

Acton Public Schools

COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

KINDERGARTEN

EMOTIONAL/SOCIAL HEALTH

Students will:

- Develop an awareness of individual uniqueness and similarities.
- Develop good self-esteem by practicing decision-making, taking care of personal belongings, and practicing coping skills. **5.5, 5.6**** (Coping skills involve perceiving situations as opportunities and taking action/exerting control when possible.)
- Develop an awareness of ways in which to get adult help in case of sexual/physical abuse. **7.1**
- Identify and use language to discuss feelings. **5.1** (Describe physical and emotional reactions of the body due to these feelings.)
- Identify strategies (common language) to use in resolving conflicts. **5.2**
- Begin to take responsibility for using respectful and polite language in school. **5.3**

SAFETY & PREVENTION

Students will:

- Identify rules of safe behavior related to fire, school buses and playgrounds. **9.1**
- Identify steps to take when encountering blood and bodily fluids (Acton Public Schools Universal Precaution Standards – school nurse). **9.6**
- Be able to state their address and phone number.
- Tell how to get adult help in case of illness, poisons and accidents. (school nurse, 911 training) **8.2, 9.2, 10.4**

PHYSICAL HEALTH

Students will:

- Learn about physical fitness (gross motor), exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 –2.5**
- Tell why hand washing is important for their health. **2.6**
- Identify healthy snacks. **2.6**
- Identify and demonstrate good personal hygiene (hand washing, care covering mouth, disposal of tissues). **2.6**
- Describe body changes (loss and care of teeth, growth, the need for glasses). **1.2**

* Revised 2000-2001; minor revisions in 2003, 2004 and 2007

** Numbers refer to the Massachusetts State Health Frameworks document learning standards.

Acton Public Schools

COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE ONE

EMOTIONAL/SOCIAL HEALTH

Students will:

- Describe likenesses and differences among individuals, including physical challenges such as blindness, deafness, and orthopedic handicaps. (Social Studies)
- Identify and practice appropriate interactions with others (caring for others' feelings, manners, conflict resolution, respect for others). **5.3, 7.1, 7.2****

Review

- Develop good self-esteem by practicing decision-making and coping skills. **5.5, 5.6**
- Take care of personal belongings.

SAFETY & PREVENTION

Students will:

Review

- Describe and practice rules of safe behavior related to the school playground. **9.1**
- Identify steps to take when encountering blood and bodily fluids (Acton Public Schools Universal Precaution Standards). **9.6**
- Describe healthy habits and healthy decision-making. **8.3, 8.4**

PHYSICAL HEALTH

Students will:

- Learn about physical fitness (gross motor), exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 - 2.5**
- Learn about communicable and non-communicable diseases (including asthma when applicable and with the help of the school nurse) **2.6**
- Observe male and female organisms, such as fish. (science curriculum) **1.5**
- Identify and describe the five senses. **1.1**

Review

- Identify and demonstrate good personal hygiene. **2.6**

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COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE TWO

EMOTIONAL/SOCIAL HEALTH

Students will:

- Distinguish between positive and negative feedback. **11.1****

Review

- Practice appropriate interactions with others (caring for others' feelings, manners, etc.) **5.3, 7.1, 7.2**
- Develop skills for conflict resolution. **7.2**
- Practice decision-making and coping skills. **5.5, 5.6**
- Take care of personal belongings.

SAFETY & PREVENTION

Students will:

Review

- Describe and practice rules of safe behavior related to the school playground. **9.1**
- Identify steps to take when encountering blood and bodily fluids (APS Universal Precautions). **9.6**
- Describe healthy habits and healthy decision-making. **8.3, 8.4**

PHYSICAL HEALTH

Students will:

- Learn about physical fitness, exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 – 2.5**
- Compare the life cycles of different organisms. (Science curriculum) **1.5**

Review

- Learn about communicable and non-communicable diseases. **1.2**

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COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE THREE

EMOTIONAL/SOCIAL HEALTH

Students will:

- Identify strategies for dealing with peer pressure.
- Respect personal privacy and that of others. **11.3**** (Discuss personal rights and those of others, set boundaries, resolve conflicts.)
- Distinguish between appropriate and inappropriate touch; identify ways in which to get help. **9.4, 9.5** (Include assertive behavior and refusal skills)

Review

- Practice skills for conflict resolution. **7.1, 7.2**
- Practice decision-making, care of personal belongings, and coping skills. **5.5, 5.6**

SAFETY & PREVENTION

Students will:

- Identify the safety rules for electricity. (Science curriculum)
- Identify and describe the influence of drugs and alcohol on the body. **10.1, 10.2, 10.3**
- Identify and describe the dangers of smoking. **10.3**

Review

- Describe and practice rules of safe behavior related to the school playground. **9.1**
- Identify steps to take when encountering blood and bodily fluids (APS Universal Precautions) **9.6**
- Describe healthy habits and healthy decision-making **8.3, 8.4**

PHYSICAL HEALTH

Students will:

- Recognize that using drugs, alcohol or cigarettes can be very harmful to their physical and mental development. **1.2**
- Recognize that the bones support the entire body. **1.1** (Science curriculum)

Review

- Learn about physical fitness, exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 – 2.5**

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COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE FOUR

EMOTIONAL/SOCIAL HEALTH

Students will:

- Learn strategies for dealing with peer and self-pressure.
- Recognize personal skills for dealing with stress and identify resources for support.
- Describe strategies for resisting a variety of types of peer pressure to drink or use drugs (i.e. teasing, indirect or heavy pressure). **10.1, 10.3**

Review

- Continue to practice skills for conflict resolution.
- Continue to practice decision-making and coping skills. **5.5, 5.6**

SAFETY & PREVENTION

Students will:

- Demonstrate ways to give and seek help in a choking situation and identify risk situations. **9.11,9.12****
- Identify rules of safe behavior related to school bus travel (with Transportation Department help). **9.1**
- Explain how to obtain help in an emergency. **8.2, 9.2**
- Identify risk-taking behaviors and explore their consequences. **8.5** (for communicable and chronic diseases)
- Demonstrate assertive, aggressive and non-assertive behaviors and consequences. **9.5**
- Demonstrate attitudes, behaviors and body expressions that will help them make/keep friends. **11.3**
- Express feelings, preferences, needs and opinions in a sensitive manner. **11.3**
- Make healthy decisions while under peer pressure. **10.7**

Review

- Describe safe procedures (APS Universal Precaution Standards) when blood or body fluids are encountered. **9.6**
- Identify rules of safe behavior related to recess and the playground. (principal, Playground Safety Policy) **9.1**

PHYSICAL HEALTH

Students will:

- Learn about physical fitness, exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 – 2.5**

Puberty (optional parent workshop – provided whenever possible)

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COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE FIVE

EMOTIONAL/SOCIAL HEALTH

Students will:

- Recognize that "normal" bodies come in all shapes and sizes and that body changes happen at different times (puberty discussion). **4.2****
- Recognize gender and other stereotypes.
- Recognize that emotions and moods can change rapidly during puberty. **4.2 (also 4.5)**
- Learn strategies for dealing with peer and self-pressure (including smoking). **10.3** (Effects to the body, too)
- Recognize their role in building the classroom community, both in and out of school, including students who might be left out.

Review

- Continue to practice skills for conflict resolution. **7.1, 7.2**
- Continue to practice decision-making and coping skills. **5.5, 5.6**
- Identify different types of stress. **5.5, 5.6**
- Recognize personal skills for dealing with stress and identify resources for support.
- Identify a variety of learning styles.

SAFETY & PREVENTION

Students will:

- Describe the addictive nature of tobacco and the relationships of tar to cancer and nicotine to addiction. **10.3, 10.5**
- Analyze several media messages about tobacco and alcohol products.
- Demonstrate assertive resistance skills for violence prevention (including sexual harassment). **9.5, 10.8**

Review

- Describe safe procedures (APS Universal Precaution Standards) when blood and body fluids are encountered in school or on the playground. **9.6**

PHYSICAL HEALTH

Students will:

- Learn about physical fitness, exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 – 2.5**
- Learn the major parts of the respiratory system and the ways in which smoking can adversely affect them. **1.1**
- Describe how tobacco use and exposure to smoke can adversely affect the body. **2.6, 10.3**

Puberty: After watching a video about puberty, students will have an opportunity to ask questions about physical and emotional changes. (teachers & school nurse) **4.2**

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Acton Public Schools

COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE SIX

EMOTIONAL/SOCIAL HEALTH

Students will:

- Recognize that puberty occurs at different ages and that everyone will go through puberty on his/her own schedule. **4.2**** (review)
- Identify emotional stresses that can occur along with puberty and the approach of junior high school (e.g. body image, school pressures). **4.2, 4.5**
- Recognize their role in and responsibility for developing a sense of community in the school and classroom.
- Identify drug-free ways to cope with stress and resources for support (perceiving situations as opportunities/exerting control when possible). **5.6**
- Describe strategies for resisting a variety of types of peer pressure to drink or use drugs (e.g. teasing, indirect or heavy pressure). **10.1, 10.3**
- Identify resources available to help alcoholics and their families.
- Explore the issue of responsibility/consequences for one's own and others' drinking. **2.6**
- Recognize their own learning style and appreciate and respect others' learning styles.

Review

- Continue to practice skills for conflict resolution. **7.1, 7.2**
- Continue to practice decision-making and coping skills. **5.5, 5.6**

SAFETY & PREVENTION

Students will:

- Identify risk-taking behaviors and explore their consequences. **10.6, 11.5**
- Identify strategies to prevent unsafe interactions on the internet. (Youth Officer)

(DARE: 8–12 Lessons)

- List consequences of using/not using alcohol, tobacco and marijuana. **10.3, 10.6**
- Identify ways of resolving conflict while avoiding violence. **10.8**
- Analyze several media messages about drug use and violence.
- Identify activities that can serve as alternatives to drug/alcohol use. **10.7**
- Be familiar with the names and physical effects of alcohol and other addictive drugs, such as stimulants, depressants, and hallucinogens. **10.1**
- Define assertive and aggressive behavior. **9.5, 11.3**

Review

- Describe safe procedures (APS Universal Precaution Standards) when blood and body fluids are encountered in school or on playground. **9.6**

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COMPREHENSIVE HEALTH EDUCATIONS OBJECTIVES* (K-6)

GRADE SIX *continued*

PHYSICAL HEALTH (THROUGHOUT THE YEAR)

Students will:

- Learn about physical fitness, exercise, life sports, relaxation activities. (See Physical Education Department objectives.) **2.1 – 2.5**

(Human Growth and Development: 8-10 Lessons)

Students will:

- List several of the physical and emotional changes that occur during puberty and tell whether they happen to boys, girls or both. **4.1, 4.2**
- Explain the role of the pituitary gland in puberty. **4.1**
- Describe the range of ages over which normal adolescent development occurs. **4.1**
- Define the following terms: puberty, hormone, reproduction, nocturnal emissions, menstruation, heterosexual, homosexual (gay and lesbian). **4.1, 4.2, 4.3**
- Describe several of the changing physical/emotional needs of adolescents (e.g., extra calcium, extra sleep, stress management). **4.5**
- Become familiar with nutritional labeling on foods as a tool for decision-making. **3.10**
- Identify and label the major organs of the male and female reproductive systems (Female: uterus, ovaries, fallopian tubes, vagina, labia; Male: penis, scrotum, testicles, vas deferens, urethra) **4.1**
- Recognize that some diseases (Sexually Transmitted Diseases, or STDs), including AIDS, can be transmitted during sexual activity. **4.9**
- Identify sexual discrimination and harassment (school principal). **4.10**

Review

- Objectives (except puberty) may be met one grade prior to or after the designated grade, but this decision must be made by the entire school, not by individual classrooms.

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