

# Grades K-2

## Health Education CPS Curriculum Overview

**S**tudent health and well-being are a prerequisite for academic success and student achievement. Through the Health Education curriculum, the school seeks to minimize social and emotional barriers to learning, enhance students' assets and promote resiliency. The Health Education curriculum seeks to help young people achieve their fullest potential by accepting responsibility for personal health decisions and practices, by adopting healthy behaviors, by working with others to improve the health of their school and community and by becoming discriminating consumers of health information, services and products. The curriculum teaches fundamental health concepts, promotes habits that enhance health, wellness and learning, and guides efforts to build healthy families, relationships, schools and communities.

Students in the early grades are introduced to the health concepts and skills. They will be able to: practice being good listeners, explain and practice a simple decision-making model; set and achieve simple goals for themselves; share negative and positive feelings in an appropriate way; and begin to resolve conflicts between students in a positive way.

Students in grades one and two receive a health magazine each month. Kindergartners receive a cassette with ten health songs. There is also a parent guide to each month's topics that many teachers send home.



## CPS Health Education Learning Expectations for Grade K

### **Growth and Development**

*Students will learn the basic characteristics of physical growth and development, including bodily functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.*

**They will be able to:**

1. Identify the five senses and the body part with which each is associated.
2. Understand individual differences, appreciate their bodies as unique and special (size, shape, color, abilities) and list ways to respect people whose bodies seem different from theirs.
3. List problems that people can have with their senses and develop empathy for people with physical problems.
4. Identify behaviors and environmental facts that influence functioning of body systems.

### **Personal Health**

*Students will know how to maintain and promote personal health.*

**They will be able to:**

1. List basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails).
2. Identify health helpers including the doctor and dentist and explain the role each plays in keeping us healthy.
3. Identify the benefits of exercise for your heart and muscles.
4. Apply skills to prevent and control the spread of disease, including correct hand washing, regular bathing, tooth brushing and flossing.

### **Family Life**

*Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family.*

**Students will be able to:**

1. Define the word “family” and name different types of families (including: step families, extended families, multicultural families, adoptive families, gay and lesbian families, foster families, grandparent headed families), and the common elements of families (love, trust, caring).
2. Describe family rules and list jobs that each member does for the family.
3. List ways families may change (e.g., pregnancy, birth, marriage, divorce, relocation, unemployment) and effective strategies to cope with changes .

4. Identify whom to talk with about family problems and successes.

## **Grade K continued**

### **Mental and Emotional Health**

*Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self acceptance, make decisions, and cope with stress.*

**They will be able to:**

1. Name various feelings and practice recognizing feelings in oneself and others.
2. Practice ways to share feelings appropriately, including handling anger.
3. Explain how talking with a trusted adult and sharing feelings can help a person to feel better.
4. Practice setting goals.

### **Injury Prevention and Safety**

*Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, will avoid, recognize and report verbal, physical and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury.*

**They will be able to:**

1. Name basic safety practices (including: helmets, seat belts, bus safety, street crossing).
2. Identify situations in the home where accidents or safety threats might happen and practice routines for safety.
3. Practice saying no to risk-taking behavior.
4. Distinguish among safe, unsafe and inappropriate touch, secrets and surprises, and seek help if hurt or confused.

### **Nutrition**

*Students will gain knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.*

**They will be able to:**

1. Identify food as a need of all living things and identify healthful and less healthful foods.
2. Explain the routines and reasons for proper food handling techniques.
3. Identify and respect different family and cultural preferences in choosing food.
4. Define and explain the role of nutrients in the body.

# Grade K continued

## Prevention and Control of Disease

*Students will learn the signs, symptoms and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention and health maintenance.*

### **They will be able to:**

1. Define being healthy and discover what germs are and how they make us sick.
2. Identify persons, places and things which help us to get well.
3. Name different ways to help someone who is sick.
4. Explain why keeping clean can help to keep a person healthy.

## Substance Use and Abuse

*Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances.*

### **They will be able to:**

1. Identify and distinguish between helpful and harmful substances.
2. List the purpose of medicines and guidelines for proper use.
3. Identify dangerous substances at home, at school and on the playground.
4. Analyze what to do and where to go for help if someone were exposed to a dangerous substance.

## Sexuality and Gender

*Students will acquire developmentally appropriate knowledge and skills to form a foundation for making healthy decisions.*

### **Students will be able to:**

1. Use the correct names for the private parts of the body.
2. Explain that boys and girls have many similarities and a few differences.
3. Explain why children's activities and adult jobs and careers are open to both males and females.

## Interpersonal Relationships

*Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships.*

### **Students will be able to:**

1. Define communication and describe the importance of communication
2. Explain and practice good communication skills, including listening skills, nonverbal communication, assertiveness and refusal skills.
3. Describe the concept of friendship and contrast the qualities that strengthen or weaken a friendship.

# Grade K continued

## Violence Prevention

*Students will learn how their actions affect others, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will learn to avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.*

### **They will be able to:**

1. Interact with their peers in a peaceful and respectful manner.
2. Describe helpful and hurtful ways of interacting with peers.
3. Use communication, problem-solving and anger management skills to resolve conflicts and develop positive relationships.
4. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.

## Consumer and Community Health

*Students will learn the influence of social factors on health and will acquire the knowledge and skills necessary to obtain, manage and evaluate resources for physical and mental health and well being for themselves, their family and community.*

### **They will be able to:**

1. Define the word “community” and tell what communities do to help them and their families.
2. Interpret the symbols and information provided on labels for health care products and food products.
3. List the jobs carried out by the people at school and in the community that support health.
4. Identify ways that communities can be kept clean and healthy and commit to doing their part.

# 1

## CPS Health Education Learning Expectations for Grade 1

### Growth and Development

*Students will learn the basic characteristics of physical growth and development, including bodily functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.*

**They will be able to:**

1. Identify body parts and functions, including the five senses, brain, lungs, heart, teeth, bones, and skin.
2. Explain how the blood goes through the body making it possible for the body to function
3. Identify the basic need of all humans to breathe.
4. Identify substances that pollute the air and harm the lungs.

### Personal Health

*Students will know how to maintain and promote personal health.*

1. They will be able to:
2. List age appropriate ways to take care of one's body, such as hand washing, regular bathing and tooth brushing.
3. Appreciate their bodies as unique and special (size, shape, color, abilities) and list ways to respect people whose bodies seem different from theirs.
4. Show how to take care of one's ears to prevent injury.
5. Explain how food, exercise and sleep help you to be healthy.

### Family Life

*Students will gain knowledge about the significance of the family on individuals and society, and will earn skills to support the family.*

**Students will be able to:**

1. Name different types of families (including: step families, extended families, multicultural families, adoptive families, gay and lesbian families, foster families, grandparent-headed families), and the common elements of families (love, trust, caring).
2. List the roles of parents and other family members in supporting a strong family and promoting the health of children.
3. List ways families may change and effective strategies to cope with changes .
4. Identify whom to talk with about family problems and successes.

# Grade 1 continued

## Mental and Emotional Health

*Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress.*

### **They will be able to:**

1. Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.
2. Explain why talking to somebody about problems helps a person to feel better.
3. Identify situations that can evoke anger and practice helpful ways to deal with these events and feelings.
4. Discover their own body's uniqueness and respect differences in others.

## Injury Prevention and Safety

*Students will gain the knowledge and skills to administer first aid and carry out emergency procedures will avoid, recognize and report verbal, physical and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury.*

### **They will be able to:**

1. Define and identify careless and careful behavior and identify ways to make situations safer.
2. List rules for different kinds of safe play and show how helping each other keeps everyone safe.
3. Identify dangers of fire, ways to prevent fires, and what to do in case of fire.
4. Distinguish among safe, unsafe and inappropriate touch; secrets and surprises.

## Nutrition

*Students will gain knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.*

### **They will be able to:**

1. List a variety of healthful and less healthful foods and their effects upon the body.
2. Explain how the food guide pyramid helps to plan healthy meals and snacks.
3. Describe how food gives us energy.
4. State acceptance of familial and cultural differences in healthful food.

# Grade 1 continued

## Prevention and Control of Disease

*Students will learn the signs, symptoms and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention and health maintenance.*

### **They will be able to:**

1. Identify what is and is not a medicine, how medicine helps the body, and who can give medicine to a child.
2. Identify the signs of common illnesses and who they can tell when they don't feel well.
3. Describe what germs are, how they can get into the body, and how the body fights germs and disease naturally and with medicines and immunization.
4. Explain why keeping ourselves and our community clean can help to keep us healthy.

## Substance Use and Abuse

*Students will acquire the knowledge and skills to be competent in making health enhancing decisions regarding the use of medications and avoidance of substances, and in communication about substance use/ abuse prevention for healthier homes, schools and communities.*

### **They will be able to:**

1. Define the word drug and identify various substances as drugs.
2. Explain what nicotine and alcohol are and how they affect the body.
3. Identify who to seek help from for a possible poisoning.
4. Practice recognizing a dare and responding with good refusal skills.

## Sexuality and Gender

*Students will acquire developmentally appropriate knowledge and skills to form a foundation for making healthy decisions.*

### **Students will be able to:**

1. Use the correct names for the private parts of the body.
2. Explain that boys and girls have many similarities and a few differences.
3. Explain why children's activities and adult jobs and careers are open to both males and females.

# Grade 1 continued

## Interpersonal Relationships

*Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships.*

### **Students will be able to:**

1. Define communication and describe the importance of communication.
2. Explain and practice good communication skills, including listening skills, nonverbal communication, assertiveness and refusal skills.
3. Describe the concept of friendship and contrast the qualities that strengthen or weaken a friendship.
4. Practice communication skills for getting help in different situations.

## Violence Prevention

*Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.*

### **They will be able to:**

1. Interact with their peers in a peaceful and respectful manner.
2. Describe helpful and hurtful ways of interacting with peers.
3. Use communication, problem-solving and anger management skills to resolve conflicts and develop positive relationships.
4. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.

## Consumer and Community Health

*Students will learn the influence of social factors on health and will acquire the knowledge and skills necessary to obtain, manage and evaluate resources for physical and mental health and well being for themselves, their family and community.*

### **They will be able to:**

1. Identify community health and safety helpers.
2. Name sources and causes of pollution ( air, ground, noise, water, food) in the community.
3. Identify rules that help to keep our community healthy.
4. Identify ways that communities can be kept clean and healthy and commit to doing their part.

# 2

## CPS Health Education Learning Expectations for Grade 2

### **Growth and Development**

*Students will learn the basic characteristics of physical growth and development, including bodily functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.*

**They will be able to:**

1. Discover how a newborn baby grows and changes to become an older child and then an adult.
2. Describe what the heart, brain and skin do and how to keep each part healthy.
3. Discover different ways that the brain learns and develop sensitivity to the many different ways that people can be smart.
4. Explain why there are so many variations in the appearance of skin and develop respect for people whose skin looks different from theirs due to age, color or other conditions.

### **Personal Health**

*Students will know how to maintain and promote personal health.*

**They will be able to:**

1. Explain why a healthy diet and exercise can keep our hearts healthy.
2. Name common emergencies and list steps to take in each case.
3. Practice good health habits for skin and hair.
4. Explain routines for healthy living that make it harder for germs to spread.

### **Family Life**

*Students will gain knowledge about the significance of the family on individuals and society, and will earn skills to support the family.*

**Students will be able to:**

1. Define the word family and describe the role the family plays in the growth and development of a child.
2. Practice ways to show respect for differences in families.
3. Describe some of the changes that can happen in families, some of the effects of those changes and whom to talk with about family issues.
4. List the roles of parents and other family members in supporting a strong family and promoting the health of children.

## Grade 2 continued

### Mental and Emotional Health

*Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress.*

**They will be able to:**

1. List common causes of being afraid and practice various methods of coping positively with fears.
2. Describe the common physical effects of fear on the body and recognize the symptoms in oneself.
3. Describe how fear can help keep us safe.
4. Explain how talking with a trusted adult and sharing feelings can help a person to feel better.

### Injury Prevention and Safety

*Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, , will avoid, recognize and report verbal, physical and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury.*

**They will be able to:**

1. List ways to protect their brain from injury
2. Identify ways to handle common hazards on the street.
3. Practice personal safety skills in situations that threaten personal safety.
4. Define the term “private parts” and explain rights to keep their bodies “private”.

### Nutrition

*Students will gain knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.*

**They will be able to:**

1. Explain how the food guide pyramid helps us choose healthy meals and snacks and why breakfast is important.
2. Classify foods into the food pyramid groups and define and explain the role of nutrients in the body.
3. Explain why guidelines for food handling and storage should be respected.
4. Show respect for different cultures by explaining factors which influence food choices.

## **Grade 2 continued**

### **Prevention and Control of Disease**

*Students will learn the signs, symptoms and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention and health maintenance.*

#### **They will be able to:**

1. Explain what germs are, where one finds them and what they can do to a person.
2. Identify antibodies as the body's germ fighters and explain how immunizations and medicines help in fighting disease.
3. List injuries and other conditions that harm skin and remedies for them.
4. Identify the signs and symptoms of common illnesses and realize that being responsible for individual health means alerting care givers to any symptoms of illness.

### **Substance Use and Abuse**

*Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communication about substance use/ abuse prevention for healthier homes, schools and communities.*

#### **They will be able to:**

1. Identify various types of drugs, including nicotine, alcohol and street drugs.
2. Identify what is and is not a medicine.
3. Describe how medicines can be misused and why they are not helpful when taken for reasons other than medical with permission from doctor and parent.
4. Identify who to seek help from for a possible poisoning.

### **Sexuality and Gender**

*Students will acquire developmentally appropriate knowledge and skills to form a foundation for making healthy decisions.*

#### **Students will be able to:**

1. Use the correct names for the private parts of the body. Explain that boys and girls have many similarities and a few differences.
2. Explain why children's activities and adult jobs and careers are open to both males and females.

## Grade 2 continued

### Interpersonal Relationships

*Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships.*

**Students will be able to:**

1. Respect different perspectives and patterns of thinking.
2. Practice showing ways to be kind and helpful to others.
3. Discover the importance of communicating thoughts and feelings.
4. Define the word unique and explain why everyone is different and that each has special qualities.

### Violence Prevention

*Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.*

**They will be able to:**

1. Interact with their peers in a peaceful and respectful manner.
2. Name ways that a child might hurt another child and practice conflict resolution skills for how to avoid fights.
3. Classify sample television programs or other media as violent or nonviolent and show who is hurt by violence.
4. Practice positive ways to solve problems fairly.

### Consumer and Community Health

*Students will learn the influence of social factors on health and will acquire the knowledge and skills necessary to obtain, manage and evaluate resources for physical and mental health and well being for themselves, their family and community.*

**They will be able to:**

1. List community safety rules and laws.
2. Identify community health helpers and explain the things they do to help prevent germs from spreading
3. Interpret the symbols and information provided on labels for health care products and food products.
4. Identify ways that communities can be kept clean and healthy and commit to doing their part.

## **K-2 Materials & Resources**

### **Teacher's Guides:**

Great Body Shop, Children's Health Market, Wilton CT, 2000.

### **Student Materials**

Great Body Shop --- Monthly student magazines for grades one and two and a cassette of 10 health songs for each kindergarten student and their family

### **Parent Materials**

Monthly health bulletin available from classroom teacher.

### **Additional Programs**

Dental Education and Screening --- Cambridge Health Alliance Dental Program

### **Whom to Contact**

Kim DeAndrade

Health Education Program Leader for Grades K-12