

Daniel Warren K-2 Health and Wellness Curriculum

NYS Standard 1: Personal Health and Fitness

NYS Standard 2: A Safe and Healthy Environment

NYS Standard 3: Resource Management

Social Emotional Learning (Self Awareness/Self Management/Social Awareness/Relationship Skills/Responsible Decision Making)

Kindergarten

- Best Practice for Hand Washing and Avoiding Germs
- Making Healthy Choices (Red Light/Green Light Snacks)
- KELSO Conflict Resolution Program taught by the school psychologist. 6 weeks of inclass direct instruction. Teachers extend and continue the principals covered throughout the year. Some topics include:
 - Identifying Big and Small problems and how to approach solving them
 - Teaching nine choices that students can use to successfully solve small problems independently
 - Role playing and transferring the ideas into practice
- Physical Education which combines health and wellness topics (See Curriculum Map)

First Grade

- Best Practice for Hand Washing and Avoiding Germs
- Making Healthy Choices (Red Light/Green Light Snacks)
- KELSO Conflict Resolution Program taught by the school psychologist. 4 weeks of inclass direct instruction. Teachers extend and continue the principals covered throughout the year. Some topics include:
 - Identifying Big and Small problems and how to approach solving them
 - Teaching nine choices that students can use to successfully solve small problems independently
 - Role playing and transferring the ideas into practice
- Good Touch/Bad Touch: 2 week program. Lessons taught by the school psychologist - keeping your bodies safe (i.e. wearing seatbelts, bike helmets etc), stranger danger and the 4 specific types of touches (good/bad/confusing/sexual abuse) and what to do if they are ever touched in an inappropriate way.
- Physical Education which combines health and wellness topics (See Curriculum Map)

Second Grade

- Best Practice for Hand Washing and Avoiding Germs
- Making Healthy Choices (Red Light/Green Light Snacks)

- The Second Step program taught by the school psychologist at the start of each month. Classroom teachers extend and continue the principals covered throughout the year. Second Step teaches skills in the following four areas:
 - Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self talk to stay on task, and be assertive when asking for help with schoolwork.
 - Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
 - Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
 - Problem Solving: Students learn a process for solving problems with others in a positive way.
- Physical Education which combines health and wellness topics (See Curriculum Map)

Daniel Warren Physical Education Monthly Curriculum Map

September	<ul style="list-style-type: none">● Orientation / Boot Camp● Locomotor Movements● Playground Safety● Group Play
October	<ul style="list-style-type: none">● Group Play [continued]● Soccer Skills● Halloween Games● Fitness Terms-grades 1&2
November	<ul style="list-style-type: none">● Throwing and Catching● Relay Races● Thanksgiving Games
December	<ul style="list-style-type: none">● Movement Activities● My Plate (Food Pyramid)● Movement Races● Holiday Games
January	<ul style="list-style-type: none">● Parachute● Zumba● Basketball
February	<ul style="list-style-type: none">● Basketball (continued)● Nutrition Tag Games● Fitness
March	<ul style="list-style-type: none">● Cardio Boot Camp● St. Patricks Day Games● Large Group Activities● Climbing Wall
April	<ul style="list-style-type: none">● Climbing Wall (continued)● Fitness Stations● Striking● Soccer Games
May	<ul style="list-style-type: none">● Soccer Games (continued)● Wiffle Ball● Kickball
June	<ul style="list-style-type: none">● Team Games

Topics covered throughout the year during class:

- Playground safety
- The importance of daily activity
- "My Plate"- The current nutritional guide published by the USDA
- Discussions about "Fitness" basic components-
 - Cardiovascular, Flexibility, Strength
- The importance of warming our body up before activity
- How to avoid spreading germs (Ex: How to cover when we sneeze and cough/Why we need to)

F. E. Bellows Elementary School
Michael Scarantino
Principal

Barbara Ferraro, Ed.D.
Superintendent of Schools

May 13, 2019

Dear Fifth Grade Parents:

During the 2015-16 school year, we introduced a program at Bellows about the early stages of puberty, which many fifth graders are beginning to experience.

The "Always Changing" Program helps both boys and girls:

- Understand the physical and emotional changes they experience during puberty, and acknowledge these changes as a normal part of growth and development
- Learn the physiology of their bodies and correct terminology for parts of the reproductive system
- Understand that personal hygiene is each individual's responsibility

In addition, the program helps girls:

- Understand the menstrual cycle
- Understand what to expect during a period
- Learn how to manage periods while continuing with normal activities

The "Always Changing" Program is based on national research and consultation with school nurses, health educators, parents and medical professionals. It has been a resource for over 25 years and has been presented to millions of students throughout the country.

Here is the link to the two videos:

[Always Changing Puberty Education Program Boys](#)- boys

[Always Changing Puberty Education Program Girls](#)- girls

Please watch it, **without your child in the room**, and then complete the permission slip included in this mailing indicating whether or not you want your child to participate in this program. The permission slip must be returned no later than **Friday, May 31**. A child **will not** be allowed to participate in the program unless we have a signed permission slip from a parent. We will be showing the videos to the students on Wednesday, June 5.

Mr. Karaban and Mr. McKeon will be with the boys and **Mrs. Combs and Ms. Wolman** will be with the girls. Each group will only view the video pertaining to their gender.

On the back of this letter, there is a list of parent resources that you may find helpful as you discuss puberty with your child.

If you have any questions, please do not hesitate to contact me.

Sincerely,



Mike Scarantino
Principal

What's Happening to My Body? Book for Boys: Revised Edition 2007

by Lynda Madaras and Area Madaras

What's Happening to My Body? Book for Girls: Revised Edition 2007

by Lynda Madaras and Area Madaras

My Body, My Self for Boys: Revised Edition (What's Happening to My Body)
2007

by Lynda Madaras and Area Madaras

Growing Up: It's a Girl Thing 1998

by Mavis Jukes

Period.: A Girl's Guide 2001

by JoAnn Loulan and Bonnie Worthen

The Period Book: Everything You Don't Want to Ask (But Need to Know) 2006

by Karen Gravelle and Debbie Palen

What's Happening to Me? A Guide to Puberty 2000

by Peter Mayle and Arthur Robins

Changes in You and Me: A Book About Puberty Mostly for Boys 2005

by Paulette Bourgeois

F. E. Bellows
Fifth Grade Puberty Education Program

Student's Name _____ Class _____

____ I have viewed the video and give permission for my child to participate in the Fifth Grade Puberty Education Program on Wednesday, June 5.

____ I have viewed the video and **do not** want my child to participate in the Fifth Grade Puberty Education Program on Wednesday, June 5. Please make other arrangements for my child during that time.

Parent's Signature

PLEASE RETURN TO THE BELLOWS OFFICE BY FRIDAY, MAY 31.

7th Grade Sexual Education:

1. Male (2 classes)
 - A. Anatomy

Vocabulary and Function (Testicles, Scrotum, Vas Deferens, Epididymis, Prostate, Seminal Vesicle, Urethra, Penis, Sperm, Semen)
 - B. Male Changes

Height, Voice, Pubic/Body Hair, Testicles/Penis Grow, Emotional Changes, Hormonal Changes,
2. Female (2 classes)
 - A. Anatomy

Vocabulary and Function: Vagina, Ovaries, Fallopian Tubes, Cervix, Uterus, Egg, Menstruation
 - B. Female Changes

Height, Body Shape, Pubic/Body Hair, Breasts Develop, Emotional Changes, Hormonal Changes, Menstrual Cycles
3. Personal Hygiene (1 class)

Active Sweat Glands, Body Odor, Eccrine Gland, Apocrine Gland, Tips for controlling, Deodorant v. Antiperspirant

8th Grade Sexual Education:

1. Healthy/Unhealthy Relationships (2 classes)
 - a. Characteristics/examples of each, signs/symptoms, communication skills with a partner, setting boundaries, how/when to seek help
2. Male Anatomy (1 class)
 - a. Vocabulary and function (Bladder, Cowper's gland, Epididymis, Ejaculatory duct, Penis, Prostate, Scrotum, Semen, Seminiferous tubules, Spermatogenesis, Sperm, Seminal Vesicle, Testes, Vas deferens)
 - b. Sperm production, ejaculation, examinations to maintain overall reproductive health

3. Female Anatomy (1 class)

- a. Vocabulary and function (uterus, cervix, fallopian tube, ovaries, vagina, cervix, mons veneris, labia majora, labia minora, clitoris)
- b. Ovulation, menstruation, path of an egg, menstrual absorption products, toxic shock syndrome, amenorrhea, examinations to maintain overall reproductive health

4. STIs/HIV/AIDS/Abstinence (1 class)

- a. Risky behaviors can lead to unwanted sexual situations
- b. Human Immunodeficiency Virus risk factors, transmission, signs/symptoms, treatment
- c. Abstinence, STI's/transmission, risk factors, treatment, short-term/long-term effects, information regarding most adolescents not engaging in risky sexual activity

10th Grade Sexual Education:

1. Abstinence (Incorporated Throughout)

- a. Students will identify abstinence as the only 100% effective method of protecting against unplanned pregnancy and STI transmission.

2. STI's (2 Classes)

- a. Differences between viral and bacterial STI infections.
- b. STI transmission, risk factors, treatments.
- c. Review of various STI's, including Herpes, Syphilis, Gonorrhea, Genital Warts, Chlamydia, HPV, Scabies, PID
- d. Protection methods, including abstinence, barrier methods, awareness, community resources, testing.

3. HIV/Aids (2 Classes)

- a. Human Immunodeficiency Virus, risk factors, treatment, Acquired Immunodeficiency Syndrome (Aids)

4. Contraception (2 Classes)

- a. Students will learn the benefits, risks and effectiveness rates of various types of contraceptive methods, including abstinence.
- b. Types of contraception, including barrier methods, hormonal methods, emergency contraceptives
- c. Pregnancy, including conception, fertilization, genetic traits, how is pregnancy determined, vocabulary (embryo, fetus, placenta, umbilical cord)
- d. Abstinence
- e. STI prevention, including barrier products, awareness, community resources, testing.

5. Abusive Relationships (1-2 Classes)

- a. Hope's Door presentation, which reinforces definition of dating violence, identifies phases of cycle of violence, advocates for safer environments, reinforces relationship definitions
- b. Consent, including legal/laws, Romeo and Juliet, age of consent concepts, communication skills

High School Counseling
& Guidance Services

Valerie Feir Ed.D.
Corinne Ryan
*Co-Directors of Counseling
& Guidance Services*

Frank J. Gizzo
Susan P. Hannon
Amanda Mahncke
School Counselors

Barbara Ferraro, Ed.D.
Superintendent of Schools

Tina Wilson
High School Principal

The Invisible Line *8th Grade Transition*

Goal:

To continue to develop students' social and emotional learning through group work and reflection as they learn to become responsible young adults in their communities.

Schedule:

Two sessions to be planned between the end of November and the beginning of December.

*Future sessions to be scheduled in the spring in combination with 8th grade elective selection and Peer Leader program.

Program:

Session 1 - Topic: How do your values influence your mindset, attitudes, and behaviors? Activity: Value auction, discussion about activity

Session 2 - Reflection on activity and discussion of how students' value systems help or hinder the attainment of personal goals.

Facilitators:

Boys Group - Ernie Ricketts, Eric Ghiozzi, Frank Gizzo

Girls Group - Susan Hannon, Amanda Mahncke, Meegan Lawlor, Samantha Chu

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The Invisible Line

Senior Transition

Goal:

To continue to develop students' social and emotional learning through group work and reflection as they learn to become responsible young adults as they pursue their post-high school pathways.

Schedule:

Two to three sessions scheduled prior to senior internship start date. Sessions are gender specific.

Program:

Session 1 - Essential Question and discussion - What does it mean to be a responsible adult in the world?

Topics covered:

- Post High School Plans
- Relationships - Family, Friend, Romantic, Professional
- Sexual Harassment
- Date Rape
- Consent
- Independent Living - cooking, cleaning, laundry, etc...
- Etiquette
- Dress Attire
- Academics

Session 2 - Scenario discussion and presentation of how the law impacts decisions made in the scenario.

Session 3 - Reflection

Facilitators:

Boys Group - Ernie Ricketts, Eric Ghiozzi, Frank Gizzo

Girls Group - Susan Hannon, Amanda Mahncke, Nicole Crispinelli

Sexual Reproduction topics taught in Living Environment Curriculum

Taken in 8th or 9th grade

- Marking Period 1
 - Life Function - Reproduction
 - Asexual vs Sexual
- Marking Period 2
 - Excretory System
 - Hepatitis infections of liver
 - Immune System
 - Bacterial and Viral infections and bodies defense
 - HIV/AIDS discussion
 - Transmission, infection
 - Graphing data to show bodies response
 - Endocrine System
 - Male & Female hormones - testosterone, estrogen, progesterone
 - Male & Female gonads
 - Development of secondary sex characteristics
- Marking Period 3
 - Reproduction
 - Asexual vs. Sexual Review
 - Making of gametes - sperm and egg
 - Male & Female reproductive anatomy
 - Menstrual cycle
 - Fertilization and embryonic development
 - Birth - vaginal birth vs cesarean section
 - Malfunctions
 - Monozygotic vs dizygotic (multiples)
 - Reproductive Technology
 - Fetal alcohol syndrome, drugs, smoking - low birth weight
 - Sexually transmitted diseases
 - Link hepatitis back to excretory
 - HIV/AIDS back to immune
 - Bacterial vs. Viral infections
 - Prevention and statistical information