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(previous BVSD Curriculum)

Boulder Valley School District
Health Education Curriculum

Introduction to Elementary Health

Since there are not specific health courses scheduled in grades K-5, the health curriculum at the elementary level is designed to be delivered in a variety of ways. The essential learning results are identified as essential, desired, or optional. While all of the identified results are important, priority is given to making sure that students have the opportunity to learn those identified as essential.

Essential learning results addressing fitness are included in the Physical Education Standards and those addressing environmental health and safety are included in the Science Standards. The classroom teacher will also integrate those results with other areas of health where appropriate (e.g., the relation of nutrition and fitness and the importance of making healthy choices that improve community and environmental health).

The elementary health curriculum places a high emphasis on skill development in the areas of acquiring health knowledge, accessing health resources, practicing healthy behaviors, analyzing the influence of media and other cultural influences on health decisions, developing communication skills, setting goals and making health-related decisions, and advocating for personal, family, and community health. Health topics used to teach these skills include: nutrition, hygiene, disease prevention, body image, mental health and emotional wellness, violence awareness, substance use, abuse, and addiction, human growth and development, diversity awareness, and injury prevention and safety. The Health Education learning materials (lesson plans, student activities, parent newsletters, assessment tools) utilized to teach the curriculum emphasize experiential learning and reinforce parent-student communication and parent involvement in health education. The BVSD policy on exclusion from Health Education (IGAE) states that parents or guardians of students may exclude their children from *specific portions* of health instruction on the grounds that the instruction is contrary to the child's or parents religious beliefs and teachings, or contrary to closely held personal beliefs. Parents will be provided an exclusion request at the beginning of the school year (File IGAE-E).

Boulder Valley School District
Health Education Curriculum

Kindergarten

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

A. Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to disease prevention including personal and dental hygiene by
 - a. describing important personal health care habits (e.g., washing hands, covering coughs and sneezes, brushing/flossing teeth, bathing, cleaning hair and clothes, not sharing combs/brushes or utensils);
 - b. explaining why we don't touch others' blood;
 - c. describing trips to the dentist; and
 - d. describing the ways in which our physical education teacher, school nurse, counselors, school resource officers, and other school members help us stay healthy and safe.

2. Demonstrate the ability to access information about wellness by
 - a. identifying characteristics of valid health information;
 - b. identifying valid people and sources to answer questions about health (e.g., parents, nurses, teachers, doctors, books); and
 - c. identifying personal health care products for K-1 students (e.g., toothbrush, toothpaste, floss, soap, shampoo).

3. Demonstrate the ability to practice healthy behaviors with respect to disease prevention including personal and dental hygiene by
 - a. demonstrating how to practice personal health care routines (e.g., washing hands, covering coughs and sneezes);
 - b. demonstrating what to do if we come into contact with others' blood; and
 - c. demonstrating how to practice dental hygiene (e.g., brushing/flossing teeth).

4. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. designing an educational program to increase awareness at school about the importance of good personal and dental hygiene (e.g., washing hands, covering coughs and sneezes, brushing/flossing teeth).

Desired Learning Results

1. Demonstrate understanding of core concepts related to disease prevention by
 - a. describing sun safety.
2. Demonstrate the ability to practice healthy behaviors with respect to disease prevention by
 - a. demonstrating how to practice sun safety (e.g., using sunscreen, sun glasses, hats, and protective clothing).
3. Demonstrate the ability to analyze influences on wellness by
 - a. identifying examples of media messages about sun exposure.
4. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. designing an educational program to increase awareness at school about the importance of sun safety.

Optional Learning Results:

1. Demonstrate understanding of core concepts related to nutrition and physical activity by
 - a. defining nutrition and explaining its importance in healthy growth; and
 - b. explaining how physical activity benefits the heart.
2. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. showing how to manage individual health conditions or help others with health conditions (e.g., asthma, diabetes, allergies).
3. Demonstrate the ability to set goals and make decisions about wellness by
 - a. setting a personal health goal for the day and assessing progress at the end of the day; and
 - b. describing decisions we make each day to stay healthy (e.g., eating breakfast, getting enough rest).

B. Mental Health and Emotional Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. describing different kinds of feelings and how to recognize those feelings in ourselves and others; and
 - b. explaining the importance of appreciating ourselves.

2. Demonstrate an ability to access information about mental health and emotional wellness by
 - a. identifying people to talk to if we or someone else we know feels sad, angry, tired, or frustrated (e.g., parents, teachers, friends).
3. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. describing and demonstrating strategies to make and maintain friendships.
4. Demonstrate the ability to analyze influences on wellness by
 - a. identifying internal and external influences on feelings (e.g., health, friends, family, school).
5. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating how body language expresses feelings; and
 - b. communicating to resist pressures to do something we don't want to do.

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. explaining why we should go to safe people or places if we feel threatened;
 - b. explaining acceptable vs. unacceptable touch;
 - c. explaining the differences between unacceptable observing and unacceptable touch; and
 - d. explaining body autonomy, e.g., “my body belongs to me.”
2. Demonstrate an ability to access information about violence awareness by
 - a. identifying safe people and places we can go if we feel unsafe or threatened; and
 - b. identifying safe people to tell about abuse of any type.
3. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating asking a safe adult for help (e.g., saying we need help, telling what happened, telling what we did, asking again for help);
 - b. describing strategies to react to a stranger who feels threatening.

4. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
 - a. showing what to say and do if someone is bullying or bothering us (e.g., say, “Stop it!” in a firm voice, walk or run away, tell an adult);
 - b. demonstrating saying “no” to unwanted touch, then telling an adult.

Desired Learning Results:

1. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. setting a class goal to have no bullying or teasing on the playground and describing the steps we need to take to reach that goal; and
 - b. setting a class goal to respect classmates’ wishes regarding touch.

D. Substance Use, Abuse, and Addiction

Desired Learning Results:

1. Demonstrate understanding of core concepts related to substance use, abuse, and addiction by
 - a. explaining what medicine is;
 - b. describing basic differences between medicines and other drugs such as tobacco and alcohol;
 - c. identifying the people who are safe to administer medicine to children (e.g., parents, nurses, doctors); and
 - d. explaining why not to touch or eat unsafe objects, including tobacco.
2. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
 - a. demonstrating what to do if someone tries to pressure us into touching or eating unsafe objects.

E. Human Growth and Development

Desired Learning Results:

1. Demonstrate understanding of core concepts related to human growth and development by
 - a. naming and explaining the importance of the five senses.

F. Diversity Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. naming ways that we are alike and different and how we can value similarities and differences.
2. Demonstrate the ability to analyze influences on diversity awareness by
 - a. making a class decision to help everyone in the class feel that they belong and are important to the class.

G. Injury Prevention and Safety

Essential Learning Results:

1. Demonstrate understanding of core concepts related to injury prevention and safety by
 - a. explaining the importance of practicing safety behaviors at home, school, and in the community.
2. Demonstrate an ability to access information about injury prevention and safety by
 - a. identifying community helpers for safety (e.g., fire fighters, police).
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
 - a. demonstrating how to call 9-1-1 or get other help in emergencies or when someone is hurt;
 - b. describing strategies to practice safe playground behaviors;
 - c. describing pedestrian safety strategies; and
 - d. describing safety strategies around medicines.
4. Demonstrate the ability to use interpersonal communication skills to enhance the understanding of injury prevention and safety by
 - a. demonstrating asking a safe adult for help, e.g., saying we need help, telling what happened, telling what we did, asking again for help.
5. Demonstrate the ability to set goals and make decisions about injury prevention and safety by
 - a. describing decisions we make each day to help us stay safe (e.g., obeying playground safety rules, obeying traffic signals).

Boulder Valley School District
Health Education Curriculum

First Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

A. Wellness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to general wellness by
 - a. discussing the importance of personal health and identifying ways to promote good health (e.g., eating nutritious foods, exercising, getting plenty of rest).

2. Demonstrate understanding of core concepts related to disease prevention including personal and dental hygiene by
 - a. explaining the way germs are spread and why they make us sick;
 - b. identifying places where germs are found;
 - c. reviewing why we don't touch others' blood;
 - d. describing good hand-washing techniques and explaining the role of hand-washing and other precautions in avoiding the spread of germs; and
 - e. explaining why it is important to practice good dental hygiene.

3. Demonstrate understanding of core concepts related to nutrition by
 - a. describing healthy food choices and how to maintain a well-balanced diet;
 - b. explaining the importance of drinking plenty of water;
 - c. explaining the basic relationship between good nutrition and physical fitness; and
 - d. explaining different types of physical activities that promote health (e.g., aerobic, strengthening, and stretching).

4. Demonstrate the ability to access information about wellness by
 - a. explaining the kinds of services provided by school nurses, doctors, and dentists (e.g., check-ups, immunizations); and
 - b. describing and using valid sources of information about nutrition and physical activity (e.g., parent, teachers, cafeteria manager, doctor, books).

5. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. demonstrating how to wash hands to avoid spreading germs;
 - b. planning and preparing a healthy snack; and
 - c. demonstrating proper hygiene and sanitation when handling and preparing healthy snacks; and

6. Demonstrate the ability to analyze influences on wellness by

- a. discussing how peers' choices of foods and activities effect our health choices;
 - b. describing "junk" sources of information about food that may be inaccurate or misleading (e.g., some television commercials); and
 - c. identifying examples of advertising about food and physical activity that target K-1 students and how the ads do and do not appeal to us.
7. Demonstrate the ability to set goals and make decisions about wellness by
- a. sharing personal decisions about healthy food choices; and
 - b. setting a personal goal for a healthy diet and fitness routine and describing the necessary steps to accomplish that goal.
8. Demonstrate the ability to advocate for self and others with regard to wellness by
- a. sharing new knowledge and skills related to nutrition with family members.

Desired Learning Results:

- 1. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. making a physical activity plan with family members; and
 - b. recalling how to protect ourselves from the sun and heat (e.g., clothing, sunscreen, water during outdoor activities).

B. Mental Health and Emotional Wellness

Essential Learning Results:

- 1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. explaining how to be a good friend and family member;
 - b. identifying ground rules for the classroom that encourage student comfort and participation;
 - c. describing personal achievements and discussing the value of each individual; and
 - d. identifying qualities to seek in a role model.
- 2. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. demonstrating asking for help from a trusted adult if we feel sad, lonely, angry, or frustrated.
- 3. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating ways of communicating that help or hurt other people's feelings;
 - b. demonstrating ways of communicating with family, friends, and others about what you feel, need, or want;

- c. demonstrating how to use kind words to build family relationships and friendships;
 - d. demonstrating how to be an attentive listener when someone is speaking; and
 - e. demonstrating examples of non-verbal communication.
4. Demonstrate the ability to set goals and make decisions about mental health and emotional wellness by
- a. explaining the importance of setting goals;
 - b. identifying examples of health-related goals; and
 - c. identifying role model qualities we would like to develop.

Optional Learning Results:

1. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
- a. describing strategies for managing stress.

C. Violence Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to violence awareness by
- a. explaining what to do if people tease, bully, or bother us;
 - b. explaining why it is important to be aware of surroundings and to recognize unsafe situations;
 - c. describing the importance of personal privacy and distinguishing between acceptable and unacceptable touch;
 - d. describing what to do if someone bothers us (e.g., say “no”, walk or run away, tell a safe adult).
2. Demonstrate the ability to access information about violence awareness by
- a. demonstrating how to ask a safe adult for help, e.g saying we need help, telling what happened, telling what we did, asking again for help); and
 - b. explaining how to call 9-1-1 or get other help in emergencies.
3. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
- a. demonstrating safe ways to act in a bullying situation (e.g., say stop it, walk away, tell an adult);
 - b. showing healthy ways to manage anger and other strong feelings; and
 - c. showing what to do if we find a weapon.
4. Demonstrate the ability to use interpersonal communication skills to reduce the risk of violence by
- a. demonstrating simple conflict resolution techniques;
 - b. demonstrating saying “no” to unwanted touch, then telling an adult.

Desired Learning Results:

1. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. explaining and demonstrating what to do if people tease, bully, or bother a classmate or friend.

Optional Learning Results:

1. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. setting a class goal for our class to have no bullying or teasing in or out of school and describe the steps we need to take to reach that goal; and
 - b. setting a class goal for the class to respect classmates' wishes regarding touch.

D. Substance Use, Abuse, and Addiction

Desired Learning Results:

1. Demonstrate understanding of core concepts related to substance use, abuse, and addiction by
 - a. identifying symbols and warnings on poisonous products;
 - b. discussing reasons to avoid tobacco and alcohol.
2. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
 - a. describing media messages about tobacco and alcohol use.
3. Demonstrate the ability to use interpersonal communication skills to reduce substance use, abuse, and addiction by
 - a. demonstrating refusal skills to resist tobacco and alcohol; and
 - b. sharing tobacco and alcohol prevention knowledge and skills with parents.

Optional Learning Results:

1. Demonstrate understanding of core concepts related to substance use, abuse, and addiction by
 - a. explaining the importance of taking only our own medications.

E. Human Growth and Development

Desired Learning Results:

1. Demonstrate understanding of core concepts related to human growth and development by
 - a. naming the major body organs; and
 - b. explaining how healthy choices (e.g., eating nutritious foods, exercising and getting plenty of rest) help protect the body organs.

F. Diversity Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. reviewing ways that we are alike and different and how we can value similarities and differences;
 - b. discussing the different sizes and configurations of families across the globe; and
 - c. defining prejudice and discrimination and how they can affect health.
2. Demonstrate the ability to analyze influences on diversity awareness by
 - a. describing cultural traditions related to nutrition and activity and how we participate in those traditions.
3. Demonstrate the ability to use interpersonal communication skills to enhance diversity awareness by
 - a. showing ways to communicate respect and include others who are different in some way from ourselves (e.g., disabilities, culture, race/ethnicity).
4. Demonstrate the ability to advocate for self and others with regard to diversity awareness by
 - a. demonstrating an understanding of the importance of personal uniqueness as well as respect for differences in others.

G. Injury Prevention and Safety

Essential Learning Results:

1. Demonstrate understanding of core concepts related to injury prevention and safety by
 - a. explaining the importance of injury prevention to personal health;
 - b. identifying situations that may lead to sports or recreational injuries;
 - c. identifying situations that may lead to vehicular injuries;
 - d. identifying situations that may lead to injuries around strange animals; and
 - e. reviewing what to do if someone is injured (how to get help, call 9-1-1).
2. Demonstrate the ability to practice healthy behaviors to reduce injuries and promote safety by
 - a. describing strategies to practice safety in sports and recreational activities;
 - b. describing strategies to practice passenger safety;
 - c. describing strategies to practice safety on or near a bus; and
 - d. describing strategies to practice safety around strange animals.
3. Demonstrate the ability to use interpersonal communication skills to enhance the understanding of injury prevention and safety by

- a. demonstrating how to warn others of a dangerous situation (e.g., approaching traffic); and
 - b. demonstrating what to say if we need to call 9-1-1 in an emergency.
4. Demonstrate the ability to set goals and make decisions about injury prevention and safety by
- a. setting a class goal to reduce injuries at recess and describing the steps we need to take to reach that goal.

Desired Learning Results:

1. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
- a. demonstrating what to do if weather conditions are unsafe such as when there is lightning or extreme heat.

Boulder Valley School District
Health Education Curriculum

Second Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

A. Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to nutrition by
 - a. identifying the basic food groups;
 - b. identifying the proper number of servings from each group for maintaining a well-balanced diet;
 - c. identifying various sources of foods; and
 - d. gathering information on various foods and comparing their nutritional value.
2. Demonstrate the ability to access information about nutrition by
 - a. comparing information provided on food nutrition labels.
3. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. demonstrating strategies for making healthy food selections from a range of choices.
4. Demonstrate the ability to analyze influences on wellness by
 - a. reviewing characteristics of valid health information;
 - b. identifying ways packaging influences choices about food;
 - c. identifying favorite and least favorite foods and the internal and external factors that influence our choices (e.g., hunger, emotions, the senses, food texture, familiarity, peers, family, culture, media); and
 - d. describing how family eating and physical activity habits effect our own choices.
5. Demonstrate the ability to set goals and make decisions about wellness by
 - a. developing short and long-term goals that benefit from healthy eating and physical fitness;
 - b. discussing the results of a personal physical activity, fitness, and dental health plan; and
 - c. developing a class plan for healthy food choices consumed during classroom activities.

Desired Learning Results

1. Demonstrate understanding of core concepts related to disease prevention including personal and dental hygiene by
 - a. reviewing why we don't touch others' blood;
 - b. discussing concerns and fears about HIV/AIDS; and
 - c. explaining why we lose our teeth as we get older.
2. Demonstrate understanding of core concepts related to wellness by
 - a. discussing the importance of vision and hearing health and identifying ways to promote healthy eyes and ears.
3. Demonstrate the ability to access information about wellness by
 - a. explaining the kinds of services provided by school nurses and other health care providers that contribute to healthy vision and hearing.

B. Mental Health and Emotional Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. explaining the relationship between physical, mental, and emotional health.
2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by
 - a. identifying the many communities to which we belong (e.g., families, schools, neighborhoods, etc.);
 - b. discussing qualities of a healthy friendship; and
 - c. identifying strategies for developing new friendships.
3. Demonstrate understanding of core concepts related to self esteem by
 - a. explaining how to respect ourselves and others; and
 - b. sharing our personal achievements.
4. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating effective and ineffective speaking and listening skills necessary to express needs, wants, and feelings.
5. Demonstrate the ability to analyze influences on mental health and emotional wellness by
 - a. identifying people (e.g., friends, family members, teachers, school counselors, and others) who support us in respecting ourselves and in appreciating our achievements, and provide us with emotional support.

Desired Learning Results

1. Demonstrate understanding of core concepts related to loss and change by
 - a. discussing coping strategies when things change in our lives or when we experience loss; and
 - b. demonstrating how to ask for support when we experience change or loss.

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. reviewing what to do if people tease, bully or bother us;
 - b. discussing what to do if things are going on around us that are frightening;
 - c. discussing what to do if people we have been taught to trust, touch us inappropriately;
 - d. reviewing the concept of body autonomy, e.g., “My body belongs to me”; and
 - e. discussing the importance of being kind towards animals.
2. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating how to react safely when confronted with bullying behavior;
 - b. explaining how to report to a safe adult about unsafe, scary, or hurtful situations at home, at school, in our faith community, or in our neighborhood;
 - c. explaining what to do if a stranger approaches us at school or in the community;
 - d. explaining how to get help if we experience unacceptable touching;
 - e. explaining how to report weapons or fighting; and
 - f. explaining what to do if you witness someone hurting an animal.
3. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
 - a. demonstrating simple conflict resolution and mediation strategies; and
 - b. demonstrating appropriate ways to express anger, hurt, and stress.
4. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. describing decisions we can make as a class or individuals to prevent bullying.
5. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. expressing individual opinions about how to prevent and deal with bullying behavior; and
 - b. identifying people and groups that support violence awareness and prevention.

D. Substance Use, Abuse and Addiction

Desired Learning Results

1. Demonstrate understanding of core concepts related to substance use, abuse and addiction by
 - a. distinguishing between harmful and helpful and legal and illegal drugs;
 - b. identifying rules for safe use of medicines;
 - c. identifying specific effects of tobacco and alcohol on overall health; and
 - d. explaining the negative health impacts of harmful drugs on the body organs.

E. Human Growth and Development

1. Demonstrate understanding of core concepts related to human growth and development by
 - a. explaining the role of the bones and muscles; and
 - b. explaining how healthy choices, (e.g., eating nutritious foods, exercising, and getting plenty of rest) help protect the skeletal and muscular systems.

F. Diversity Awareness

Desired Learning Results

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. identifying ways that families are alike and different from one another; and
 - b. discussing the ways that health practices differ among cultures.

G. Injury Prevention and Safety

Essential Learning Results

1. Demonstrate understanding of core concepts related to injury prevention and safety by
 - a. identifying ways that fires start;
 - b. explaining ways children can prevent fires;
 - c. explaining what to do in the event of a fire;
 - d. describing safety precautions around water, during lightening storms, and around electricity; and
 - e. identifying ways to get help in emergency situations.
2. Demonstrate the ability to access information about injury prevention and safety by
 - a. locating emergency phone numbers in the front of the phone book, (e.g., poison control, police, fire department);
 - b. explaining how to get help at home, school, and the community if someone is injured; and
 - c. locating valid sources of information about safety at home, at school, and in the community.
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by

- a. demonstrating strategies to escape from a fire and extinguish flames on personal clothing or others' clothing, e.g., "stop, drop, and roll."
 - b. demonstrating appropriate steps to take in emergency situations; and
 - c. demonstrating skills to stay safe around electricity.
4. Demonstrate the ability to set goals and make decisions about injury prevention and safety by
 - a. discussing strategies for ways to stay safe while walking home from school, crossing the street, participating in sports, and riding bicycles.
5. Demonstrate the ability to advocate for self and others with respect to injury prevention and safety by
 - a. demonstrating and teaching family members how to extinguish flames on personal clothing or others' clothing (e.g., "stop, drop, and roll").

Health Education Curriculum

Third Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

A. Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to general wellness by
 - a. reviewing the role of nutritious food, exercise, and rest in health promotion; and
 - b. explaining how to manage personal health needs such as for asthma, allergies, and diabetes.

2. Demonstrate understanding of core concepts related to nutrition and physical activity by
 - a. explaining the role each food group plays in good nutrition;
 - b. explaining the principles of the current Food Guide Pyramid;
 - c. explaining the role a healthful breakfast plays in health and academic performance;
 - d. explaining the importance of drinking water to maintain health;
 - e. explaining the importance of storing foods properly and maintaining proper food temperatures to prevent illness;
 - f. discussing the role of nutrition and physical activity in achieving a healthy body weight; and
 - g. explaining optimal types of foods and optimal times to eat prior to, during and after physical activity.

3. Demonstrate the ability to access information about wellness by
 - a. reviewing characteristics of valid health information; and
 - b. gathering and discussing examples of valid sources of information about nutrition.

4. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. identifying healthful breakfasts, lunches, dinners, and snacks; and
 - b. reviewing proper hygiene and safety when handling foods.

5. Demonstrate the ability to analyze influences on wellness by
 - a. describing ways in which various advertising sources provide both accurate and misleading information about nutrition and physical activity; and
 - b. discussing messages from the media and other sources about body weight.

6. Demonstrate the ability to set goals and make decisions about wellness by
 - a. explaining ways to enlist family members in achieving personal health goals.
7. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. designing an activity that would increase awareness about healthy nutrition and physical activity;
 - b. demonstrating strategies for expressing care and concern for people living with chronic illness, including HIV/AIDS and hepatitis; and
 - c. designing an activity that would increase awareness about food safety

Desired Learning Results

1. Demonstrate understanding of core concepts related to wellness by
 - a. explaining how to prevent head lice; and
 - b. identifying childhood diseases and discussing methods to prevent them.

B. Mental Health and Emotional Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. describing ways in which we are each unique; and
 - b. identifying components of being a good listener.
2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by
 - a. identifying ways in which family members help one another; and
 - b. discussing connections between family members, (e.g., living together, caring about one another).
3. Demonstrating the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. demonstrating positive “self-talk” to strengthen mental and emotional health; and
 - b. demonstrating how to manage strong feelings in self-enhancing ways.
4. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating listening skills;
 - b. explaining the importance of resolving conflicts peacefully;
 - c. demonstrating ways to resolve conflicts without hurting others; and
 - d. demonstrating how to ask for help.

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. identifying methods for managing anger;
 - b. describing simple conflict resolution and mediation strategies;
 - c. discussing the causes of violence;
 - d. reviewing what to do if people tease, bully, or bother us;
 - e. reviewing the concepts of body autonomy (e.g., “My body belongs to me,” and unacceptable/unwanted touch); and
 - f. discussing the difference between “tattling” and “telling.”
2. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating steps to take to manage anger; and
 - b. demonstrating steps to take if people tease, bully, or bother us.
3. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
 - a. showing what to say or do if someone is bullying or bothering us;
 - b. demonstrating how to report unacceptable touch or bullying to a safe adult.
4. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. demonstrating actions to take as a bystander of a violent situation; and
 - b. describing decisions we can make as a class to prevent bullying.

D. Substance Use, Abuse, and Addiction

Desired Learning Results

1. Demonstrate understanding of core concepts related to substance use, abuse and addiction by
 - a. defining the concept of risk; and
 - b. describing how tobacco, alcohol, and other drug use affect the body and mind.
2. Demonstrate the ability to set goals and make decisions to prevent substance use, abuse, and addiction by
 - a. describing how choices about drug use might affect future goals.

E. Human Growth and Development

1. Demonstrate understanding of core concepts related to human growth and development by
 - a. identifying types of changes people experience as they grow (e.g., physical, mental, emotional, and social); and
 - b. describing how growth and development effect behavior (e.g., becoming more responsible and self-confident).

F. Diversity Awareness

Desired Learning Results

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. demonstrating ways to respect the uniqueness of others.

G. Injury Prevention and Safety

Essential Learning Results

1. Demonstrate understanding of core concepts related to injury prevention and safety by
 - a. identifying poisons that are common in homes and the community;
 - b. identifying ways to stay safe around poisons.
 - c. explaining the importance of wearing bike helmets and other protective gear;
 - d. describing laws and rules designed to protect sports participants, cyclists, drivers, passengers and pedestrians;
 - e. describing behaviors that reduce the incidence of injuries during play, sports, bicycle riding, traveling in a motor vehicle, and being a pedestrian; and
 - f. identifying potential weapons and explaining why it is important to avoid weapons.
2. Demonstrate the ability to access information about injury prevention and safety by
 - a. locating the most effective protective products (e.g., helmets, kneepads) for preventing injury during sports and other recreational activities; and
 - b. locating emergency phone numbers in the front of the phone book (e.g., poison control, police, fire department).
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
 - a. demonstrating the proper use of bike helmets and other protective gear designed to prevent sports and recreational injuries; and
 - b. demonstrating skills that will help to avoid weapons and enhance safety and well-being.

Boulder Valley School District
Health Education Curriculum

Fourth Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

A. Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to nutrition and physical activity by
 - a. describing the process of digestion and the importance of fiber for the digestive process;
 - b. identifying the benefits of eating fruits and vegetables;
 - c. identifying foods high in fat and cholesterol and explaining the importance of dietary fat as well as the importance of limiting fat intake;
 - d. identifying foods high in sugar;
 - e. explaining the importance of eating a variety of healthful foods;
 - f. explaining the importance of getting adequate sleep; and
 - a. identifying the benefits of physical activity.
2. Demonstrate understanding of core concepts related to disease prevention by
 - a. explaining the risks involved in self-tattooing and self-piercing.
3. Demonstrate the ability to access information about wellness by
 - a. identifying the components of a food label and explaining how to access information from food labels; and
 - b. demonstrating how to find out about recreational opportunities at school and in the community.
4. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. demonstrating the ability to test for hidden fats in foods;
 - b. designing a balanced diet based on individualized needs and lifestyle (e.g., level of physical activity, individual health needs, family culture, etc.); and
 - c. discussing strategies for achieving balanced nutrition and adequate physical activity and sleep.
5. Demonstrate the ability to analyze influences on wellness by
 - a. analyzing ads that promote high-fat, high-sugar, and low nutritional value foods.
6. Demonstrate the ability to set goals and make decisions about wellness by

- a. setting personal goals to decrease the consumption of high-fat, high cholesterol, high-sugar content foods and increase the number of fruits and vegetables consumed each day;
 - b. setting personal goals to get adequate amounts of physical activity;
 - c. setting personal goals to get adequate amounts of sleep; and
 - d. describing the necessary steps to maintain personal health care goals.
7. Demonstrating the ability to advocate for self and others with regard to wellness by
- a. developing activities that encourage physical activity and encourage eating a balanced diet, which limit fat and sugar intake and include the consumption of five fruits and vegetables each day; and
 - b. developing activities to encourage developing activities that would increase awareness about the importance of sleep.

B. Mental Health and Emotional Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by
 - a. identifying the many communities to which we belong (e.g., families, schools, faith communities, neighborhoods, etc.); and
 - b. discussing qualities of a healthy friendship.
2. Demonstrate understanding of core concepts related to self esteem by
 - a. explaining how to respect ourselves and others; and
 - b. sharing personal achievements.
3. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. reviewing demonstration of positive “self-talk” to strengthen self-image.
4. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating effective and ineffective speaking and listening skills necessary to express needs, wants, and feelings.
5. Demonstrate the ability to analyze influences on mental health and emotional wellness by
 - a. identifying people (e.g., friends, family members, teachers, school counselors, and others) who support us in respecting ourselves, in appreciating our achievements, and by providing us with emotional support.
6. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. describing strategies for establishing a support group of family, friends, and others for mental and emotional health support.

Desired Learning Results

1. Demonstrate understanding of core concepts related to loss and change by
 - a. discussing coping strategies when things change in our lives or when we experience loss; and
 - b. demonstrating how to ask for support when we experience change or loss.

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. defining the characteristics of a bully, target/victim and bystander;
 - b. explaining how teasing and bullying may lead to violence;
 - c. explaining ways to prevent violence that may result from teasing and bullying;
 - d. reviewing the concepts of unacceptable touch and body autonomy (e.g., “My body belongs to me”);
 - e. explaining the importance of the role of the bystander;
 - f. reviewing the difference between “tattling” and “telling;” and
 - g. explaining that, at age 10, we are legally responsible for our actions.
2. Demonstrate the ability to access information about violence awareness by
 - a. identifying resources within the school that help students who are victims of bullying or other forms of violence.
3. Demonstrate the ability to analyze influences on violence awareness by
 - a. identifying pressure situations that could lead to bullying or other violent behavior; and
 - b. identifying internal and external influences on violent behavior.
4. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. reviewing actions to take as a bystander of a violent situation.

D. Substance Use, Abuse and Addiction

Desired Learning Results

1. Demonstrate understanding of core concepts related to substance use, abuse and addiction by
 - a. discussing the consequences of poor decision-making about drugs.
2. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse and addiction by
 - a. demonstrating refusal strategies to resist negative peer pressure to use tobacco, alcohol or other drugs.

E. Human Growth and Development

1. Demonstrate understanding of core concepts related to human growth and development by
 - a. discussing different rates of growth and development;
 - b. identifying basic structures and functions of the circulatory system; and
 - c. explaining how healthy choices (e.g., eating nutritious food, exercising, and getting plenty of sleep) help support a healthy circulatory system.
2. Demonstrate the ability to practice healthy behaviors with respect to human growth and development by
 - a. identifying snacks and other food choices that promote heart health.

F. Diversity Awareness

Desired Learning Results

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. exploring family traditions that share cultural heritage through food (e.g., exchanging family recipes, sharing holiday meals, etc.); and
 - b. describing how culture and age affect food choices.

G. Injury Prevention and Safety

Essential Learning Results

1. Demonstrate understanding of core concepts related to injury prevention and safety by
 - a. explaining the importance of identifying fire escape routes.
2. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
 - a. designing fire escape plans for our homes.

Boulder Valley School District
Health Education Curriculum

Fifth Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

A. Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to disease prevention including personal hygiene by
 - a. reviewing why we don't touch others' blood;
 - b. explaining how to prevent the spread of infectious diseases (e.g., food-borne, air-borne);
 - c. explaining ways that HIV and hepatitis are not transmitted;
 - d. identifying symptoms of asthma, allergies, and diabetes;
 - e. identifying ways to care for asthma, allergies, and diabetes;
 - f. describing the importance of regular medical and dental care; and
 - g. describing ultra-violet radiation and how to protect the skin and eyes from exposure to radiation.

2. Demonstrate understanding of core concepts related to nutrition by
 - a. identifying nutrients (e.g., vitamins, minerals, protein) and their role in health;
 - b. discussing the health consequences of poor nutrition;
 - c. identifying characteristics of healthful snacks and explaining the role that healthful snacking plays in overall health;
 - d. explaining why calcium is important for health and identifying a variety of foods that are sources of calcium;
 - e. explaining why protein is important for health and identifying a variety of foods that are sources of protein; and
 - f. discussing the health benefits and risks of dairy and meat.

3. Demonstrate the ability to access information about wellness by
 - a. demonstrating how to gather health information from a variety of sources (e.g., community organizations, books, the internet, etc.);
 - b. gathering information on a variety of foods and comparing them for nutritional value;
 - c. gathering information on the health effects of food dyes, preservatives, and other food additives;
 - d. gathering information on how to choose a sunscreen; and
 - e. identifying valid information sources about HIV.

4. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. choosing healthy snacks from a variety of food groups;
 - b. demonstrating universal precautions for blood spills; and
 - c. demonstrating how to practice sun safety (e.g., using hats, protective clothing and sunscreen).

5. Demonstrate the ability to analyze influences on wellness by
 - a. discussing the role of the fast-food and other major food industries in food choices and eating habits; and
 - b. identifying family, peer, cultural, and media influences on ideas about body weight and image.

6. Demonstrate the ability to set goals and make decisions about wellness by
 - a. setting personal goals to increase calcium intake through a variety of foods; and
 - b. describing strategies for assuring the availability and consumption of healthful snacks.

7. Demonstrating the ability to advocate for self and others with regard to wellness by
 - a. designing an activity to collaborate with others in the school to promote healthy nutrition and physical activity;
 - b. describing strategies for individuals, schools, and communities to demonstrate understanding and support for people dealing with chronic illness, including HIV/AIDS and hepatitis.

B. Mental Health and Emotional Wellness

Essential Learning Results

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. describing healthy ways of managing feelings of sadness and stress; and
 - b. describing personal assets and strengths.

2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by
 - a. describing assets and strengths that we share with others.

3. Demonstrating the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. reviewing demonstration of positive “self-talk” to strengthen self-image;
 - b. demonstrating ways to manage feelings of sadness; and
 - c. demonstrating strategies for managing stress.

4. Demonstrate the ability to analyze influences on mental health and emotional wellness by

- a. identifying both internal (e.g., strengths, interests, traits) and external (e.g., family, school, culture) factors that contribute to the development of mental health and emotional wellness.

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. explaining why people bully;
 - b. identifying inappropriate teasing and bullying on the basis of gender, race or ethnicity, body size or shape, disability, sexual orientation, religion, etc.;
 - c. identifying ways to prevent or stop teasing, bullying, and hurt feelings;
 - d. describing the continuum of actions a bystander can take to help someone who is being bullied;
 - e. using Youth Risk Behavior Survey and other research, determining social norms of violent behaviors;
 - f. defining sexual harassment; and
 - g. reviewing the concepts of body autonomy (e.g., “My body belongs to me,” and unacceptable touch).
2. Demonstrate the ability to access information, products, and services with respect to violence awareness by
 - a. explaining how to report weapons or fighting; and
 - b. identifying agencies and other resources for help in issues of sexual harassment, domestic violence, and child abuse.
3. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. discussing strategies to avoid or get out of situations that could turn violent.
4. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. demonstrating strategies for calming a potentially unconstructive conflict;
 - b. demonstrating skills to respond to bullying (as a bystander and as a target/victim);
 - c. demonstrating actions to take as a bystander of a violent situation; and
 - d. designing a project that would create a bully-free, caring school community.

D. Substance Use, Abuse and Addiction

Desired Learning Results

1. Demonstrate understanding of core concepts related to substance use, abuse and addiction by
 - a. describing the benefits and risks of over-the-counter medicines and the importance of taking them correctly; and

- b. identifying examples of common inhalants (e.g., fingernail polish remover, gasoline, paint thinner) and explaining the potentially harmful effects they have upon body systems.
2. Demonstrating the ability to analyze influences on substance use, abuse, and addiction by
 - a. describing internal and external influences that affect decisions about drug use.
3. Demonstrate the ability to set goals and make decisions to prevent substance use, abuse, and addiction by
 - a. reviewing how choices about drug use might affect future goals.

E. Human Growth and Development

1. Demonstrate understanding of core concepts related to human growth and development by
 - a. explaining the physical, emotional, mental, and social changes that occur in puberty and adolescence;
 - b. identifying hygiene practices that contribute to health during puberty; and
 - c. identifying actions that show respect for self and others.
2. Demonstrate an ability to access information about human growth and development by
 - a. identifying and accessing valid sources of information on puberty and adolescence.
3. Demonstrate the ability to practice healthy behaviors with respect to human growth and development by
 - a. demonstrating healthy ways to handle strong emotions.
4. Demonstrate an ability to analyze influences on human growth and development by
 - a. identifying media messages about puberty and adolescence and discussing stereotypes that are perpetuated.

F. Diversity Awareness

Desired Learning Results

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. identifying a variety of groups to which people can belong and discuss the importance of respecting differences.

G. Injury Prevention and Safety

Essential Learning Results

1. Demonstrate understanding of core concepts related to injury prevention and safety by
 - a. identifying the characteristics of a minor burn; and
 - b. identifying the characteristics of a minor wound.
2. Demonstrate the ability to access information about injury prevention and safety by
 - a. demonstrating the ability to access help for major wounds and burns.
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
 - a. demonstrating skills for caring for minor wounds and burns.