and its impact on emotions, thoughts, and actions (such as stereotypes, body image, sexuality, violence, etc.)	Check Meeks and Heit <u>Totally Awesome Health</u> Chapters 14 and 15
Understand and practice personal internet safety <ul style="list-style-type: none"> disclosing personal information chat room dangers cyber-bullying 	http://kidshealth.com/ www.isafe.org
Identify age-appropriate, curriculum related community health resources and agencies	www.epa.gov <u>The Great Body Shop</u> subscription
Nutrition/Fitness	
Review the Dietary Guidelines for Americans and Food Guide Pyramid, and understand the effects of nutrients and calories on the body systems	www.mypyramid.gov Harcourt Brace <u>Your Health</u> Chapters 3 and 4
Practice reading food labels and investigate nutritional phrases such as "sugar free," "fat free," and "calcium fortified."	http://kidshealth.com/ <u>The Great Body Shop</u> subscription
Explore fad diets and diet products	Tie-in with literature connections
Recognize the signs of Anorexia Nervosa, Bulimia and obesity	Meeks and Heit <u>Totally Awesome Health</u> Chapters 9 and 10
Identify how advertising tries to impact personal health choices	http://www.nutritionexplorations.org for free nutrition kit
Understand the importance of daily physical activity for overall health and well-being	www.eatsmart.org
Explain the effects of physical activity on burning calories	
Healthy Growth and Development/Hygiene	
Review and practice personal and dental hygiene habits and proper grooming	Tie-in with literature connections Meeks and Heit <u>Totally Awesome Health</u> Chapter 8
Explain the effects of physical activity on burning calories	

<p>Explain physical changes that occur in various stages of life</p> <ul style="list-style-type: none"> • Infancy • Childhood • Adolescence • Adulthood • Old age 	<p>Harcourt Brace <u>Your Health</u> Chapter 2</p> <p>http://kidshealth.com/</p> <p><u>The Great Body Shop</u> subscription</p>
<p>Summarize structures and functions of the male and female reproductive systems</p>	<p>Use school nurse</p> <p>Use Community resources</p>
<p>Explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the development of healthy relationships</p>	<p>www.youngwomenshealth.org</p>
<p>Recognize the physical, emotional, cognitive, and social developmental processes occurring during puberty</p>	
<p>Understand the emotional and physical consequences of early sexual activity and emphasize the importance of abstinence</p>	
<p>Explain the relationship between health and heredity</p>	

ELEMENTARY HEALTH CURRICULUM

OPT-OUT FORM

Kenai Peninsula Borough School District

Student's Name

Grade

School

Homeroom Teacher

In accordance with administrative procedure for opting-out of controversial issues taught in the KPBSD health curriculum, I request that my student, named above, be excluded from the entire elementary health curriculum or the following unit/topic of the health curriculum.

I understand that it is recommended that I cover this information at home, but to do so is not mandatory.

Whole Course:

Unit/Topic: _____

Reason for Request: _____

Parent's Signature

Phone Number

Date

Principal's Signature

Date

pc: Teacher
School File
Parent
Director of Curriculum/Staff Development

Kenai Peninsula School District

SECONDARY HEALTH



Health Curriculum

MIDDLE SCHOOL

The overall goal is for students to apply health knowledge in daily life in order to promote personal well-being.

ESSENTIAL CONTENT/SKILLS

Mental/Emotional Health (ME)

1. Develop an understanding of self and others and explore how this contributes to self-identity and self esteem.
2. Identify and communicate feelings using "I" statements.
3. Evaluate and understand how emotions, values, and behaviors contribute to one's level of responsibility.
4. Identify appropriate ways for people to meet their mental, social, and emotional needs. (Maslow)
5. Develop awareness of relationship between mental, emotional, and social health and how it is impacted by personal choices. (nutrition, fitness, stress, disease, environment)
6. Identify examples of positive and negative peer pressure.
7. Apply decision making process to peer pressure situations, including taking responsibility for passive, assertive, and aggressive behaviors and their consequences.
8. Understand the positive and negative reactions to stress and apply stress management techniques that contribute to well-being.
9. Describe the stages of grieving associated with loss and trauma.
10. Understand that anger is a secondary emotion and identify and develop healthy strategies to handle anger.
11. Recognize signs of depression and suicidality, and identify available treatment.
12. Define addictive, compulsive, and obsessive behaviors and describe the symptoms, effects, and treatments.
13. Identify community resources and agencies and become familiar with various health related careers.

Family/Social/Interpersonal Health (FSI)

1. Identify various family structures, including differing roles and responsibilities of each member.
2. Recognize and describe family, community, and peer influences.
3. Identify characteristics of healthy, unhealthy, and abusive relationships. (family, friends, love interests, acquaintances, strangers)
4. Recognize gender role stereotyping, prejudice, discrimination, bullying and harassment.
5. Identify domestic violence, dating violence, and characteristics of controlling behaviors.
6. Demonstrate assertive communication as opposed to passive and aggressive.
7. Identify and demonstrate conflict resolution strategies.
8. Demonstrate refusal and resistance skills.

9. Identify community resources and agencies and become familiar with various health related careers.

Injury/Disease Prevention (Substance Use/Safety) (ID)

1. Identify personal and interpersonal behaviors in daily life that may present a risk to health or safety.
2. Identify and differentiate between common communicable and chronic diseases.
3. Identify and explain the potential long term effects of life style choices and family health history as it relates to chronic illnesses.
4. Identify causes, symptoms, treatment, and prevention of communicable diseases, including, STIs/HIV, other current communicable concerns. (handwashing, immunizations, life styles, and environment factors)
5. Identify personal safety strategies that prevent injuries to self and others. (proper safety equipment and behaviors)
6. Understand first aid procedures for bleeding, breathing, poisoning, and weather related illness/injury.
7. Distinguish between use and abuse of drugs. (OTCs, alcohol, tobacco, illegal, and current drug trends)
8. Identify and classify different kinds of drugs and their effects on the body's systems, including the brain.
9. Understand why experimental and/or recreational use of drugs is dangerous.
10. Recognize hazards to self, family, school, and community associated with drug use misuse, and abuse.
11. Demonstrate appropriate decision making and resistance skills to avoid drug misuse/abuse.
12. Identify fun, safe, and legal activities that fulfill the same needs met by drug use.
13. Identify community resources and agencies and become familiar with various health related careers.

Community/Consumer/Environmental Health (CCE)

1. Analyze media and its impact on emotions, thoughts, and actions. (such as stereotypes, body image, sexuality, violence, etc.)
2. Evaluate the claims of various health related products and services as they apply to decision making.
3. Know the Alaska Good Samaritan Law.
4. Understand and practice personal internet safety. (disclosing personal information, chat room dangers, cyber bullying)
5. Identify current global health issues and our response to them and potential impact on our health.
6. Identify home, school, and community service needs and opportunities to participate.
7. Identify age-appropriate community health resources and agencies and become familiar with various related careers.

Nutrition/Fitness

1. Understand and apply the concepts of moderation, balance, and variety according to the Food Guide Pyramid.

2. Compare and evaluate food labels for nutritional value.
3. Recognize the difference between foods that are nutritionally dense and those with empty calories.
4. Recognize the nutritional diversity of various social, cultural, and ethnic groups.
5. Identify various diet choices, fads and media influences and their health implications.
6. Define eating disorders and describe symptoms, effects, and treatments. (over-eating, anorexia nervosa, bulimia, obesity)
7. Understand how to balance caloric needs based on personal energy output.
8. Describe the benefits of daily physical activity.
9. Understand the risks of performance enhancing drugs.
10. Identify community resources and agencies and become familiar with various health related careers.

Growth and Development/Hygiene (GH)

1. Understand the impact of regular health care examinations, proper grooming, sleep, and physical activity on health.
2. Describe cognitive, social, emotional, and physical developments which occur during puberty and adolescence.
3. Explain why physical maturity is reached earlier than the cognitive and social maturity necessary for the development of healthy relationships.
4. Understand the importance of abstinence and pregnancy prevention methods, and the impact of teenage pregnancy.
5. Review the male and female reproductive systems.
6. Identify community resources and agencies and become familiar with various health related careers.

ESSENTIAL CONTENT/SKILLS**Mental/Emotional Health (ME)**

1. Evaluate individual values and goals that contribute to self-identity, self-esteem, and empathy.
2. Identify and communicate feelings by practicing communication skills which promote personal well-being. (I statements, body language, assertiveness, etc.)
3. Evaluate how emotions, values, behaviors, and taking responsibility for one's self contribute to well-being.
4. Review the positive and negative reactions to stress and evaluate and select stress management techniques that contribute to well-being.
5. Identify the primary emotions that can be masked by anger and apply healthy strategies to get one's needs met.
6. Describe the impact and coping strategies of trauma, loss, and grief.
7. Analyze the causes, symptoms, and treatment of depression and suicidality.
8. Recognize mental health and behavioral disorders.
9. Apply decision making process to peer pressure situations, including taking responsibility for passive, assertive, and aggressive behaviors and their consequences.
10. Categorize community resources and agencies and become familiar with various health related careers.

Family/Social/Interpersonal Health (FSI)

1. Analyze and evaluate influences of family, peers, and community as they relate to one's personal identity.
2. Analyze characteristics of healthy, unhealthy, and abusive relationships. (family, friends, love interests, acquaintances, and strangers)
3. Identify stereotyping, prejudice, discrimination, bullying, and harassment and develop strategies to enhance empathy and tolerance.
4. Identify the dynamics of domestic violence and dating violence, and characteristics of controlling behaviors.
5. Develop strategies to prevent domestic violence, dating violence, and controlling behaviors. (as aggressor and victim)
6. Demonstrate self-protection and empowerment strategies to promote well-being.
7. Utilize assertive communication techniques as opposed to passive or aggressive.
8. Utilize conflict resolution strategies.
9. Categorize community resources and agencies and become familiar with various health related careers.

Injury/Disease Prevention (Substance Use/Safety) (ID)

1. Identify personal and interpersonal behaviors in daily life that may present a risk to health or safety, including proper safety equipment.

2. Explain the importance of a family health profile, including history and habits, in assessing one's own health risk.
3. Explain the cause, methods of transmission, symptoms, diagnoses, treatment, and prevention of various common communicable diseases.
4. List ways to reduce the risk of various chronic diseases and recognize ways to manage them emotionally and physically.
5. Identify causes, symptoms, treatment, and prevention of STI/ HIV including the importance of abstinence.
6. Introduce CPR skills and review basic First-Aid procedures.
7. Distinguish between use and abuse of drugs. (OTC, alcohol, tobacco, illegal, and current drug trends)
8. Classify different kinds of drugs and their effects on the body systems, including the brain.
9. Recognize the stages of addiction and contributing factors.
10. Describe the impact of substance abuse on self, family, school, and community.
11. Categorize community resources and agencies and become familiar with various health related careers.

Community/Consumer/Environmental Health (CCE)

1. Analyze media and its impact on emotions, thoughts, and actions. (such as stereotypes, body image, sexuality, violence, drugs, alcohol, and food choices)
2. Evaluate marketing tactics and develop skills to become a smart consumer.
3. Understand and practice personal internet safety. (disclosing personal information, chat room dangers, cyber bullying)
4. Analyze current global health issues and evaluate their potential impacts on community and personal health.
5. Identify home, school, and community service needs and opportunities to participate.
6. Categorize community resources and agencies and become familiar with various health related careers.

Nutrition/Fitness (NF)

1. Define the skills necessary to promote healthy life-long eating habits.
2. Understand how to balance caloric needs based on personal energy output.
3. Utilize the Food Guide Pyramid to apply the concepts of moderation, balance, and variety to personal nutrition.
4. Compare, contrast and evaluate food labels for nutritional value, prioritizing foods that are nutritionally dense over those with empty calories.
5. Recognize nutritional diversity as it relates to health and diseases of various social, cultural, and ethnic groups.
6. Critique various diet choices, fads, media influences and their health implications.
7. Examine the complexity of factors that may lead to eating disorders, and then describe the symptoms, effects, and treatments. (over-eating, anorexia nervosa, and bulimia)

8. Evaluate the impact of daily physical activity and exercise on lifelong health.
9. Explain the components of fitness (cardiovascular fitness, flexibility, muscular endurance, muscular strength, and body composition) and how they relate to overall well-being.
10. Analyze the risks of performance enhancing drugs.
11. Categorize community resources and agencies and become familiar with various health related careers.

Growth and Development/ Hygiene (GH)

1. Understand the impact of regular health care examinations, proper grooming, sleep, and physical activity on health.
2. Explore the connection between cognitive, social, emotional, and physical developments occurring during puberty and adolescence.
3. Discuss the development of physical and emotional changes throughout the life cycle.
4. Review the male and female reproductive systems, and their functions.
5. Recognize practices that protect reproductive health and prevent disease.
6. Evaluate various pregnancy prevention methods, emphasizing the importance of abstinence and the impact of teenage pregnancy and parenting.
7. Describe the effects of alcohol and other drugs on fetal development.
8. Categorize community resources and agencies and become familiar with various health related careers.

**SECONDARY HEALTH CURRICULUM
OPT-OUT FORM**

Kenai Peninsula Borough School District

Student's Name	Grade
School	Health Teacher

In accordance with administrative procedure for opting-out of controversial issues taught in the KPBSD health curriculum, I request that my student, named above, be excluded from the entire middle school/high health curriculum or the following topic of the health curriculum.

I understand that if my son/daughter is excluded from class instruction on a selected topic, he/she will be held responsible for the material presented during that lesson and will be tested over that material. I accept responsibility for providing supervision for my son/daughter during the instructional time the student is not in class and providing instruction on the material missed.

(If your son/daughter is going to miss more than three days of instruction due to controversial issues, he/she should opt-out of the whole class and take the class through correspondence.)

Reason for Request: _____

Whole Course:

Unit/Topic: _____

Parent's Signature	Phone Number	Date
Principal's Signature		Date

pc: Health Teacher
School File
Parent
Director of Curriculum/Staff Development

Kenai Peninsula School District

RESOURCES



Health Curriculum	Community Resources
<p>The following list of community resources is not exhaustive. There are many individual service providers in each community not included on the list. These health and social service providers can be found in the yellow or white pages of the local telephone director. These resources have a wealth of expertise to assist in the deliver of the KPBSD Health Curriculum.</p>	

Dena'ina Health Clinic (Kenaitze Indian Tribe)	Kenai
State of Alaska Division of Forestry	Soldotna Homer
State of Alaska Dept of Environmental Conservation	Soldotna
State of Alaska Department of Public Health	Kenai Homer
US Government Department of Agriculture, Natural Resources Conservation Service	Kenai Homer/Anchor Point
US Government Environmental Protections Agency	Kenai
KPBSD Student Nutrition Services	Soldotna
KPBSD Nursing Services Coordinator	Office at Homer High School
Alaska State Troopers	Soldotna
Central Peninsula Emergency Services	Soldotna
American Red Cross	Soldotna
Bridges Community Resource Network	Soldotna
Center for Mediation and Community Dialogue (conflict resolution)	Kenai
Cook Inlet Council on Alcohol and Drug Abuse (CICADA)	Kenai
Frontier Community Services	Soldotna www.fcskenai.org
Homer Children's Services	Homer
Hope Community Services	Soldotna
Seaview Community Services	Seward
South Peninsula Women's Service Inc	Seldovia
The Leeshore Center	Kenai
Kachemak Bay Family Planning Center	Homer
Planned Parenthood	Soldotna

Hospice	Homer Soldotna
Central Peninsula Hospital	Soldotna
South Peninsula Hospital	Homer
Providence Seward Medical Center	Seward
Central Peninsula Counseling Services	Kenai
Community Mental Health Center	Homer
Alaska Vocational Technical Center (nutrition specialists)	Seward
Seaview Community Service	Seward
South Peninsula Behavioral health Center	Homer
Seldovia Village Tribe Health Clinic	Seldovia
Ninilchik Community Clinic	Ninilchik
Port Graham Clinic	Port Graham
English Bay Clinic	Nanwalek
South Peninsula Haven House	Homer
Local Fire Departments	
Local Fitness establishments	
Local Police Departments	
Local Physicians and Clinics	
Local Dentists	
KPBSD School Nurses	

Health Curriculum	Internet & Media Resources
WEBSITES	TOPIC
www.eatsmart.org	Nutrition
www.talkingwithkids.org/local.html	Tough Topics
www.preventchildabuse.org/publications/parents/index.html	Child Abuse
www.endabuse.org	Violence Prevention
www.stopbullyingnow.hrsa.gov	Bullying
www.mypyramid.gov	Nutrition
www.youngwomenshealth.org	Overall Health
www.siecus.org	Sexuality
www.kidshealth.org	Nutrition
www.advocatesforyouth.org	Abstinence, HIV/STI Prevention, Harassment
www.caloriecounts.com	Nutrition
www.calorieking.com	Nutrition
www.cancer.org	Tobacco, Health
www.lungusa.org	Tobacco
MEDIA	
Supersize Me	Nutrition
Beyond the Image	Eating Disorders
Shattered Spirits	Drugs & Alcohol
Tough Guise	Violence Prevention