

Health Topics Overview New Fairfield Public Schools Draft

The State of Connecticut released the Comprehensive School Health and Physical Education [Framework](#) in 2006. These standards, along with Connecticut General Statutes, provide a blueprint for Districts to develop a Health and Physical Education curriculum. In New Fairfield, we aim to develop this curriculum next year. Please see this overview for topics that are currently covered in grades K-12.

Grade Level	Focus Areas and Topics in New Fairfield	<ul style="list-style-type: none"> Physical Education and Health Standards (2006) Connecticut General Statute (C.G.S) 17a-101q
K-2	<ul style="list-style-type: none"> Germ Stopper Tips - Daily (T-Zone, handwashing, cough into your elbow, posters in hallways with reminders) Self-care - Sleep, staying hydrated, movement and exercise, healthy eating PBIS Safety Expectations/Instruction (Pre-K-2) - Playground/Bus safety Safe Touch / Unsafe Touch Program (K/1) <ul style="list-style-type: none"> When can a trusted adult touch private parts? <ul style="list-style-type: none"> Your private parts are the parts of your body that are covered by your bathing suit Parents might help children stay clean in the shower Doctors might look at privates to make you children are healthy The uh-on feeling and what to do Puppet show Mindfulness Training (Pre-K-2) Staff Training Mindfulness in the Classroom (Pre-K-2) Heimlich Maneuver - instruction Staff Training: Bloodborne Pathogens Bullying / Kindness - Second Step, daily reinforcement Dental Health, Halloween Safety w/ police officer 	<p>Standard 1: Comprehend concept related to health promotion and disease prevention.</p> <ul style="list-style-type: none"> Describe healthy and safe environments, and identify and communicate what makes you feel safe or unsafe. Discuss appropriate displays of affection between people in a variety of situations, including physical touch and verbal interactions Identify and describe functions of body parts (e.g. stomach, feet, hands, eyes) and identify those parts of the body that are considered private on themselves and others Describe different types of touch and how they make you feel Discuss germs and their connection to illness <p>Standard 2: Demonstrate the ability to access valid health information and health promoting products and services.</p> <ul style="list-style-type: none"> Identify trusted adults in the home, school, and community who can provide help with feelings and solving problems. Demonstrate the ability to seek help from trusted adults <p>Standard 3: Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.</p> <ul style="list-style-type: none"> Demonstrate how to express feelings in healthy ways, including empathy Explain how to treat one's body with dignity and respect Identify healthy behaviors (e.g. washing hands, seatbelts)

		<ul style="list-style-type: none"> Understand and follow rules and procedures <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <ul style="list-style-type: none"> Identify and practice healthy ways to express needs, wants and feelings Demonstrate caring and empathy for others <p>Standard 6: Demonstrate the ability to use decision making skills to enhance health.</p> <ul style="list-style-type: none"> Identify adults who can assist in making healthy decisions.
3	<p>Self Management of Healthy Behaviors:</p> <p>Physical Health</p> <ul style="list-style-type: none"> Nutrition Food Groups - Identify foods correctly MY PLATE - nutrition guidelines Food Labels <p>Social Health</p> <ul style="list-style-type: none"> Good Character education. Goal setting <p>Healthy Body</p> <ul style="list-style-type: none"> Body system research project Your 5 senses Project <p>Personal Safety</p> <ul style="list-style-type: none"> Sun Protection Bicycle safety Food Safety First Aid Smoking 	<p>Standard 1: Comprehend concept related to health promotion and disease prevention.</p> <ul style="list-style-type: none"> E.1.1 to E.1.8 <p>Standard 3: Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.</p> <ul style="list-style-type: none"> E.3.3, E.3.5 <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <ul style="list-style-type: none"> E5.2 <p>Standard 7: Students will use goal-setting skills to enhance health.</p> <ul style="list-style-type: none"> E7.1
4	<p>Social and Emotional Health</p> <ul style="list-style-type: none"> Peers Peer Pressure with emphasis on Smoking Decision Making Skills SAY NO Skills 	<p>Standard 1: Comprehend concept related to health promotion and disease prevention.</p> <ul style="list-style-type: none"> E.1.9 M.1.1 to M.1.9

	<ul style="list-style-type: none"> • Goal setting <p>Healthy Body/ Disease Prevention</p> <ul style="list-style-type: none"> • Respiratory system/Tobacco Education research project • Includes management of communicable and noncommunicable diseases of the respiratory system <p>Influences on Health</p> <ul style="list-style-type: none"> • Commercial advertisements, • Media influences • Risk Behaviors 	<p>Standard 2: Demonstrate the ability to access valid health information and health promoting products and services.</p> <ul style="list-style-type: none"> • E.2.2 and E.2.3 <p>Standard 3: Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.</p> <ul style="list-style-type: none"> • E.3.1 to E.3.4 <p>Standard 4: Analyze the influence of culture, media, technology and other factors on health</p> <ul style="list-style-type: none"> • E.4.2 to E.4.4 <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <ul style="list-style-type: none"> • E.5.1 to E.5.9 <p>Standard 7: Students will use goal-setting skills to enhance health.</p> <ul style="list-style-type: none"> • E.7.1
5	<p>Social/ Emotional Health</p> <ul style="list-style-type: none"> • G.R.E.A.T Decision Making for complicated social decision making <p>Disease Prevention and Cardiovascular Health</p> <ul style="list-style-type: none"> • Fats • HDL vs LDL • Role of exercise • Stress • Sodium • Ideal weight <p>Healthy Body</p> <ul style="list-style-type: none"> • Circulatory system project 	<p>Standard 1: Comprehend concept related to health promotion and disease prevention.</p> <ul style="list-style-type: none"> • E.1.1 to E.1.10 • M.1.10 to M.1.11 <p>Standard 2: Demonstrate the ability to access valid health information and health promoting products and services.</p> <ul style="list-style-type: none"> • E.2.1 to E.2.4 • M.2.2 and M.2.4 <p>Standard 3: Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.</p>

	<p>Growth and Development:</p> <ul style="list-style-type: none"> • Puberty unit <ul style="list-style-type: none"> ○ Identify changes in body systems related to puberty. ○ Identify three major organs of the Reproductive system ○ Describe changes in these organs related to puberty ○ Identify ways to keep this system Healthy (self exam) ○ Identify sources for valid Health information after receiving parental consent. <p>Substance Abuse Prevention:</p> <ul style="list-style-type: none"> • Effects and consequences of illegal drugs and drug abuse • Alcohol education 	<ul style="list-style-type: none"> • E.3.1 to E.3.6 <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <ul style="list-style-type: none"> • E.5.3 <p>Standard 6: Demonstrate the ability to use decision making skills to enhance health.</p> <ul style="list-style-type: none"> • E.6.1
6	<p>Personal Safety</p> <ul style="list-style-type: none"> • Evaluate personal behaviors for potential risks and consequences in regards to activities including internet safety, peer pressure and bullying, . • Guest Speakers: The Women's Center of Greater Danbury <p>Substance Abuse Prevention</p> <ul style="list-style-type: none"> • Describe addiction and the effects on the individual and the family unit. • Explain factors which influence an individual's decision to use/abuse drugs and other substances. • Explain consequences for using/abusing drugs and other substances. <p>Healthy Body</p> <ul style="list-style-type: none"> • Demonstrate positive ways to manage and relieve stress. • Practice making good decisions to help achieve one's goals. • Utilize decision making skills to establish physical boundaries and set limits for oneself. • Demonstrate the impact one's decisions has on others. <p>Disease Prevention</p> <ul style="list-style-type: none"> • Describe the causes, symptoms, prevention, and treatment methods of some common communicable and noncommunicable diseases. <p>Growth and Development</p> <ul style="list-style-type: none"> • Describe the changes associated with puberty. • Label the male/female anatomy. • Being able to understand and use anatomically correct terminology (as 	<p>Standard 1: Comprehend concept related to health promotion and disease prevention.</p> <p>Standard 2: Demonstrate the ability to access valid health information and health promoting products and services.</p> <p>Standard 3: Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.</p> <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 6. Demonstrate the ability to use decision making skills to enhance health.</p>

	opposed to incorrect/inappropriate terminology) associated with growth and development.	
7	<p>Safety Management Demonstrate basic first Aid, Hands-Only CPR, and the Heimlich Maneuver. Assessments: Hands-Only CPR & first aid performance task, response to emergency scenarios.</p> <p>Social/Emotional Health</p> <ul style="list-style-type: none"> • Recognize factors that contribute to self-harm and prevention methods. • Learn effective strategies for building healthy relationships-Presentation by The Women's Center of Greater Danbury • Develop an understanding that puberty causes physical, intellectual & emotional changes that can cause stress. • Understand anatomically correct terms associated with growth and development. • Distinguish the difference between sexual orientation, gender identity, and gender expression. • Review the male and female reproductive system. • Explain how genetics plays a role in development. <p>Assessments- Blogs, labeling of the male and female reproductive system</p> <p>Substance Abuse Prevention</p> <ul style="list-style-type: none"> • Explain how to make choices which will keep students drug free. • Examine internal and external influences that affect student choices. • Compare reasons not to use drugs are similar from drug to drug. • Identify the immediate effects of alcohol, tobacco, and marijuana has on the mind and body. • Understand that OTC and prescription medication can be as dangerous as illegal drugs if misused. <p>Assessments: Anti-Drug</p> <p>Disease Prevention/Management</p> <ul style="list-style-type: none"> • Identify methods of transmission of HIV and how HIV affects the immune system and individual. • Research causes, symptoms, and treatment of common non-communicable diseases. • Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable diseases. 	<p>Standard 1: Comprehend concept related to health promotion and disease prevention.</p> <p>Standard 2: Demonstrate the ability to access valid health information and health promoting products and services.</p> <p>Standard 3: Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

	<ul style="list-style-type: none"> Describe how family history, individual decisions and other risk factors are related to the cause or prevention of diseases and other health problems. <p>Assessments: Healthy Lifestyle</p>	
8	<p>Substance Abuse Prevention</p> <ul style="list-style-type: none"> Identify personal goals and create a plan to achieve those goals. Explain the difference between abuse and addiction. Describe how commonly abused drugs and designer drugs affect the body. Evaluate how substance abuse can affect personal goals. <p>Assessment: Timelines</p> <p>Disease Prevention and Management</p> <ul style="list-style-type: none"> Explain STIs(STDs) are sexually transmitted diseases which are transmitted through oral, anal, and vaginal intercourse. Explain abstinence is the only 100% way to avoid STIs and pregnancy. Explain the symptoms, treatment, and prevention methods of STIs. List and explain lifestyle choices to minimize the impact of both communicable and noncommunicable diseases. Describe the warning signs of cancer and the ways to reduce one's risk for developing cancer. <p>Assessments: Build a character, HIV Lab, Infectious Disease Website,</p> <p>Growth and Development</p> <ul style="list-style-type: none"> Understand the difference between healthy and unhealthy relationships. Recognize signs of physical, emotional, sexual abuse, and dating violence. Understand and communicate personal boundaries. Understand laws and consequences associated with harassment. <p>Presentation by The Women's Center of Greater Danbury</p>	<p>Standard 1. Comprehend concept related to health promotion and disease prevention.</p> <p>Standard 2. Demonstrate the ability to access valid health information and health promoting products and services.</p> <p>Standard 3. Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p>Standard 5: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 6. Demonstrate the ability to use decision making skills to enhance health.</p> <p>Standard 7.Students will use goal-setting skills to enhance health.</p>
9 9th grades take one quarter of health and	<p>Nutrition</p> <ul style="list-style-type: none"> Describe the roles that carbohydrates, fats, proteins, vitamins, minerals, and fats have in your body. Describe how family and peers influence the health of adolescents. Develop strategies to improve and maintain personal, family, and community health. 	<p>Standard 1 Comprehend concepts related to health promotion and disease prevention</p> <p>Standard 2 Demonstrate the ability to access valid health information and health-promoting products and services</p>

<p>one quarter of P.E.</p>	<ul style="list-style-type: none"> Analyze how information to from peers influences health. <p>Eating Disorders</p> <ul style="list-style-type: none"> Identify health problems that require early detection and treatment. Describe situations that require professional health services. Demonstrate the ability to influence and support others in making positive health choices. Analyze the way messages from the media and other sources influence health behaviors. <p>Mental Disorders</p> <ul style="list-style-type: none"> Describe the interrelationship among,mental, emotional, social, and physical health. Demonstrate appropriate ways to manage stress. Analyze how the environment affects a person's health <p>Smoking (Vaping, Cigarettes)</p> <ul style="list-style-type: none"> Identify factors that influences teens to smoke. Describe various forms of products Explain how nicotine affects the body. Identify the dangerous substances in tobacco smoke. Describe long term risks of smoking. Describe the benefits of quitting smoking. <p>Alcohol</p> <ul style="list-style-type: none"> Describe how alcohol works as a depressant in your body. Identify major factors that influence underage drinking. Summarize the effects of intoxication on the body systems. Identify factors that affect your blood alcohol concentration Identify ways that intoxication may lead to death Evaluate how refusal skills help you stick to your decision not to drink. Identify benefits of avoiding situations where alcohol is present. <p>Drugs</p> <ul style="list-style-type: none"> Define drug abuse and distinguish it from both appropriate use and misuse. Describe how psychoactive drugs affect the brain. Summarize the risks of drug abuse. Evaluate how family, friends, and personal factors can influence an individual's decisions about drugs. Compare the effects of depressants, stimulants, and hallucinogens on the body. Describe the effects of marijuana. Name drugs of increasing concerns in recent years. 	<p>Standard 3 Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p>Standard 4 Analyze the influence of culture, media, technology and other factors on health</p> <p>Standard 5 Demonstrate the ability to use interpersonal communication skills to enhance health</p> <p>Standard 6 Demonstrate the ability to use decision-making skills to enhance health</p> <p>Standard 7 Use the goal-setting process to enhance health</p> <p>Standard 8 Demonstrate the ability to advocate for personal, family and community health</p> <p>Standard 9 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 10 Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 11 Participate regularly in physical activity</p> <p>Standard 12 Achieve and maintain a health enhancing level of physical fitness</p> <p>Standard 13 Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 14 Value physical activity for health, enjoyment, challenge, self expression and/or social interaction</p>
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	<p>Fitness</p> <ul style="list-style-type: none"> • Formulate an effective plan for lifelong fitness. • Identify the four fitness components. <p>*CPR/ First Aid</p> <ul style="list-style-type: none"> • Recognize the benefits of obtaining first aid and CPR certification. • Properly perform hands only CPR. • Identify proper procedures for a variety of medical emergencies. • Assist in administering first aid when someone is injured. <p>*Cyber Bullying (Presented by Danbury Women's Center)</p> <ul style="list-style-type: none"> • A facilitated discussion with speakers from the women's center 	
<p>10</p> <p>10th grades take 2 quarters (one semester) of P.E.</p>	<p>*Sexual Harassment (Presented by Danbury Women's Center)</p>	
<p>11</p> <p>11th grades take 2 quarters (one semester) of P.E.</p>	<p>*Sexual Harassment (Presented by Danbury Women's Center)</p>	
<p>12</p> <p>12th grades take one quarter of health and one quarter of P.E</p>	<p>Infectious Disease (includes HIV/AIDS)</p> <ul style="list-style-type: none"> • Describe and Discuss: Causative agents, history, epidemiology, pathology, response to treatment and sociopolitical as well as economic effects of infectious disease. • A facilitated discussion about why colleges require vaccinations. • Development of an appropriate list where students can find treatment resources online. <p>Cancer (Testicular and Breast)</p> <ul style="list-style-type: none"> • Discuss factors that contribute to getting Cancer. 	<p>Standard 1 Comprehend concepts related to health promotion and disease prevention</p> <p>Standard 2 Demonstrate the ability to access valid health information and health-promoting products and services</p> <p>Standard 3 Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p>Standard 4 Analyze the influence of culture, media, technology and</p>

	<ul style="list-style-type: none"> • Discuss strategies to prevent and reduce their risk of occurrence. • Be introduced to the method for performing a self exam and the reasons for performing a self exam. • Be able to describe common treatments. <p>Substance Abuse</p> <ul style="list-style-type: none"> • Analyze the history of drug misuse and abuse. • Differentiate how substances are ingested. • Describe the intended effects and side effects of psychoactive drugs. • A facilitated discussion about drug addiction and rehabilitation. • A facilitated discussion about successful people who do not use drugs and prevention of dependence. <p>Adolescent Relationship and Dating Abuse (Presented by the Women’s Center of Greater Danbury)</p> <ul style="list-style-type: none"> • A facilitated discussion about legal consent. • Define the cycle of violence. • Distinguish the difference between appropriate and inappropriate use of social media and technology in a relationship. <p>Human Sexuality and Healthy Relationships</p> <ul style="list-style-type: none"> • A facilitated discussion about real life relationships and communication. • Identify at least two resources for STD’s testing in their own community. • Describe the rights young people have regarding STI testing including confidentiality and the quality of care they should receive from the provider. • Discuss dating relationships in multiple cultures. <p>Alcohol</p> <ul style="list-style-type: none"> • Analyze alcohol and its effect on the human body. • A facilitated discussion about alcohol use, exposure to harm, and way to reduce harm. • First aid for someone who is suspected of being in danger of alcohol poisoning. • Review drinking behavior and attitudes individually vs. peers. • Discuss laws regarding alcohol as well as drinking and driving. • Discuss college rules regarding alcohol on campus. <p>* STATE MANDATED INSTRUCTION</p>	<p>other factors on health</p> <p>Standard 5 Demonstrate the ability to use interpersonal communication skills to enhance health</p> <p>Standard 6 Demonstrate the ability to use decision-making skills to enhance health</p> <p>Standard 7 Use the goal-setting process to enhance health</p> <p>Standard 8 Demonstrate the ability to advocate for personal, family and community health</p> <p>Standard 9 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 10 Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 11 Participate regularly in physical activity</p> <p>Standard 12 Achieve and maintain a health enhancing level of physical fitness</p> <p>Standard 13 Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 14 Value physical activity for health, enjoyment, challenge, self expression and/or social interaction</p>
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