

North Smithfield School Department

Health Curriculum Grades K-12

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Health Curriculum
Grades K-12**

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Health Education Curriculum Framework

Introduction

The North Smithfield School District implements a Health Curriculum Framework that is standards-based. The curriculum is in compliance with all state regulations, laws and mandates. Current research and professional literature was used while designing and constructing this curriculum. All unit objectives are up-to-date and age appropriate. The curriculum is well organized and easy to follow. It is structured by grade, content area, standards and unit objectives.

Report on Knowledge Base for Health Education

The North Smithfield School District Health Curriculum Framework will focus on building student capacity in two areas: health knowledge base and the personal skills to apply that knowledge. The knowledge base will consist of developmentally appropriate current and accurate information that empowers our students to make informed decisions. At the same time, personal skills, such as those involving decision-making and communication, will be strengthened. A variety of instructional strategies and methodologies, proven to work best, will be employed in our health classrooms. We will respect student differences and focus on science-based prevention as we strive to promote lifelong wellness within the individual and throughout the community.

Epistemological Foundations

The North Smithfield School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort, and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Rhode Island's State Requirements for Health Education

North Smithfield School District's Health Curriculum is in compliance with all state regulations. Below are the current regulations as of May 2, 2011. More information can be found regarding the current regulations by following the link for any part of a section that is highlighted in blue. The curriculum will be updated as the regulations change.

Health Education Required

Health Education is required for **all** students in grades 1-12 according to [RI General Laws §16-22-4](#) (See also [RIGL §16-1-5 \(14\)](#)). Students should receive an average of 100 minutes per week of health and physical education. This does not include recess, free play, or after-school activities (see the [Basic Education Program p. 149](#) and the [Regulations Governing the Length of the School Day](#)).

Specific requirements for health education are outlined in Sections 3, 4 and 5 of the [Rules and Regulations for School Health Programs](#). Briefly, the curriculum must:

- Be aligned with the health education standards of the [Rhode Island Health Education Framework: Health Literacy for All Students](#);
- Be sequential, developmentally appropriate, and comprehensive for grades K-12;
- Be medically accurate;
- Include standards-based goals, objectives, examples of teaching and learning strategies and materials, and assessment; and
- Cover certain required content areas (outlined in section 5.0 and elaborated in [Comprehensive Health Instructional Outcomes](#)), including:
 - alcohol, tobacco and other substance abuse (see also [RIGL §16-22-12](#) and [§16-1-5 \(14\)](#));
 - CPR and blocked air passage training (see also [RIGL §§ 16-22-15](#) and [16-22-16](#));
 - child abuse;
 - community health;
 - consumer health;
 - environmental health;
 - family life and sexuality (see also [RIGL §16-22-18](#));
 - HIV/AIDS (see also [RIGL §16-22-17](#));
 - human growth and development;
 - mental health;
 - nutrition;
 - physiology and hygiene (see also [RIGL §16-22-3](#));
 - prevention and control of disease;
 - physical activity;

- safety and injury prevention, including suicide prevention (see also [RIGL §16-22-14](#)); and
- teen dating violence education ([§16-22-24](#)).

Exemptions by Parents

According to Section 5 of the *Rules and Regulations for School Health Programs* and RIGL §§ [16-22-17](#) and [16-22-18](#), a parent may exempt his/her child from the disease prevention and control, HIV/AIDS and/or family life and sexuality portions of health education classes, and the child will not be penalized academically.

Certified Health Educators

According to Section 3 of the *Rules and Regulations for School Health Programs*, health education must be taught by appropriately certified teachers. At the elementary level, that includes school nurse teachers, certified health educators, certified health and physical education teachers, or any certified elementary teacher. At the secondary level, that includes school nurse teachers, certified health educators, or certified health and physical education teachers.

North Smithfield Mission Statement

Our mission is “to prepare each student to be a successful and responsible member of society.”

Student Expectations and Indicators

1. In all subject areas, each student is expected to become a CRITICAL THINKER who:

- Identifies problems
- Uses a variety of strategies to solve complex issues and problems
- Identifies, accesses, evaluates, and synthesizes information from a variety of different sources

2. In all subject areas, each student is expected to become an EFFECTIVE COMMUNICATOR who:

- Presents ideas clearly via writing, speaking and technology
- Receives and processes information and expresses oneself using a variety of forms
- Applies appropriate forms of communication to a specific audience

3. In all subject areas, each student is expected to become a QUALITY PRODUCER who:

- Creates products which are purposeful and meaningful to an audience
- Creates quality products that exhibit understanding of the task, the process, and the goal
- Reflects continuously on the creative learning experience and uses this experience for the purpose of improving product quality
- Uses constructive criticism of others to improve product quality
- Exhibits creativity, innovation, and originality

4. In all subject areas, each student is expected to become a SELF-DIRECTED LEARNER who:

- Sets priorities and achievable goals
- Monitors, evaluates, and adjusts paths to attain goals
- Values and demonstrates a strong work ethic

5. In all subject areas, each student is expected to become an INVOLVED CITIZEN who:

- Is respectful of diversity
- Accepts consequences for choices and actions
- Practices and promotes the rights and responsibilities of citizenship
- Uses personal integrity and high ethical standards to exhibit the qualities of a positive role model
- Demonstrates an awareness of local, national, and global issues

Hallmarks of Excellence for Health Education

Desirable Features of the Curriculum

MORE	LESS
• Emphasis on the use of technology	• Emphasis on worksheets
• Project-based instructional strategies	• Lecture
• Collaborative learning	• Emphasis on memorization
• Skill-building activities	• Traditional assessment
• Authentic assessment	• Isolated teaching of health
• Integration with other disciplines	
• Applied learning	
• Individualized Learning	
• Literacy-based teaching and learning	

Content/Process Standards for Health Education

The North Smithfield School District uses the Rhode Island Health Education Content Standards for grades K-12:

HE/1.0: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

HE/2.0: Students will demonstrate the ability to access valid health information and health-promoting products and services.

HE/3.0: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

HE/4.0: Students will analyze the influence of culture, media, technology, and other factors on health.

HE/5.0: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

HE/6.0: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

HE/7.0: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Relationships Among the Standards

Although the seven standards cover a great deal of ground individually, there are certain underlying relationships among them that offer a more connected picture. A relationship among the individual, the community, and the skills needed for health is important. These underlying relationships are as follows:

The individual and health is reflected in:

Standard 1: Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life. This standard deals with the fundamental aspects of personal health and disease. This standard is probably the densest standard in terms of health content.

Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services. This standard deals with the external sources that are directly focused on an individual's well being, including specific health-focused information (e.g. the food pyramid), products (e.g. cough medicine), services, and service providers (e.g. doctors).

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. This standard focuses on health-fostering behaviors that will preserve the individual.

The skills needed for good health are reflected in:

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. This standard focuses on the individual's ability to interpret how culture, media, technology, and other factors that are not always defined as having a health focus can influence the individual's well-being (for example, the increasing amount of violence on TV has an impact on how society functions and in turn can affect individual behaviors as well as actions).

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. This standard focuses on effective communication, which is fundamental to ensuring healthy relationships and interpreting one's own state of health.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. This standard deals directly with goal setting and decision-making, both of which are fundamental in taking control over the direction of one's health.

The interconnectedness of the individual and community is reflected in:

Standard 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health. This standard deals specifically with a student's ability to use advocacy skills to maintain and improve his/her personal health as well as that of her/his family, community, and environment.

CONTENT AREAS

PERSONAL HEALTH

MENTAL AND EMOTIONAL HEALTH

INJURY PREVENTION

NUTRITION

FAMILY LIFE AND SEXUALITY

DISEASE PREVENTION AND CONTROL

SUBSTANCE USE AND ABUSE PREVENTION

COMMUNITY HEALTH

Educator to Parent

SAMPLE PARENT COMMUNICATION

Health Education Standards

Standard One

What do I need to know and do to live a long and healthy life?

Standard Two

Do I know where and how to get good information about health products and services?

Standard Three

What do I need to do to keep myself healthy and safe?

Standard Four

How does the world I live in affect my health?

Standard Five

How can I communicate my ideas and feelings in a healthy way?

Standard Six

How can I set goals and make decisions that will keep me healthy?

Standard Seven

How can I help keep my community healthy?

Health Content Areas Taught:

Personal Health

Mental and Emotional Health

Nutrition

Injury Prevention

Family life and sexuality

Disease Prevention

Substance use/abuse

Community Health

References

Rhode Island Health Education Framework, *Health Literacy for All Students*. Rhode Island Department of Education, 1998.

Chariho Regional School District, *Health Curriculum*, 2007.

How to Read and Follow the Curriculum Framework

Health education standards and unit objectives are designed for each grade level, K – 12. The objectives are in language describing what students should know and be able to do. They are arranged by grade level, content area and one of the seven health education standards. The amount of content and skills vary from standard to standard and grade by grade. The content areas included in this document are required by the Rhode Island Department of Education. A general instructional goal for the content area at the benchmarked grade levels is presented at the top of each health content area. Beneath each goal are the required unit objectives. Each objective has a letter followed by three numbers which are separated by dashes (P6-1-2). This system allows for organization and easy access to specific content areas, grade levels, standards and objectives. See example of breakdown below to get step-by-step directions of how to follow this organizational system.

Using P6-1-2:

- The letter identifies the content area. P stands for Personal Health
- The first number identifies the grade level. This objective will be instructed during 6th grade.
- The second number identifies the health standard being met. This objective will meet health standard 1 (knowledge).
- The third number identifies the objective. This is the second objective for personal health standard 1.

Before completion of each grade level, all students will be required to meet unit objectives that demonstrate competency in all seven health standards. By graduation, all students will have met the seven health standards in all required health content areas.