

Solon Community School District

Health Curriculum

The mission of the Solon Community School District is to nurture positive, productive and responsible members of society by providing diverse and challenging school experiences that enable students to be lifelong learners.

2005-2006
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Comprehensive School Improvement Plan Long-range Goal

The Solon Community School District has established long-range goals and corresponding structures for the development and implementation of comprehensive school improvement plans. Of those goals, the primary responsibility for the development of an assessment plan was encompassed in a long-range goal for curriculum.

Comprehensive School Improvement Plan Long Range Goal — Curriculum

The Solon Community School District will have developed a curriculum based on vertically articulated standards and benchmarks including, but not limited to, math, reading and science that will include defined assessment for determining student learning.

Development Process

The Solon Community School District engaged PK-12 health educators in a process to identify needs and establish a process for the development of standards, grade/course level expectations and materials to engage students in the curriculum. This process was part of an effort to develop a comprehensive curriculum for all as a foundation for decisions about health teaching and learning. All staff of the Solon Community School District were subsequently involved in a review of the draft curriculum and materials.

Health Curriculum Team

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This committee met during the 2004-2005 school year to review national standards for health education, Iowa Accreditation Standards and existing curriculum. From that process it was determined that significant need existed to renew the Solon Community School District health curriculum. Meetings during the 2005-2006 school year focused on developing a coordinated health curriculum and identifying materials to support that curriculum.

The resulting health curriculum for the Solon Community School District is aligned with the Iowa General Accreditation Standards and national standards for health education. The Solon Community School District Health Standards and grade/course level expectations were constructed using a vertically articulated framework and were developed by the PK-12 Health Curriculum Team.

PK-12 health educators and the Solon Community School District School Improvement Advisory Committee have reviewed this curriculum. Following review by the School Improvement Advisory Committee, a recommendation for approval was forwarded to the Solon Community School District Board of Education.

Vision

Health education in the Solon Community School District is designed to help students develop knowledge, attitudes, and skills needed to maintain and improve health, prevent disease, and avoid or modify health risk behaviors.

Health Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information, products, services and analyze the influence of culture, media, technology, and other factors on health.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will demonstrate the ability to use interpersonal and advocacy skills to enhance personal, family and community health.
5. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Iowa General Accreditation Standards

Iowa General accreditation standards are intended to fulfill the responsibility for making available an appropriate educational program that has high expectations for students. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background. Health instruction shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

Health instruction for students include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; current crucial health issues; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.

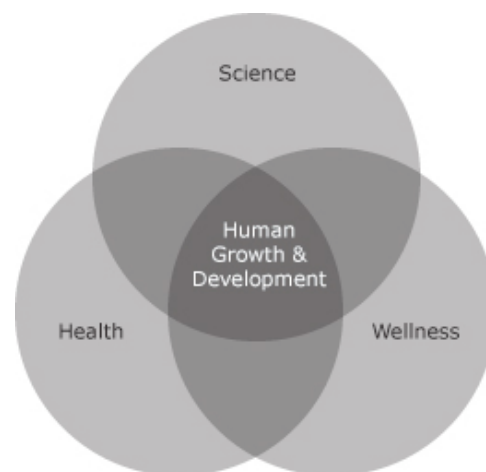
Physical education and health courses exemption

A student shall not be required to enroll in health courses if the student's parent or guardian files a written statement with the school principal that the course conflicts with the student's religious beliefs [IAC 281.12.5(6)].

Coordinated Health Education

The Solon Community School District health curriculum organizes and integrates the content and processes of three components intentionally designed to engage students in a series of planned events to foster student understanding. The SCSD health curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

The three components of health education used as a framework for the SCSD health curriculum are the science, health and wellness. The science of health component includes a study of the structure and function of systems, organs and tissues. The health component includes care and safety, disease, prevention, nutrition and sexuality. The wellness component includes physical, emotional and social aspects of growth and development. The components are designed to assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The integration of these components contributes to a coordinated health curriculum intended to prevent student health problems and maintain student well-being intended to foster a more comprehensive understanding of human growth and development.



Included in the delivery of this curriculum as a means to enrich student experiences and resulting understandings are physical education, counseling, health services and nutrition services with each providing support for students:

- *Physical education* is designed to provide students with the knowledge, attitudes, skills, behaviors, and confidence to adopt and maintain lifelong physical activity.
- *Counseling services* are intended to improve student mental, emotional and social well-being through preventative individual and group guidance, interventions, and referrals.
- *Health services* are designed to provide health screenings, ensure access and/or referral to health care services, prevent and control communicable diseases and other health problems, and provide emergency care for illness or injury.
- *Nutrition services* provide students with access to a variety of nutritious meals and snacks that accommodate the health and nutrition needs of all students and meet federal and state dietary guidelines.

Scope and Sequence

Elementary (Kindergarten – Grade 4)

Elementary health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.

Kindergarten

Kindergarten health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; self-esteem, emotional and social health; health resources; and prevention and control of disease.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

Chapter 1: You Feel and Think
Chapter 2: Your Family and Friends

Unit B: Growth and Nutrition

Chapter 3: You Grow and Change
Chapter 4: Food for Health

Unit C: Personal Health and Safety

Chapter 5: A Clean and Fit You

Chapter 6: Staying Safe

Unit D: Drugs and Disease Prevention

Chapter 7: Medicines and Drugs

Chapter 8: Staying Well

Unit E: Community and Environmental Health

Chapter 9: Health Helpers

Chapter 10: A Healthful Place to Live

First Grade

First grade health instruction includes personal health; food and nutrition; safety and survival skills; family life; self-esteem, stress management and interpersonal relationships; emotional and social health; health resources; and prevention of disease.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

Chapter 1: Health and You
Chapter 2: Your Family, Friends and You

Unit B: Growth and Nutrition

Chapter 3: Your Growing Body

Chapter 4: Healthful Foods

Unit C: Personal Health and Safety

Chapter 5: Staying Clean and Fit

Chapter 6: Staying Safe

Unit E: Community and Environmental Health

Chapter 9: Be Health Wise

Second Grade

Second grade health instruction includes personal health; environmental health; consumer health; family life; substance abuse and nonuse encompassing the effects of alcohol, tobacco, drugs and poisons on the human body; self-esteem, stress management and interpersonal relationships; emotional and social health; health resources; and prevention of disease.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

Chapter 1: Your Feelings
Chapter 2: Getting Along

Unit B: Growth and Nutrition

Chapter 3: Your Body

Unit C: Personal Health and Safety

Chapter 5: Keeping Clean and Fit

Unit D: Drugs and Disease Prevention

Chapter 7: Medicines and Drugs and You
Chapter 8: Fighting Germs

Third Grade

Third grade health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable disease.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

Chapter 1: Mental and Emotional Health
Chapter 2: Family and Social Health

Unit B: Growth and Nutrition

Chapter 3: Growth and Development
Chapter 4: Nutrition

Unit C: Personal Health and Safety

Chapter 5: Personal Health and Physical Activity

Fourth Grade

Fourth grade health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; puberty, human growth and development and human sexuality; self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable disease.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

Chapter 1 Mental and Emotional Health
Chapter 2 Family and Social Health

Unit B: Growth and Nutrition

Chapter 3 Growth and Development
Chapter 4 Nutrition

Unit C: Personal Health and Safety

Middle School (Grades 5-8)

Middle School health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.

Fifth Grade

Fifth grade health instruction includes growth and nutrition, encompassing dietary guidelines, healthy eating habits, choosing food carefully, healthful weight, and body image; reproduction, human growth and development and human sexuality; drugs and disease prevention, encompassing tobacco, alcohol, and illegal drug use; communicable and chronic diseases, encompassing communicable and non-communicable diseases including acquired immune deficiency syndrome; and community & environmental health encompassing media and advertising influences.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit B: Growth and Nutrition

Chapter 3 Growth and Development
Chapter 4 Nutrition

Unit C: Personal Health and Safety

Chapter 5 Personal Health and Physical Activity
Chapter 6 Violence and Injury Prevention

Unit E: Community and Environmental Health

Chapter 9: Health Helpers and You
Chapter 10: Taking Care of Earth

Chapter 6: Violence and Injury Prevention

Unit D: Drugs and Disease Prevention

Chapter 7: Alcohol, Tobacco, and Other Drugs
Chapter 8: Communicable and Non-communicable Diseases

Unit E: Community and Environmental Health

Chapter 9: Consumer and Community Health
Chapter 10: Environmental Health

Chapter 5 Personal Health and Physical Activity
Chapter 6 Violence and Injury Prevention

Unit D: Drugs and Disease Prevention

Chapter 7 Alcohol, Tobacco, and Other Drugs
Chapter 8 Communicable and Chronic Diseases

Unit E: Community and Environmental Health

Chapter 9 Consumer and Community Health
Chapter 10 Environmental Health

Unit D: Drugs and Disease Prevention

Chapter 7 Alcohol, Tobacco, and Other Drugs
Chapter 8 Communicable and Chronic Diseases

Unit E: Community and Environmental Health

Chapter 9 Consumer and Community Health
Chapter 10 Environmental Health

Sixth Grade

Sixth grade health instruction includes mental, emotional, family & social health, encompassing health & wellness, character & personality, making responsible decisions, emotions & stress; family & social health, encompassing healthful relationships, expressing one’s self, family life, and making & keeping friends; reproduction, human growth and development and human sexuality, encompassing support and control systems, transport systems, growing & changing; community & environmental health, encompassing evaluating media & advertising influences, clean air, clean water, and clean planet.

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

- Chapter 1 Mental and Emotional Health
- Chapter 2 Family and Social Health

Unit B: Growth and Nutrition

- Chapter 3 Growth and Development

Unit C: Personal Health and Safety

- Chapter 5 Personal Health and Physical Activity

Chapter 6 Violence and Injury Prevention

Unit D: Drugs and Disease Prevention

- Chapter 7 Alcohol, Tobacco, and Other Drugs
- Chapter 8 Communicable and Chronic Diseases

Unit E: Community and Environmental Health

- Chapter 9 Consumer and Community Health
- Chapter 10 Environmental Health

The 5th and 6th grade fitness instruction includes personal health and safety, encompassing physical activity and fitness, developing a physical fitness plan, staying safe during physical activity, rules of first aid, and basic first aid skills; drugs and disease prevention, encompassing living a drug-free lifestyle; and environmental health, encompassing enjoying your environment.

Seventh and eighth grade health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.

Health I

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

- Chapter 1 Mental and Emotional Health
- Chapter 2 Family and Social Health

Unit B: Growth and Nutrition

- Chapter 3 Growth and Development

- Chapter 4 Nutrition

Unit C: Personal Health and Safety

Chapter 5 Personal Health and Physical Activity

Chapter 6 Violence and Injury Prevention

Unit D: Drugs and Disease Prevention

- Chapter 7 Alcohol, Tobacco, and Other Drugs
- Chapter 8 Communicable and Chronic Diseases

Unit E: Community and Environmental Health

- Chapter 9 Consumer and Community Health
- Chapter 10 Environmental Health

Health II

Health and Wellness Macmillan/McGraw-Hill (2005)

Unit A: Mental, Emotional, Family, and Social Health

- Chapter 1 Mental and Emotional Health
- Chapter 2 Family and Social Health

Unit B: Growth and Nutrition

- Chapter 3 Growth and Development

- Chapter 4 Nutrition

Unit C: Personal Health and Safety

Chapter 5 Personal Health and Physical Activity

Chapter 6 Violence and Injury Prevention

Unit D: Drugs and Disease Prevention

- Chapter 7 Alcohol, Tobacco, and Other Drugs
- Chapter 8 Communicable and Chronic Diseases

Unit E: Community and Environmental Health

- Chapter 9 Consumer and Community Health
- Chapter 10 Environmental Health

High School (Grades 9-12)

High School health instruction includes personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.

Health I

Health I is a course designed to give students a general background in the major areas of mental and emotional health, nutrition, CPR and first aid, health resources, and disease prevention. A variety of investigations, activities, projects, and discussions will allow students to reflect on their personal perspective of health and the factors they can control in relationship to being healthy.

Health II

Health II is a course that will give students an opportunity to explore the effects of high risk behaviors related to the transition into adulthood. We will develop the skills necessary to avoid high risk behaviors and make informed decisions about their health and wellbeing.

Anatomy and Physiology

In this course, students investigate the structures and functions of the human body, specifically including the study of the systems of the body such as the circulatory system, nervous system, muscular system, reproductive system, and the digestive system. Labs, activities, presentations, models, and Internet projects help students better understand how their body works. In addition, we will take field trips to expose students to the opportunities in related career areas. This course is targeted for students interested in pursuing a P.E./coaching, nursing, medical, or other science professions.

Assessment

The Solon Community School District Assessment Plan incorporates multiple approaches, methods and formats of assessments that provide results to stakeholders that are useful for multiple purposes. The results of these assessments are used to provide instructional feedback in the development of student improvement plans as well as monitor and communicate generalized student achievement to parents and other appropriate stakeholders.

Further purposes of assessment include identifying learner strengths and diagnosing weaknesses, evaluating the effectiveness and relevance of curriculum and instructional practice as well as evaluating the effectiveness of educational programs and establishing goals for school improvement.

The Solon Community School District uses a combination of norm-referenced, criterion-referenced, performance, formal and informal classroom-based assessment instruments to monitor student learning. The instruments are aligned with content standards and benchmarks of the Solon Community School District Health Curriculum. Classroom teachers assess student learning in a variety of ways as a part of effective instruction connected to classroom learning. Classroom assessments range from multiple-choice to performances to portfolios to assess what students know and are able to do.

Assessment of student understanding aligned with the SCSD Health Standards will be developed during the implementation.