



School District U-46

Elementary Health Curriculum Proposal

Board of Education Presentation

Celia Banks, Director of Curriculum and Instruction

Tracey Jakaitis, Student Wellness Coordinator

Mary Juvingo, Student Wellness Teacher Leader

November 18, 2024



Purpose



Recommend the adoption of the elementary health curriculum frameworks and resources for:

- K-6 students
- 1 day per week
- 40 minutes per class
- 2025-2026 school year

Alignment to Strategic Plan

U46 STRATEGIC PLAN AUG 2022 Revised



Rationale

Ensure we meet the requirements set forth in the Illinois Health Education School Code Mandates

- Survey mandated content implementation 2013.
- Provide common district wide learning opportunities, engaging experiences, and assessments for students in grades K-6.
- Provide transparency with parents and community in regards to elementary health education curriculum content and skills.

Process - Teacher Teams



Tracey Jakaitis	Mary Juvingo	Jaclyn Aylward	Seanna Petzmesas	Nicholas Reeser
Student Wellness Coordinator	Student Wellness Teacher Leader	District U46 Erin's Law Presenter	Clinton Elementary Health Teachers	Parkwood Elementary Health Teacher
Feedback from Elementary Pilot Site Health Teachers Channing Elementary- Lauren Gapastione Coleman Elementary- Joshua Simpson Creekside Elementary- Jennifer Murphy Fox Meadow Elementary- Alexia Roberts Harriet Gifford Elementary- Emily Rosales Highland Elementary- Heather Lutes Laurel Hill Elementary- Jesus Bahena Timber Trails Elementary- Katherine Pappas Willard Elementary- Lauren Kohout				

Process - Timeline

District Survey K-6 Mandated Content	October 2013
Curriculum Development and Review of Resources	2017-2019 School Years
Instructional Cabinet	February 26, 2019
Instructional Council	May 20, 2021
Implementation in 12 SfRE	August 2021-present
Curriculum Feedback, Revisions of Templates, and Resources	2022-2024 School Years
Instructional Council	September 12, 2024
Board of Education	November 18, 2024

Stage 1 - Knowledge and Skills Trimester 1

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

- 24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
- 24B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.
- 24C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Stage 1 - Knowledge and Skills Trimester 2

STATE GOAL 23: Understand human body systems and factors that influence growth and development

- 23A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- 23B. Explain the effects of health-related actions on the body systems.
- 23C. Describe factors that affect growth and development.

Stage 1 - Knowledge and Skills Trimester 3

STATE GOAL 22: Understanding the principles of health promotion and the prevention and treatment of illness and injury

- 22A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.
- 22B. Describe and explain the factors that influence health among individuals, groups, and communities.
- 22C. Explain how the environment can affect health.
- 22D. Describe how to advocate for the health of individuals, families and communities.

Health Smart Teacher Resource



Health Smart Guardian/Family Resource



The *HealthSmart* program values and encourages the contributions of parents and other family members to the health learning taking place in the classroom.

It's important to help parents and guardians feel empowered to encourage their students to adopt and practice healthy behaviors.

In addition to affirming parents and other trusted adults as a primary source of information and support, *HealthSmart* lessons provide specific opportunities for families to engage with the content and skills taught in class.

In Grade 1, there are two types of take-home family activities:

- *Table Talk* is a table tent that can be placed in the kitchen or any other place the family gathers. It briefly explains what students are learning about a given health topic and poses questions to answer as a family to keep the conversation about healthy behaviors going.
- *Got a Minute?* is a take-home sheet for parents that helps them have important discussions with their child about health topics. It offers tips on when to talk and what to say, including questions to ask or things to share, and provides some background information to help parents and guardians feel more knowledgeable and confident discussing health concepts.

Take-Home Family Activities in Grade 1

Lesson 2: Table Talk: Family Stories

Lesson 8: Table Talk: Do We Get Plenty of Sleep?

Lesson 11: Got a Minute? Talking About Safe Routes and Havens

Lesson 15: Got a Minute? Talking About Fire Safety at Home

Lesson 18: Got a Minute? Talking About Getting Help for Bullying Problems

Lesson 20: Got a Minute? Talking About Inappropriate Touch

Lesson 21: Got a Minute? Talking About Eating a Healthy Breakfast

Lesson 25: Table Talk: Where is the Activity in Our Day?

Lesson 26: Got a Minute? Talking About Tobacco

1st Grade Sample Resources

9 Family Activities for teachers to choose from

Specific Example

Note to Families:

HealthSmart "Got a Minute?" activities will help you talk to your child about health.

Got a
Minute?

MASTER
20B

Talking About Inappropriate Touch



In school, your child is learning about safe and unsafe touch. The goal is for your child to be able to get help if he or she is ever touched in inappropriate ways.



When to Talk

Any time.



What to Say

- ◆ You have the right not to be touched if you don't want to be.
- ◆ Secret touches happen when someone touches the private parts of your body without good reason.
- ◆ Unsafe touches are painful or hurt. A person might pinch, shove, squeeze or shake you.
- ◆ You can use how you feel to help you know if a touch is unsafe.
- ◆ If someone gives you an unsafe or secret touch, it is never your fault. It is important to get help to make it stop.
- ◆ The best way to get help is to tell a trusted adult.
- ◆ If you are ever touched in an unsafe or secret way, I want you to tell (*name the people*.)
- ◆ I want you to be safe around people, and I will listen when you tell me there is a problem.

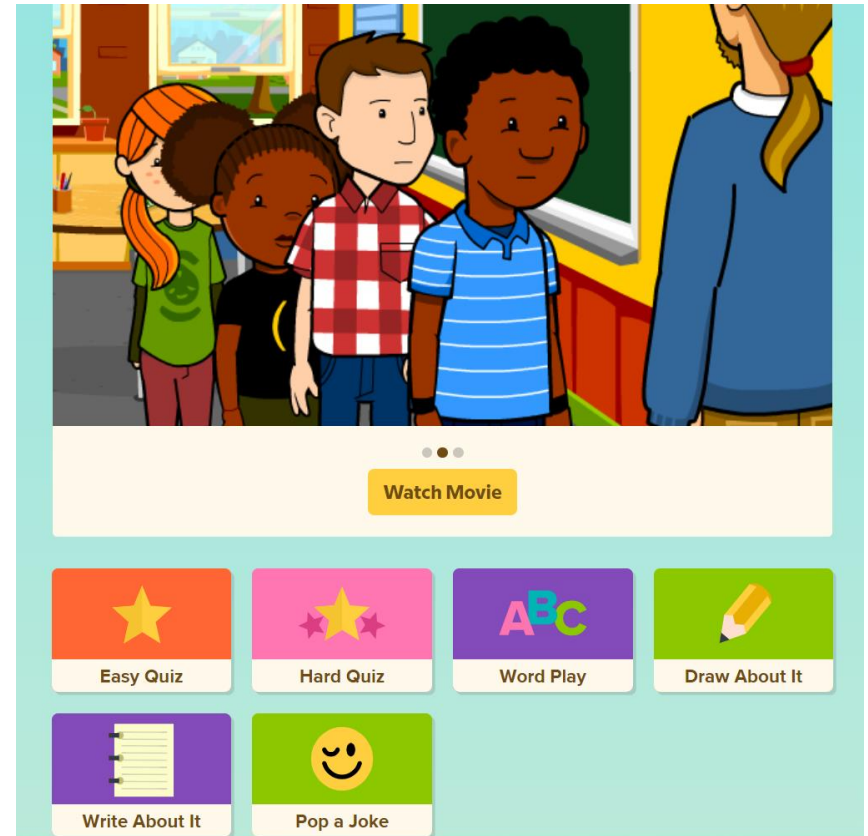


Things to Know

- ◆ Anywhere a bathing suit covers is a simple way to identify the private parts of the body.
- ◆ An unsafe or secret touch happens when:
 - ❖ A person touches the private parts of a child's body without good reason.
 - ❖ A person's touch hurts or feels wrong, uncomfortable, scary, threatening or unsafe.
 - ❖ A person touches a child and asks the child to keep it a secret or to promise not to tell.
- ◆ Anyone can be a person who touches a child in an unsafe or secret way.
- ◆ Take any complaint your child might make about an unsafe or secret touch seriously.
- ◆ Help your child practice and use these steps for stopping unsafe or secret touch:
 - ❖ **Stop!** (*Have child put out a hand.*)
 - ❖ **Move Away!** (*Have child swoosh both hands away.*)
 - ❖ **Tell and Get Help!** (*Have child cup hands to the mouth to symbolize telling.*)

It doesn't take much time to talk and make a difference.

BrainPOP Teacher Resource



WHY CLASSHOOK?

Because students need
relevance in their lessons

www.classhook.com

ClassHook helps K-12 teachers make learning relevant by connecting students' interests to the curriculum using educational scenes from popular TV shows and movies. ClassHook's videos are organized by topic, aligned to standards, and accompanied by discussion and engagement tools.

6 innovative ways teachers and instructional coaches use ClassHook:



As a Hook

Capture student attention with an engaging TV or movie clip.



Exemplify Real World Scenarios

Present ethical dilemmas, showcase science experiments, and explore controversial topics.



Teach Social Emotional Learning

Conflict, emotion, and motivation are core elements of many of Hollywood's masterpieces.



Encourage Deeper Discourse

Challenge students to think critically about the clips and practice key skills with Live Discussions.



Monitor Comprehension

Create Pause Prompts to check for student understanding while playing a clip.



Build Vocabulary

Find key words used authentically, in context, and with pronunciation using Vocabulary Finder.

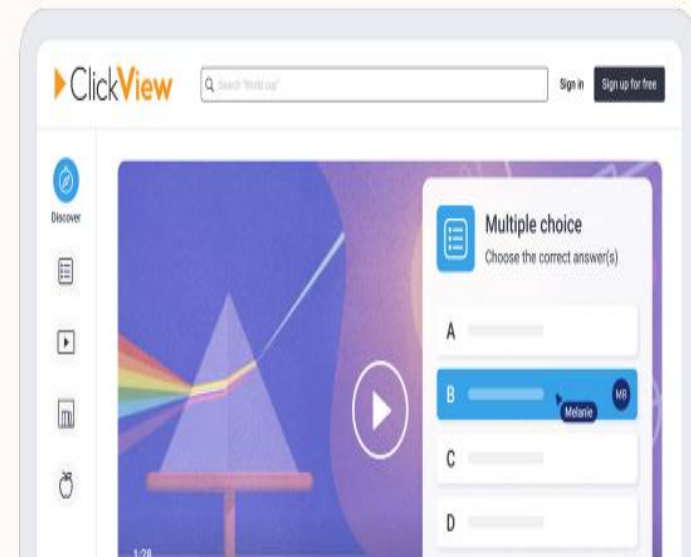


Classhook by ClickView Teacher Resource



Reach every student through video

Nothing replaces great teaching but the right video,
at the right time, can make a great lesson unforgettable.



Opt-Out Option



Illinois law mandates that schools provide age-appropriate sexual abuse and assault awareness and prevention education in Pre-Kindergarten through Grade 12. School District U-46 health educators will be including this information in our elementary health curriculum. Talk About Touching and Fight Child Abuse are the curriculum resource being used to discuss this content. You can get more information about the curriculum from the following link:

<https://www.cfchildren.org/resources/child-abuse-prevention/>
<https://fightchildabuse.org/>

Please sign this form **ONLY** if you **do not** want your child to participate in this program.

Child's Name: _____

Child's Grade _____

Child's Teacher: _____

I do NOT want my child named above to participate in the sexual abuse awareness and prevention program that will be conducted by School District U-46 Educators and/or The Elgin Community Crisis Center.

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____

If a parent/guardian does not submit this opt-out form for a student, the student will participate in the program.

Sincerely yours,

Health Education Teacher

Sexual Abuse Prevention K-3

5th Grade Puberty

6th Grade Puberty



Opt Out Request 6th Grade

Our health class is about to study an important unit on puberty, which many 6th graders are already beginning to experience.

The students will be taught all together and will engage with age and medically appropriate materials. We focus on the use of correct terminology for body parts to promote a healthy and accurate understanding of their own bodies. Knowing the proper terms and discussing them openly in a respectful environment helps demystify these topics, reducing embarrassment or shame and fostering confidence in using correct terminology when asking questions or sharing concerns with a trusted adult

Lesson content will help students to:

- Understand the physical changes that happen during puberty, and that these changes are a normal part of growth and development
- Use the correct terminology for the basic structures of the reproductive systems
- Identify the basic structures and functions of the reproductive systems
- Understand problems that can occur with the reproductive systems
- Understand the menstrual cycle, and what biological females can expect during their period

This content aligns with Illinois Learning Standard 23: Understand human body systems and factors that influence growth and development.

If your student **does NOT** have your permission to participate in the Growth & Development, Puberty educational program, please sign and return this letter or send an email to your students health teacher before the start of the unit on _____

Student's Name _____ Grade _____ Teacher _____

My child does not have my permission to participate in the Growth & Development, Puberty educational program. I request that my student will be placed in an alternate location for the duration of the unit.

Parent/Guardian Signature _____ Date _____

Professional Development

Curriculum Overview Professional Development (38 Teachers- 5 hour PD) Options: Summer 2025 August PPD August DCD September 2025 School Day	Templates/Assessments/Rubrics/ Teacher Collaboration	\$6,659.50
Teacher Resource Professional Development (38 Teachers-5 hour PD) Options: Summer 2025 August PPD August DCD September 2025 School Day	BrainPOP Resource Overview Classhook by ClickView Health Smart Resource Overview Catch My Breath Resource Overview	\$6,659.50

Equipment and Teacher Resources

Supplemental Equipment and Text Resources	Equipment/Text List	\$72,180.00
Teacher Resources for Lesson Planning	Brainpop Resource (3 year license - 38 Health teachers)	\$11,964.61
Teacher Resources for Lesson Planning	Health Smart Resource (3 year license - 38 teachers)	\$43,908.91
Teacher Resources for Lesson Planning	Classhook by ClickView (3 year license 38 teachers)	\$4,725.00
Teacher Consumable Funds to replace hands on equipment	Yearly funds to replace hands on equipment (\$250 per teacher for 3 years)	\$28,500.00

Elementary Health Education Curriculum Implementation Cost

Professional development cost	\$13,319.00
Elementary health education supplemental equipment and resources	\$72,180.00
Elementary health education digital resources/licenses (Brainpop, Health Smart, Classhook by ClickView)	\$60,598.52
Elementary health education teacher consumable funds for replacement of equipment	\$28,500
Total Student Wellness proposal cost	\$174,597.52

Next Steps

- All teachers who teach elementary health will be given a feedback survey identifying the strengths and areas of growth for the curriculum templates, resources and assessments. (Winter/Spring 2026)
- Data collected from the trimester assessments and teacher surveys will be used to make necessary adjustments to the curriculum/assessments and plan professional development. (Spring 2026)
- Classroom visits and teacher support from Student Wellness Department.