

Duxbury Public Schools

Report of the Health Subcommittee K-12

Health Curriculum Review

May 2016

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Overview

The Health Subcommittee's charge focused on review of current health instruction and outlining a vision of comprehensive health education for the Duxbury Public Schools. The committee membership represented multiple stakeholders including students, parents, community members, teachers and administrators in efforts to include as many perspectives as possible. The committee review process included:

- Discussion of the current health program's strengths and weaknesses
- Discussion of the components in a comprehensive, current K-12 health program
- Discussion of particular needs of Duxbury students
- Review of current MA frameworks, MA digital literacy standards and recent MA substance abuse education legislation
- Review of Youth Risk Health Behavior Survey data (national, MA, Duxbury, comparable districts)
- Review of research in best practices in health education and national health standards
- Survey of local school district's health curriculum
- Curriculum recommendations for the 2016-2017 school year and beyond
- Creation of an action plan for 2016-2017

Curriculum Frameworks and 2016 Massachusetts Legislation

Massachusetts Comprehensive Health Curriculum Framework

The Massachusetts Comprehensive Health Curriculum Framework was last updated in 1999. The frameworks are organized around 4 strands:

- Physical Health
- Social and Emotional Health
- Safety and Prevention
- Personal and Community Health

Each strand outlines multiple standards:

Pre-K–12 Standards

Growth & Development	Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.
Physical Activity & Fitness	Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.
Nutrition	Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.
Reproduction/Sexuality	Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.
Mental 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, including suicide prevention.
Family Life	Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.
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, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.
Disease Prevention & Controls	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.
Safety & Injury Prevention	Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.
Tobacco, Alcohol, & other Substances	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 communicating about substance use/abuse prevention for healthier homes, schools, and communities.
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.
Consumer Health & Resource Management	Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.
Ecological Health	Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.
Community & Public Health	Students will learn the influence of social factors on health and contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.

Massachusetts Law: An Act relative to substance use, treatment, education and prevention

In March of 2016, Massachusetts legislation was amended to strengthen the language relative to education regarding prevention and dangers of substance abuse in the public schools. Every school district is required to file its policies regarding substance abuse education with the Department of Elementary and Secondary Education. The law also includes verbal screening of students for substance use at two different grade levels. Duxbury is participating in the state’s pilot program with the freshman class of 2016. The law’s impact on education can be found at:

<https://malegislature.gov/Bills/189/House/H4056>

Massachusetts Digital Literacy and Computer Science Standards

In the fall of 2015, Massachusetts released the Massachusetts Digital Literacy and Computer Science Standards in draft form. The standards include the Computing and Society strand which includes K-12 standards relative to:

Safety and Security

Ethics and Laws

Interpersonal and Societal Impact

Appendix I outlines the Committee’s prioritization of the state standards for Duxbury based on current student data and needs outlined in subsequent sections of this report.

Summary of Current Program

Strengths

Elementary Schools

The health curriculum in the elementary schools is taught within the physical education classes (e.g. topic of the day). The Alden PTA and DSU co-sponsor events for grade 5 students and families, Boys' Night Out and Girls' Night Out, which includes a "growth and development" movie including body changes during puberty. Stations are then available relative to cyber safety, staying home alone, etc. The School Resource Officer offers students basic substance education in grade 5.

Middle School

The middle school provides grade 6 students a health course taught on the A/B schedule for one semester and a complete semester of health in grade 8. The curriculum includes nutrition education, mental health and family responsibility. The School Resource officer offers grade 8 students several lessons on substance abuse.

High School

Students in grade 9 participate in a human sexuality unit. Specialized assemblies and speakers (e.g. The Yellow Dress and dating violence) offer information on specific topics. The School Resource office is included in the human sexuality unit to discuss laws with sexual connections (i.e. date rape, sexual assault).

Needs

The Committee identified a number of needs relative to the current programming. The current program needs expansion to be comprehensive and extend beyond the ninth grade and include high school discussion of substance abuse. The program needs to include cyberbullying and start conversations relative to substance use and making good choices earlier. Student gaps in knowledge create blind decisions since parents are assuming certain topics are covered in school when they are not currently discussed or thoroughly processed. Communication with families needs expansion. A commitment from the community is considered crucial.

What Duxbury Students Need

The Committee noted elements considered crucial to the students in Duxbury:

- Physical, mental and social health instruction
- Coverage of all topics in frameworks
- Building, practice and demonstration of resiliency skills
- Positive stress and emotion management, healthy coping strategies
- Understanding of substance abuse
- Understand and using social media appropriately (sexting)
- Resources and guidance for students to get help
- Time in student schedules to access support services
- Information on healthy relationships
- Responses to peer pressures
- Dangers of using drugs and other quick fixes
- Consistent programming at all grade levels
- Current topics and strategies
- Greater depth to mental health and sexuality education
- Inclusion of science related to impact of substances on brain
- Vertical alignment with consistent, frequent instruction

Components of Comprehensive K-12 Curriculum

The Committee outlined elements considered required of a comprehensive curriculum:

- Parent component for parent/school communication
- Education on the science of drugs
- Real world examples of situations
- Current best practices to replace outdated topics
- Differentiation of topics to be taught in physical education, health, etc.
- Age appropriate materials
- Integration of topics into science, etc. with consistent messaging
- Consistent vertical alignment (i.e. scope and sequence)
- Include topics most important: substance abuse, sexuality and relationships, internet safety, violence prevention, stress management)

Research Summary

The Committee reviewed recent research regarding best instructional practices and curriculum as well as national and state standards.

Research regarding learning and health described a strong connection between healthy students and learning performance (Basch, 2010; Dilley, 2009). Student health issues were reduced. The research stresses opportunities for physical activity and the value of physical education in providing not only physical opportunities but cooperative ones. Breaks during class time are encouraged in order to sustain attention and focus.

The research outlining best practices in health curriculum where multiple skills are embedded in addition to providing a knowledge base to students (CDC, 2014). Four groups of characteristics were described: essential knowledge, supporting healthy individual behavior, shaping group norms and developing health skills. In addition, the best practices of health instruction included a holistic approach that includes standards with a goal of health literacy, assessment, advocacy with the community and professionalism through credentialed staff (Appropriate Practices in School-Based Health Education, 2015). All programs suggested a research-base, inclusion of stakeholders, training and planning for dissemination (Franks et al., 2007).

A review of the national and Maryland standards provided guidance on the components of a current, comprehensive health curriculum (CDC, 2014; Maryland Health Standards, 2009; Montgomery County Health Curriculum, 2009). Maryland's 7 Health Standards are:

- Mental and Emotional Health
- Alcohol, Tobacco and Other Drugs
- Personal and Consumer Health
- Family Life and Human Sexuality
- Safety and Injury Prevention
- Nutrition and Fitness

- Disease Prevention and Control

7 skills that are interwoven throughout the curriculum at age-appropriate levels:

- Analyzing influences
- Accessing information
- Interpersonal communication
- Decision making
- Goal setting
- Self-management
- Personal, Family, and Community health advocacy

Data Analysis

The Committee reviewed Duxbury's Youth Risk Behavior Survey (YRBS) results and compared them to state outcomes as well as similar surveys in comparable districts, exploring commonalities and as appropriate conditions that might have connections to the outcomes. Data is a result of 2013 survey administration and is compared to Duxbury's 2013 YRBS.

Massachusetts

	Duxbury%	State%
Never smoked tobacco	83	69
Never had a drink	57	63
Drank in last 30 days	38	35
Consuming 5 or more drinks in past 30 days	23	19
Never tried marijuana	35	41
Sad hopeless for 2 weeks	28	20
Thought about killing him or herself	14	12
Offered drugs on school property	14	23

Hopkinton

	Duxbury%	Hopkinton%
Smoking cigarettes	17	16
Drank in lifetime	57	51
Drank in last 30 days	38	32
Binge drinking	23	17
Marijuana in lifetime	35	29

Marijuana in last 30 days	24	19
Prescription drugs in lifetime	12	9
Bullied	17	22
Sad hopeless for 2 weeks	28	20
Suicide attempt	4	10 (include self injury)
Sexual intercourse	32	20
Used condom	67	70

Natick

- Most questions had similar statistics except:
Prescription drug use- Duxbury was double
Sexually active- Duxbury increased, Natick declined
- Mental health numbers doubled for females over males in both communities

Lexington

- 95% report "stress due to classes"
- 31% report "extreme stress" as to what's coming next (presumably college, in most cases)
- 83% believe their school "encourages competition"
- Kids with ambivalent sexual identity are 2/3 times as likely to seriously consider suicide
- Girls are 2 times as likely as boys to "seriously consider suicide"

Wayland

	Duxbury%	Wayland%
Drank in lifetime	57	51
Drank in last 30 days	38	29
Binge drinking	23	13
Marijuana in lifetime	35	25
Marijuana in last 30 days	24	16
Prescription drugs in lifetime	12	6
Depressive Symptoms	28	16
Considered Suicide	14	9
Suicide attempt	4	3
Lifetime sexual activity	32	19

Follow-up to studying Wayland's data revealed that the health curriculum is in place in elementary through high school, the high school hosts an active SADD group with a strong presence on the school web page and a robust community group that began over ten years ago.

Survey of Local Districts

The Committee explored local districts for content, scope and sequence, and graduation requirements. All of the selected districts had health programming in place from grades 6-12 or K-12. All of the districts also had graduation requirements in health education. The required credits and course descriptions are below. The Committee had an extensive opportunity to explore Scituate's curriculum and discuss the creation of that curriculum with their Health Coordinator who provided access to grade level documents and presented at a Committee meeting in the fall of 2015.

Norwell

Students need to complete PE/Health I and II and two (2) PE electives before graduation.

Health / Physical Education, I, II, 2.50 cr. 991 – Grade 9

992 – Grade 10

Students are expected to take the Health curriculum in sequence before graduation. Health I and Health II will cover similar areas yet Health II will build upon areas learned in Health I. The Health curriculum uses a variety of techniques designed to teach students refusal skills, assertiveness, and responsible decision-making. Students practice these skills by role playing, class presentations, and in classroom discussions. The aim of the curriculum is not only to impart valuable information to the students, but also to give them the skills to behave safely and responsibly throughout their lives. The health topics covered include alcohol, tobacco and drug education, family life education including the anatomy and physiology of human reproduction, and the values clarifying the decision-making skills needed for responsible behavior. Sex roles, and sexual identity, teen relationships, and gender respect are also covered. Other topics include understanding HIV, AIDS and other sexually transmitted diseases. Nutrition, diet, weight control, and eating disorders are studied in depth. Students also will learn about emotional health as it pertains to depression, stress, body image, and suicide prevention. The health curriculum implements the Massachusetts Comprehensive Health Curriculum Framework.

Cohasset

Each student must achieve a passing grade in the equivalent of two quarters of physical education and two quarters of health education, accruing at least ten (10) credits;

772 HEALTH & HUMAN BEHAVIOR Grade 9-10 College Preparatory Preparatory 1 Quarter 2.5 credits (part 1)

773 HEALTH & HUMAN BEHAVIOR Grade 11-12 College) 1 Quarter 2.5 credits (part 2)

These two courses (completion of part 1 and part 2 is a graduation requirement) provide information and skill-building experiences necessary for students to make informed decisions, form healthy relationships, cope with anxiety, and successfully deal with the challenges of adolescent and adult life. Both of these courses may be taught daily for one quarter or on alternate days for one semester. Most of the following topics will be covered in both part 1 and part 2: alcohol and other drugs in American society; managing stress, dealing with depression, and preventing suicide; recognizing signs of distorted body image and eating disorders; appreciation for mass media and its influence on attitudes and health behaviors of young people; anatomy and physiology of human reproduction; examination of the forces that influence gender roles and gender expectations; identifying stereotypes, respecting human differences; issues of

diversity as they relate to physical, social, and mental health; sexual identity and orientation; understanding teen relationships; distinguishing love from infatuation; considering choices/understanding consequences; problems of early sexual involvement; understanding HIV/AIDS and other STD; preventing teen pregnancy/ promoting abstinence (condoms will be discussed as a less effective method of disease prevention and birth control); pregnancy, childbirth, and preparation for parenthood; the role of family, religion, peers in the decision making process; investigating the abuse continuum; sexual harassment; dating violence, acquaintance rape, domestic violence, and violence prevention skills. Students electing to take the course for Accelerated credit will be expected to work independently on more advanced health topics and complete ongoing research on an approved topic.

Marshfield

2 Credits in Health for graduation.

9010 Health- Grade 9, 1 Credit

Students will receive instruction and practice responsible, informed decision-making involving substance abuse, relationships, disease prevention, and coping with stress. Letter grades will be given and credit awarded upon successful completion. This is a required course for graduation.

Course Outline Level: UL

Mental illness including depression

Sexual harassment

Teen dating violence and healthy relationships Reproductive system

Suicide prevention

Sexually transmitted infection prevention Alcohol and Prescription Drug Use

Stress management

907 Health – Grade 11 Prerequisite: None 1 Credit

Students will receive instruction and practice responsible, informed decision-making. Students will complete a genogram to determine the role of heredity and lifestyle choices and will have the opportunity to become certified in CPR. Letter grades will be given and credit awarded upon successful completion. This is a required course for graduation.

Hingham

HEALTH: Descriptive Overview

Comprehensive health education addresses the knowledge and skills for both reducing risk behaviors and increasing actions and habits that increase wellness. These courses were designed with the guidance of the Massachusetts Comprehensive Health Curriculum Frameworks and the National Health Education Standards. Health education is one-third of the physical education

requirement at grades 9 and 10. Counseling department seminars are held during the first three sessions of the health course each year.

Scituate

K – Grade 5: Health education topics, including nutrition and overall wellness concepts, are incorporated into weekly physical education classes. Additionally, lessons from the *Open Circle* curriculum makes health education connections.

Grade 6: Receive approximately 12, 45-minute *Second Step* classes instructed by elementary physical education faculty.

Grade 7 & 8: Receive approximately 30, 45-minute health education classes.

Grades 9 – 12: Receive one quarter of a school year of health education per year.

Graduation requirement of 8 Credits (4 credits of Health and 4 credits of Physical Education) = 2 credit semesters

HEALTH EDUCATION: GRADES 9 & 10

COURSE NO. GRADE CREDIT

950 9, 10 1

Students are required to successfully complete one quarter of health during both their freshman and sophomore years. Tier I of this two-tiered health curriculum includes the following topics: nutrition, substance abuse, sexuality, and sun safety. Tier II includes topics in the area of mental health: identity, stress, destructive behaviors and mental illnesses. Tiers alternate every other academic year.

HEALTH EDUCATION: GRADES 11 & 12

Students are required to successfully complete one quarter of health education during both their junior and senior years. Students may choose from the following options:

SELF, SOCIETY AND HUMAN RELATIONSHIPS

COURSE NO. GRADE CREDIT

924 11, 12 1

Through hands-on, experiential learning, research, reflective writing and discussion, students in this course will explore strategies that promote and support a respectful and inclusive community. They will learn to recognize and analyze the hatred, harassment, discrimination and gossip that humans engage in. The students will also understand how these issues impact the ability of individuals to succeed within the community, and the impact on the community as a whole. Finally, the students will examine how the application of communication, interpersonal, critical thinking and problem- solving skills can effectively prevent or respond to such conflict

and injustice. Students taking this course will be enrolled in Adventure as their complementary quarter Physical Education elective.

NUTRITION AND CONDITIONING

COURSE NO. GRADE CREDIT

930 11, 12 1

This course will include personalized strategies for eating healthy as well as maximizing physical and cognitive performance. The topics will include current trends in nutrition, fitness and overall health, common misconceptions about food choices, alternative energy sources, sports drinks and bars, strategies for controlling and maintaining weight, issues surrounding body image, and direct connections to the four fitness components (muscle strength, endurance, cardiovascular fitness and flexibility). Students taking this course will be enrolled in Lifelong Activities and Personal Fitness as their complementary quarter Physical Education elective.

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HUMAN DEVELOPMENT

COURSE NO. GRADE CREDIT

931 11, 12 1

This course explores the various stages and intricacies of human development through adulthood. Students will examine central concepts related to human development including cognitive and physical growth from birth to adulthood. The works of prominent psychologists will be used to investigate human, social and emotional development at all of phases of life. This course will also address how an individual's overall development and wellbeing can be impacted by societal, environmental, family and peer influences. Students taking this course will be enrolled in Competitive Net and Field Games as their complementary quarter Physical Education elective.

FIRST AID & CPR/AED AND CRITICAL HEALTH ISSUES

COURSE NO. GRADE CREDIT

929 11, 12 1

In this course students will learn standard First Aid, how to perform C.P.R. and how to use an automatic external defibrillator (AED). They will be eligible for American Red Cross certification in these areas. These certifications are required for many jobs, including lifeguard, camp counselor, day care worker and are also valued by many companies. In this course, students will also choose current health issues to research and present. These topics can include communicable and non-communicable diseases, mental health disorders, addictions or any other health topic of interest to them. Students taking this course will be enrolled in Competitive Invasion Games as their complementary quarter Physical Education elective.

Resources and Materials

The Committee reviewed samples of published materials, both commercial and free through local or national health organizations. The large publishing houses (Pearson, Houghton Mifflin, McGraw Hill) have extensive opportunities for multimedia programming that include videos, personalized education opportunities, and web based instruction. Parent information is also included. Free, internet based materials are more limited but appear to offer quality in regarding to student and teacher materials and content (ETR.org, LearntobeHealthy.org, ck-12.org). The Committee recommends further investigation of materials upon determining the curriculum and structure for Duxbury.

Recommendations of the K-12 Health Subcommittee

- Create a comprehensive K-12 Health Program
- Incorporate state standards (prioritized as noted in Appendix I), digital literacy standards informed by updated national standards
- Focus on demonstrated student needs relative to stress, anxiety, substance use, social media and sexting
- Include mindfulness and coping strategies
- Begin instruction of sexuality, substance abuse and related brain science earlier
- Continue data collection through YRBS administration at DMS and DHS
- Engage the parent and community in the proposed curriculum changes to foster support and partnerships

Action Steps 2016-2017

- For the 2016-2017 school year, implement health instruction within existing schedules and with existing personnel as outlined in Appendix I based on the Committee's perception of student and local needs including increased instruction in mental health and coping, substance abuse, sexuality and digital literacy. Adolescent changes will return to grade 5 through segregated assemblies and discussion. Substance abuse and human sexuality will be prioritized in the grade 8 curriculum allowing the high school focus to be on relationships, anxiety, substance abuse and decision making.
- Immediately, begin sharing information with the parent community (i.e. newsletters) and create opportunities for dialogue through parent forums and input beginning in the Spring of 2016
- In the fall of 2016, reconvene the Superintendent's Health Advisory Committee (SHAC) to develop a Health instruction plan for the 2017-2018 school year and beyond
- For the FY18 budget cycle, outline the required personnel needs to implement a complete K-12 Health program
- For the 2017-2018 school year, develop the needed scheduling changes to ensure adequate time is available for instruction
- Solidify oversight of Health curriculum, monitoring of its implementation and assessment of its effectiveness prior to full implementation in the fall of 2017

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Appendix I

The following standards are identified as priorities for the Health curriculum per se. Many additional standards from the Health frameworks are covered in other aspects of the elementary curriculum. Most Health standards will be integrated in Physical Education class.

	Kindergarten –Grade 2	Grades 3-4	Grade 5
Physical Health Strand			
Growth and Development	Name the parts of the body and body systems		
	identify behaviors and environmental factors influence functioning of body systems		
	Identify appropriate accommodations and aids for people with physical disabilities		
Physical Activity and Fitness			Identify the major behaviors that contribute to wellness including refraining from substance use
Nutrition	Identify key nutrients that support healthy body systems		
	Use USDA Food Guide and MyPlate		
Reproduction/Sexuality			Identify the components, functions and process of the reproductive system
			Identify the physical changes as related to the reproductive system during puberty
			Define sexual orientation using the correct terminology (such as heterosexual, gay and lesbian)

			Recognize that diet, exercise, rest and avoidance of risk behaviors such as smoking and drinking and other substances contribute to the health of a mother and fetus
Social and Emotional Health Strand			
Mental Health	Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings		
	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being		
	Explain and practice a model for decision-making that including gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications and evaluating decisions		
	Explain how coping skills positively influence self-concept		
Safety and Prevention Strand			
Safety and Injury Prevention	Distinguish among safe, unsafe and inappropriate touch		
	Demonstrate the use of assertive behavior, refusal skills and actions intended for personal safety		
Tobacco, Alcohol and Substance Abuse Prevention	Identify and distinguish between substances that are safe and unsafe to be taken by mouth		
	Describe the purpose of medicines and how they can be used or misused in the treatment of common medical problems		
	Describe how tobacco and prolonged exposure to cigarette smoke affects the body		
	Identify whom to seek help from for a possible poisoning or overdose		
Computing and Society			
Safety and Security	Identify safe and unsafe examples of online communications	Identify appropriate and inappropriate uses of technology when posting to social media, sending e-mail and browsing the Internet	

	Identify the importance of keeping personal information (name, location, phone number, address, school, etc.) private	Describe the potential risks/dangers and employ safe practices associated with forms of online communications, downloads, linking, Internet purchases, advertisements and inappropriate content within constrained environments	
	Identify which personal information (e.g. user name or real name, school name or home address) can and cannot be shared online and with whom	Identify different types of cyberbullying (e.g. harassments, flaming, excluding people, outing, and impersonation).	
	Identify why it is necessary to report inappropriate electronic content or contact	Explain that if you encounter cyberbullying you should immediately tell a responsible adult (e.g. teacher or parent)	
Ethics and Laws	Define good digital citizenship as using technology safely, responsibly and ethically	Demonstrate responsible use of computers peripheral devices and resources as outlined in school rules (AUP 3-5)	
	Demonstrate reasonable use of computer, peripheral devices and resources as outlined in the school rules (AUP K-2)	Describe the difference between digital artifacts that are open or free and those that are protected by copyright	
	Explain who owns a digital artifact		
	Explain the importance of giving credit to media creators/owners when using their work		
Interpersonal and Societal Impact	Identify and describe how people use many types of technologies in their daily work and personal lives	Identify the impact of social media and cyberbullying on individuals, families and society	
	Explain the purpose of advertisements is to sell things to people while content provides information to people		

Appendix II

For the 2016-2017 school year, primary Health instruction will occur in grades 6 and 8 as well as through small unit integrated through the Physical Education program.

	Grade 6	Grade 7	Grade 8
Physical Health Strand			
Growth and Development			Identify stages of human life cycle (prenatal to late adult)
			Explain function of human body systems
			Describe influence of health habits on growth and development
			Apply skills to increase performance functioning of body systems (nutrition, rest, etc.)
			ADDITIONAL identify physiology of adolescent brain
Physical Activity and Fitness			
	Participate in activities that promote fitness and relieve mental and emotional tension		
	Explain the benefits of making positive health decisions		
Nutrition	List functions of key nutrients and describe help to prevent disease, etc.		
	Describe healthy diet and adequate physical activity		
	Describe components of nutrition label and how to make informed decisions		
	Analyze dietary and intake patterns		
			Identify the behavior and avenues of support for people with disordered eating behaviors or eating

			disorders
Reproduction/Sexuality	Recognize the emotional and physical changes as related to the reproductive system during puberty		Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
			Describes the short and long term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions
			Describe behaviors and methods for pregnancy prevention including abstinence
			Define the types of sexually transmitted infections including HIV/AIDS and how they are prevented
			Identify sexual discrimination and harassment
Mental Health	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning		
	Identify the causes and effects of depression and how to seek help		
	Describe the relationship among physical appearance, changes in the body and self-concept and esteem		
	Describe the contribution of a personal support system to good mental health		
Interpersonal Relationship	Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure		
	Recognize the positive contribution of character traits (tolerance, honesty, self-discipline, respectfulness, kindness) to relationships, respecting individual differences and detrimental effect of prejudice		
			Describe the purpose of dating and acceptable dating

			attitudes such as respect and appropriate conduct
			Explain the benefits of abstinence, postponing sexual behavior and setting limits on sexual behavior
Disease Prevention and Control	Identify ways individual can reduce risk factors related to communicable and chronic diseases		
	Describe the importance of early detection in preventing the progression of disease		
	Explain the need to follow prescribed health care procedures given by parents and health care providers		
	Discuss how cleanliness and good grooming show consideration for self and others and ways to promote cleanliness		
	Describe the relationship between overexposure to the sun and skin cancer		
	Describe the influence that rest has on physical functioning, personal requirements for sleep, and methods for getting adequate sleep		
	Explain how the immune system functions to prevent and combat disease		
	Identify positive health behaviors that reduce the risk of disease		
	Learn how to use effective self-examination procedures and at what age they become necessary		
	Demonstrate how to discuss procedures and test results with health care providers		
	Describe the leading causes of death for different age groups, symptoms of common disease among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems		
	Analyze the interaction between genes and disease		
	Explain the prevention and control of common communicable infestations, diseases and infections		
Safety and Injury Prevention	Describe actions and behaviors to protect oneself or others (first aid, rescue breathing)		
	Recognize sexual abuse and how to get help		
Tobacco, Alcohol and Substance Abuse	Describe addictions to alcohol, tobacco and other drugs and methods for		

Prevention	intervention, treatment and cessation		
	List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol and other drugs including the general pattern and continuum of risk behaviors involving substances that young people might follow		
	Identify internal factors (such as character) and external factors (such as family, peers, community, faith based affiliation and media) that influence the decision of young people to use or not to use drugs		
	Demonstrate ways of refusing and of sharing preventative health information about tobacco, alcohol and other drugs with peers		
Violence Prevention	Identify the social and emotional consequences of harassment		
	Define intolerance and explain how it can contribute to violence		
	Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention		
	Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts		
	Explain the signs of abuse in relationships including emotional abuse and physical assault and identify available resources		
Computing and Society			
Safety and Security	Describe how cyberbullying can be prevented and managed		
	Explain the connection between the persistence of data on the Internet, online identity and privacy		
	Describe and use safe and appropriate practices when participating in online communities (e.g. discussion groups, blogs and social networking sites)		
	Discriminate between appropriate and inappropriate content on the Internet		
Ethics and Laws	Explain how copyright law and licensing protect the own of intellectual property		
	Explain possible consequences of violating intellectual property law		
	Apply fair use for using copyrighted materials (e.g. images, music, video, text)		
	Identify the legal consequences of cyberbullying/harassment in social computing		
	Demonstrate compliance with the school's AUP		

Interpersonal and Societal Impact	Evaluate how media and technology can be used to distort, exaggerate and misrepresent information
	Evaluate the bias of digital information sources, including websites

Appendix III

For the 2016-2017 school year, the high school curriculum will be delivered through a unit of study in grade 9 and small units during grade 10 Physical Education classes.

	Grade 9	Grade 10
Physical Health Strand		
Growth and Development	Describe the growth patterns and body changes of human body throughout the life cycle including critical periods in growth and development	
Physical Activity and Fitness	physical education currently includes majority of standards	
Nutrition		
	Explain the relationships among dietary intake eating behaviors, physical activity and emotional health	
Reproduction/Sexuality	Identify the stages of the male and female reproductive system over the life cycle	
	List the signs of pregnancy	
	Describes the effectiveness and consequences of various pregnancy, HIV and sexually transmitted infections (STI) prevention methods including abstinence	
	Identify possible determinants of sexual orientation and analyze the weight of each in light of available research	
	Explain the importance of examination of both genders for HIV and STI's before conception and the risks and precautions of delivery when	

	HIV an STIs are present	
	Explain the importance of communication and setting limits in sexual relationships	
	Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STI's including HIV/AIDS	
	Evaluate the impact of HIV on the community and identify resources available for treatment of reproductive health problems	
	Identify and explain laws about reproductive services	
	Explain the laws and relevant court rulings concerning rights about consensual sexual relationships and reproduction (e.g. Roe v. Wade)	
Social and Emotional Health Strand		
Mental Health	Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body and managing stress	
	Identify the factors that help people deal with grief	
	Analyze research on health behaviors and brain chemistry and emotional functioning	
	Describe theories of personality development, including identity formation, and differentiate among concepts of ideal self, public self, and private self	
	Describe the influence of gender on identity and self-concept	
	Describe the signs of destructive behavior and identify intervention strategies and kinds of professional intervention	
	Identify common mental health disorders (for example anxiety, schizophrenia and mood including depression and bipolar) and treatments	
	Identify ways in which decision-making is influenced by sound character, family and personal beliefs	
	Explain positive techniques for handling difficult decisions	

Interpersonal Relationship	Identify techniques for handling anger and resolving conflicts including seeking help from professional and community organizations
	Contrast the emotional impact of long-term relationships of positive communication (active listening, praise, humor) with negative communication (teasing, name calling, bullying)
	Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and development of good character in the members of society)
	Explain the importance of communication in setting limits in a sexual relationship
	Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions
	Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships
	Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness in committed relationships
	Describe commitment in casual and serious relationships
Safety and Prevention Strand	
Safety and Injury Prevention	Explain the connection between accidents and injuries including the use of seatbelts
	Define harassment based on gender, race, national origin, sexual orientation, religion or handicap
	Define date and acquaintance rape and describe how to protect oneself and seek help
	Identify and explain the laws governing sexual harassment and date and acquaintance rape
Tobacco, Alcohol and Substance Abuse Prevention	Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction and overdose

	Describe the harmful effects of tobacco, alcohol and other substances on pregnant women and their unborn children
	Explain the consequences of driving under the influence of alcohol and other drugs including the effects on passengers when the driver is impaired
	Explain the physical, financial, social and psychological cost of addiction
	Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol and other drugs
	Describe the influence of drug abuse on family members
	Apply promotion skills to encourage healthy behaviors (such as modeling and sharing information)
Violence Prevention	Describe the relationship between negative stress and violence
	Identify the mental health and legal consequences of harassment
	Identify character traits connected with peaceful living such tolerance honesty self-discipline
	Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations
	Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them
Computing and Society	
Safety and Security	Use safe and appropriate practices when creating digital artifacts
	Explain safe practices when collaborating online, including how to anticipate potentially dangerous situations
	Construct strategies to combat cyberbullying/harassment, individually and collaboratively
	Identify the mental health consequences of cyberbullying/harassment/ sexting
	Explain how peer pressure in social computing settings

	influences choices
	Apply strategies for managing negative peer pressure and encouraging positive peer pressure; individually and collaboratively
Ethics and Laws	Model mastery of the school's AUP
	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual privacy, network access, contracts and harassment
	Discuss the legal and ethical implications associated with malicious hacking and software piracy
	Interpret software license agreements and application permissions
Interpersonal and Societal Impact	Analyze the beneficial and harmful effects of computing innovations (e.g. social networking, delivery of news and other public media, and intercultural communication) individually and collaboratively
	Create a positive web presence (e.g. digital resume, portfolio, social media, etc.)