



## Boulder Valley School District

# Health Education Curriculum

### Sixth Grade

**Course Description:** The health curriculum is designed so that it can be delivered in a variety of ways when there is not a specific health course scheduled. The 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. The curriculum places a strong 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. Topics in health are used as subject matter in teaching the skills. 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. Exclusion requested from units of the School District's human sexuality curriculum need not be based on religious or closely held personal beliefs. Parents will be provided an exclusion request at the beginning of the school year (File IGAE-E).

## OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

### A. Wellness

#### Essential Learning Results:

1. Demonstrate understanding of core concepts related to general wellness by
  - a. identifying the terms, "health" and "wellness."
2. Demonstrate the ability to analyze influences on wellness by
  - a. comparing truthful and misleading advertising for a variety of personal health care products.

#### Optional Learning Results:

1. Demonstrate understanding of core concepts related to wellness by
  - a. describing hygiene practices relevant to adolescence and puberty, e.g., bathing, deodorant, acne, dental care, washing hands, etc.;
  - b. refuting myths and misperceptions about personal health care practices and products for adolescents; and
  - c. identifying prevention strategies to ensure healthy teeth, eyes and ears.
2. Demonstrate an ability to access information about wellness by

- a. identifying and evaluating various types of health resources and information, e.g., pamphlets, journals, internet, folklore, peers, fact lines, health care professionals, school resources, media;
  - b. identifying health care products that are safe and effective as well as those that pose risk or have false claims; and
  - c. identifying products and services available to support dental, hearing, and vision health.
3. Demonstrate the ability to practice healthy behaviors with respect to wellness by
    - a. explaining how and why hygiene needs change during adolescence;
    - b. explaining the connection between hygiene and adolescent health;
    - c. demonstrating new personal health care routines for adolescents, e.g., deodorant, hair care, taking care of braces, etc.;
    - d. identifying criteria for selection of hygiene products;
    - e. identifying short/ long term consequences of proper hygiene; and
    - f. getting regular dental, vision, and hearing check-ups.
  4. Demonstrate the ability to analyze influences on wellness by
    - a. identifying the messages we receive from media, families, peers, and others about dental, vision, and hearing health.
  5. Demonstrate the ability to set goals and make decisions about wellness by
    - a. setting goals for personal hygiene as middle school students, e.g., bathing, brushing and flossing teeth, using deodorant, washing clothes;
    - b. developing a viable decision-making process to show alternatives, consequences, and choices in personal health care and hygiene, e.g., not caring for teeth may result in yellow or dingy teeth; and
    - c. developing a viable decision-making process to show consequences and choices in dental, vision, and hearing health.
  6. Demonstrate the ability to advocate for self and others with regard to wellness by
    - a. demonstrating how to promote awareness about the importance of dental, vision, and hearing health.

## **B. Mental Health and Emotional Wellness**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to dealing with loss and change by
  - a. describing methods of coping with life changes, e.g., transition to middle school, changes in friendships.
2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
  - a. explaining the impact positive and negative peer relationships have on self-esteem;
  - b. explaining how feeling valued and connected enhances self-esteem; and
  - c. discussing the mental and emotional health effects of a positive self image.

3. Demonstrate an ability to access information about mental health and emotional wellness by
  - a. locating school/community resources available to students dealing with change/transition, relationships, peer, self-esteem issues or other mental or emotional health problems.
4. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
  - a. establishing a support group of family, friends, and others for mental and emotional health;
  - b. demonstrating strategies for maintaining friendships;
  - c. demonstrating healthy “self-talk” for mental and emotional health; and
  - d. describing the short- and long-term benefits of forming friendships and establishing support networks and the consequences of lacking support.
5. Demonstrate the ability to analyze influences on mental health and emotional wellness by
  - a. discussing the influence of culture on self-image and body image; and
  - b. describing how family, peers, and important adults can support mental health and emotional wellness.
6. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
  - a. demonstrating strategies to resist pressure to spread rumors;
  - b. demonstrating ways of talking about problems and issues that concern us; and
  - c. using language that is inclusive of all groups and that avoids bias and prejudice.
7. Demonstrate the ability to set goals and make decisions about mental health and emotional wellness by
  - a. demonstrating strategies that enhance health when faced with emotional challenges such as loss or when things do not go as planned.
8. Demonstrate the ability to advocate for self and others with regard to mental health and emotional wellness by
  - a. discussing methods and resources to support peers, family, and community members who are experiencing loss, depression, or other mental health and emotional wellness issues.

### **C. Violence Awareness**

#### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general violence awareness by
  - a. identifying various types of violence including verbal, domestic, social-structural, physical, emotional, and sexual;
  - b. identifying feelings and behaviors that can lead to violence, e.g., jealousy, coercion, selfishness, obsession, neediness, control, manipulation, aggression;

- c. identifying school policies to prevent violence; and
  - d. explaining how to report violence.
2. Demonstrate understanding of core concepts related to bullying by
  - a. identifying various types of bullying (verbal, sexual, emotional, social, etc.);
  - b. identifying the roles in bullying (bully, victim/target, and bystander); and
  - c. describing steps towards prevention of and intervention of bullying.
3. Demonstrate understanding of core concepts related to sexual harassment by
  - a. defining sexual harassment and identifying various types of sexual harassment (verbal, emotional, physical, quid pro quo, hostile environment, etc.);
  - b. identifying roles in a sexual harassment (perpetrator/bully, victim/target, bystander); and
  - c. describing steps towards prevention and intervention of sexual harassment.
4. Demonstrate an ability to access information about violence awareness by
  - a. identifying valid resources available for identifying and resolving bullying behaviors and sexual harassment; and
  - b. identifying valid resources available for personal safety needs in BVSD and the community.
5. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
  - a. describing individual and societal strategies to prevent violence; and
  - b. demonstrating strategies to avoid, get out of, or stay safe in violence-related risk situations.
6. Demonstrate the ability to analyze influences on violence awareness by
  - a. identifying the harmful role of gossip in violence situations;
  - b. discussing the role of violence in television, movies, print media, arcade games and its possible effects on thoughts, feelings, and behaviors; and
  - c. identifying ways that television, movies, and other cultural influences affect sexual harassment behaviors.
7. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
  - a. illustrating how to deal with bullying; and
  - b. illustrating how to deal with sexual harassment.
8. Demonstrate the ability to set goals and make decisions about violence awareness by
  - a. setting personal and school goals that promote a safe school setting and a safe society; and
  - b. developing a personal plan for managing anger.
9. Demonstrate the ability to advocate for self and others with regard to violence awareness by
  - a. defending a personal position about individual rights to live and attend school and work in a safe space;

- b. describing behaviors that prevent the creation of safe personal space at school and in the community;
- c. demonstrating how to advocate for a healthy social environment in your school, e.g., no put-downs, harassment, or bullying; and
- d. demonstrating steps to advocate for others who are being bullied or harassed.

The following topics may vary in content and in the ways they are addressed, depending on the violence-related issues at the individual school:

**Optional Learning Results:**

1. Demonstrate understanding of core concepts related to violence awareness by
  - a. addressing school related issues on the topics of
    - i. guns and other weapons;
    - ii. what to do if weapons are seen or suspected at school;
    - iii. physical assault;
    - iv. gangs; and
    - v. anger management.
2. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
  - a. identifying the system for reporting weapons or violence-related situations in school.

**D. Substance Use, Abuse and Addiction**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general substance use, abuse and addiction by
  - a. distinguishing between substance use, abuse, and addiction.
2. Demonstrate understanding of core concepts related to gateway drugs by
  - a. defining gateway drugs;
  - b. describing the immediate and long-term physical, emotional, mental and social effects of smokable and smokeless tobacco;
  - c. describing the effects of environmental tobacco smoke; and
  - d. describing the immediate and long-term physical, emotional, mental, and social effects of alcohol and marijuana.
3. Demonstrate understanding of core concepts related to inhalants by
  - a. identifying inhalants and the damage they pose to health.
4. Demonstrate an ability to access information about substance use, abuse, and addiction by
  - a. identifying valid resources for information regarding gateway drugs, tobacco, alcohol, marijuana, and inhalants.

5. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
  - a. demonstrating strategies to stay safe in situations involving tobacco, alcohol, and other drugs.
6. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
  - a. discussing reasons adolescents give for smoking;
  - b. identifying tobacco product placement in stores, movies, television, and other locales; and
  - c. discussing the media's effect on the use of tobacco, alcohol, and other drugs.
7. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse, and addiction by
  - a. demonstrating negotiation and refusal skills to resist pressure to use drugs.
8. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse, and addiction by
  - a. making a personal commitment not to use drugs.
9. Demonstrate the ability to advocate for self and others in order to prevent substance use, abuse, and addiction by
  - a. designing counter advertisement and truth ads for tobacco, alcohol, and other drug use; and
  - b. designing a project to increase awareness about the number of youth who are not using tobacco, alcohol, or other drugs.

## **E. Human Growth and Development and Human Sexuality**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to reproduction by
  - a. demonstrating knowledge of the human reproductive system; and
  - b. describing the process of conception.
2. Demonstrate understanding of core concepts related to puberty and adolescence by
  - a. discussing some common physical, emotional, and social effects of puberty and adolescence on the individual; and
  - b. explaining how growth and development follow a predictable sequence, yet are unique for each person.
3. Demonstrate an ability to access information about human growth and development and human sexuality by
  - a. gathering accurate information on the reproductive system, puberty, and adolescence.
4. Demonstrate the ability to analyze influences on human growth and development and human sexuality by
  - a. discussing the media's portrayal of the changes that take place during puberty;

- b. discussing the media’s influence on body image; and
  - c. discussing the influence of peers, family, technology, and the community on sexual decision making.
5. Demonstrate the ability to use interpersonal communication skills to enhance understanding of human growth and development and human sexuality by
    - a. demonstrating the ability to ask questions of a reliable source about puberty; and
    - b. demonstrating verbal and nonverbal communication skills to resist discrimination to self or others due to gender or sexual orientation.
  6. Demonstrate the ability to advocate for self and others with regard to human growth and development and human sexuality by
    - a. expressing understanding that individuals vary in their rates of development during puberty.

**F. Diversity Awareness**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to diversity awareness by
  - a. identifying diverse groups in American and other societies, e.g., by culture, ethnicity, age, sex, religion, sexual orientation, socio-economic class, ability, etc.;
  - b. defining diversity, stereotypes, oppression, discrimination, prejudice, racism and other “isms”; and
  - c. identifying health practices in a variety of cultures.

**G. Injury Prevention and Safety**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to injury prevention and safety by
  - a. discussing ways in which body art may affect health, e.g., tattooing, body piercing, nail products, etc.;
  - b. identifying environmental factors that can affect individual and community health; and
  - c. explaining the relationship between alternative transportation and health.
2. Demonstrate the ability to access information about injury prevention and safety by
  - a. identifying community organizations that provide training in First Aid and CPR.
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
  - a. demonstrating strategies to stay safe in injury-related risk situations.
4. Demonstrate the ability to analyze influences on injury prevention and safety by
  - a. examining the role of extreme risk-taking in the media, and its possible effects on behavior.

5. Demonstrate the ability to set goals and make decisions about injury prevention and safety by
  - a. discussing decision-making in risk situations involving vehicles; and
  - b. discussing decision-making while alone, e.g., while home alone, on the way to and from school, etc.

**Desired Learning Results:**

1. Demonstrate understanding of core concepts related to injury prevention and safety by
  - a. identifying the health benefits associated with bicycle and passenger safety behaviors.
2. Demonstrate an ability to access information about injury prevention and safety by
  - a. identifying products that can prevent injury when using bicycles and motorized vehicles; and
  - b. identifying and utilizing BVSD and community resources that promote alternative transportation and contribute to physical activity.
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
  - a. demonstrating safety practices around bicycles, motorized vehicles, and in the home.
4. Demonstrate the ability to analyze influences on injury prevention and safety by
  - a. examining the role of risk taking and outdoor activities that take place in the community on injury prevention behaviors; and
  - b. examining the portrayal of risk taking in the media.
5. Demonstrate the ability to advocate for self and others with regard to injury prevention and safety by
  - a. collaborating with others to design an educational program for all recreational activities, e.g., skateboarding, rollerblading, bicycle, and passenger safety.

**Optional Learning Results:**

1. Demonstrate the ability to use interpersonal communication skills with respect to injury prevention and safety by
  - a. demonstrating verbal and nonverbal communication and resistance refusal skills to avoid or get out of unsafe situations.

# Boulder Valley School District

## HEALTH EDUCATION CURRICULUM

**Course Title: Seventh Grade Health**

**Course Code: G07**

**Course Description:** Seventh grade places a strong 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. Topics in health are used as subject matter in teaching the skills. The 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. . 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).

### 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 terms, "health," and "wellness."
2. Demonstrate understanding of core concepts related to wellness by
  - a. describing hygiene practices relevant to adolescence and puberty, e.g., bathing, deodorant, acne, dental care, washing hands, etc.
3. Demonstrate understanding of core concepts related to disease prevention by
  - a. identifying causes, symptoms, short- and long-term effects of communicable and non-communicable diseases;
  - b. describing the difference between communicable and non-communicable diseases;

- c. identifying behaviors that reduce the risk of communicable and non-communicable diseases, e.g., cancers, heart disease, obesity, HIV, hepatitis and sexually transmitted infections;
  - d. describing the importance of getting regular medical check-ups and immunizations; and
  - e. analyzing unhealthy methods of coping with, as well as identifying healthy methods of managing stress.
4. Demonstrate understanding of core concepts related to nutrition by
    - a. describing short and long-term benefits of healthy eating and physical activity on the mind and body;
    - b. evaluating food choices using a variety of resources/perspectives;
    - c. identifying essential and non-essential nutrients and food additives as they relate to health;
    - d. evaluating the health benefits and risks of dairy and meat;
    - e. refuting myths and misperceptions about weight loss, body building products, and other supplements; and
    - f. describing alternative diet choices.
  5. Demonstrate understanding of core concepts related to body image by
    - a. defining body image and its relevance to nutrition and physical activity.
  6. Demonstrate ability to access information about wellness by
    - a. identifying valid sources of information on diseases and disease prevention;
    - b. identifying and evaluating sources of information on diet and nutrition;
    - c. gathering valid information on healthy weight, body type, and body image issues;
    - d. using food labels and menu information to compare the nutritional value of various foods;
    - e. locating local/regional sources of information and services about nutrition and wellness, e.g., nutritionists, BVSD Food Services, school nurses, school counselors, etc.;
    - f. gathering information on the advantages and disadvantages of alternative diets; and
    - g. locating the BVSD nutritional policy and guidelines.
  7. Demonstrate the ability to practice healthy behaviors with respect to wellness by
    - a. assessing personal nutrition and physical activity needs;
    - b. designing a personal hygiene, nutrition, and physical activity program;
    - c. devising strategies to overcome barriers to healthy eating;
    - d. using sunscreen and protective clothing;
    - e. avoiding gateway drugs; and

- f. analyzing consequences of not doing preventative methods mentioned above.
8. Demonstrate the ability to analyze influences of wellness by
    - a. identifying messages from the media, peers, family, and other sources that influence disease prevention decisions;
    - b. identifying the role of internal influences (moods and feelings) on choices we make about eating and exercise;
    - c. identifying positive role models for nutrition and physical activity;
    - d. describing ways in which families influence nutrition and physical activity;
    - e. evaluating the role of the fast-food and other major food industries in food choices and eating habits;
    - f. analyzing strategies used by the food industry to promote the use of dyes, preservatives and other unhealthy food additives;
    - g. identifying negative media messages about diet, exercise, and body type/image;
    - h. describing how BVSD's nutritional policy and guidelines effect the food choices we make at school; and
    - i. discussing the media's role in promoting or discouraging alternative diets.
  9. Demonstrate the ability to set goals and make decisions about wellness by
    - a. developing and applying a plan of action for preventing disease;
    - b. deciding how to maintain a regular program of healthy nutrition and physical activity; and
    - c. setting personal short- and long-term goals regarding hygiene, nutrition, and physical activity and identifying and making plans to overcome barriers.
  10. Demonstrate the ability to advocate for self and others with regard to wellness by
    - a. discussing societal attitudes about individuals living with HIV/AIDS, cancer, heart disease, and other diseases;
    - b. designing a project to increase awareness about disease prevention;
    - c. identifying volunteer health-related opportunities for youth in the community;
    - d. identifying resources that advocate effectively for physical activity; and
    - e. collaborating with others to design an activity to increase awareness about healthy food choices.

## **B. Mental Health and Emotional Wellness**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to dealing with loss and change by
  - a. describing the stages of grief; and
  - b. identifying healthy methods of coping with loss and change (e.g., divorce, moving, and death).
2. Demonstrate understanding of core concepts related to stress by
  - a. defining and describing helpful and harmful stressors and their effects.
3. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
  - a. explaining that connecting with and asking for support from trusted adults is an essential part of coping.
4. Demonstrate the ability to access information about mental health and emotional wellness by
  - a. locating BVSD and community resources for help with loss, transition, and other mental or emotional health problems;
  - b. identifying trusted adults who can provide support and help with personal problems; and
  - c. identifying services available to assist with stress management.
5. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
  - a. identifying the ways in which life changes affect mental and emotional health;
  - b. demonstrating strategies for managing and reducing stress;
  - c. discussing the affects of stress on short- and long-term illnesses;
  - d. identifying strategies for maintaining a support group of family, friends, and others for mental and emotional health; and
  - e. demonstrating healthy ways to handle and express emotions.
6. Demonstrate the ability to analyze influences on mental health and emotional wellness by
  - a. identifying positive models for expressions of emotions;
  - b. describing internal and external influences on interpersonal communication skills;
  - c. discussing the effects of adolescent development on emotions and behaviors; and
  - d. explaining how gender role expectations affect expression of emotion.
7. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
  - a. expressing needs and feelings in respectful and assertive ways;
  - b. showing how to ask for help with a problem; and

- c. using language that is inclusive of all groups and that avoids bias and prejudice.
8. Demonstrate the ability to use goal-setting and decision-making skills to enhance mental health and emotional wellness by
    - a. describing barriers to mental and emotional wellness and strategies to overcome them;
    - b. developing a plan for forming relationships with parents, trusted adults, and community members; and
    - c. developing a plan for managing stress.
  9. Demonstrate the ability to advocate for self and others with regard to wellness by
    - a. identifying barriers to positive health;
    - b. identifying ways to cope with loss and stress;
    - c. describing ways to work with others in increasing school awareness about mental health issues such as eating disorder prevention, suicide prevention, and counseling for depression; and
    - d. explaining what to do if a friend is showing signs, behaviors, or symptoms of a mental health issue.

### **C. Violence Awareness**

#### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to child abuse by
  - a. defining child abuse and neglect;
  - b. explaining the impact (cycle of violence) and effects of child abuse; and
  - c. describing steps towards intervention of child abuse.
2. Demonstrate understanding of core concepts related to incest by
  - a. defining incest;
  - b. explaining the impact and effects of incest; and
  - c. recognizing steps toward intervention of incest.
3. Demonstrate understanding of core concepts related to domestic violence by
  - a. defining domestic violence;
  - b. recognizing the impact and effects of domestic violence; and
  - c. describing steps toward intervention of domestic violence.
4. Demonstrate understanding of core concepts related to animal violence by
  - a. defining animal violence;
  - b. explaining relationship between animal violence and other types of violence;

- c. describing the impact and effects of animal violence; and
  - d. explaining steps towards intervention of animal violence.
5. Demonstrate understanding of core concepts related to bullying by
    - a. reviewing various types of bullying (verbal, sexual, emotional, social, etc.);
    - b. reviewing the roles in bullying (bully, victim/target, and bystander); and
    - c. reviewing the steps towards prevention of and intervention of bullying.
  6. Demonstrate the ability to access information about violence awareness by
    - a. identifying valid resources for information and services regarding child abuse, incest, domestic violence, dating violence, and animal violence.
  7. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
    - a. identifying the systems available for reporting child abuse, incest, domestic violence, dating violence, and animal violence; and
    - b. explaining the “cycle of violence” and the positive outcomes to stopping the cycle.
  8. Demonstrate the ability to analyze influences on violence awareness by
    - a. identifying the role of alcohol and other drug use in violence situations;
    - b. identifying the social and cultural factors that may relate to child abuse, incest, domestic violence, and animal violence; and
    - c. discussing the relationship between domestic violence and animal violence.
  9. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
    - a. demonstrating a variety of ways to say “no”; and
    - b. showing how to ask for help with a potentially violent situation.
  10. Demonstrate the ability to set goals and make decisions about violence awareness by
    - a. developing a decision-making process and applying a plan of action for avoiding, getting out of, or staying safe in a variety of violence-related situations.
  11. Demonstrate the ability to advocate for self and others with regard to violence awareness by
    - a. identifying strategies to increase awareness about child abuse, incest, and domestic and animal violence.

## **D. Substance Use, Abuse and Addiction**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to gateway drugs, club drugs, and illicit drugs by
  - a. reviewing the definitions of gateway drugs and the dangers they pose to health;
  - b. identifying club drugs and other illicit drugs; and
  - c. identifying sources of pressure to use gateway and other drugs.
2. Demonstrate ability to access information about substance use, abuse, and addiction by
  - a. accessing current research on the effects of various categories of substances;
  - b. identifying BVSD and community alternatives to alcohol and drug-free activities;
  - c. identifying community resources and services for substance abuse prevention and intervention; and
  - d. identifying social norms with respect to alcohol and other substance use.
3. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
  - a. describing health-enhancing alternatives to alcohol, tobacco, and other drug use;
  - b. demonstrating strategies to deal with peer pressure to use substances;
  - c. describing situations and specific methods that can be used by an individual or group to avoid substance use;
  - d. describing the immediate and long-term physical, emotional, mental, and social effects of club drugs and other illicit drugs; and
  - e. describing the immediate and long-term physical emotional, mental, and social consequences of avoiding substances.
4. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
  - a. discussing social norms about tobacco, alcohol, and other drug use; and
  - b. discussing the effect of tobacco, alcohol, and other drug use in the home environment on the use of substances by youth.
5. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse, and addiction by
  - a. demonstrating verbal and nonverbal communication and resistance skills to avoid tobacco, alcohol, and other drug use; and

- b. developing a personal plan that includes strategies for resisting pressure to use tobacco, alcohol, or other drugs.
6. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse, and addiction by
    - a. developing short- and long-term goals that benefit from remaining free of the use of tobacco, alcohol, and other drugs; and
    - b. developing a personal plan that includes strategies for resisting pressure to use tobacco, alcohol, or other drugs.
  7. Demonstrate the ability to advocate for self and others in order to prevent substance use, abuse, and addiction by
    - a. demonstrating how to defend a personal position about tobacco-related issues through individual action;
    - b. identifying ways to increase awareness about healthy alternatives to alcohol, tobacco, and other drugs; and
    - c. demonstrating how to collaborate with others to advocate for tobacco-free lifestyles.

## **E. Human Growth and Development and Human Sexuality**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to the reproductive system by
  - a. reviewing the human reproductive anatomy;
  - b. reviewing the process of conception; and
  - c. describing the process of fertilization and the stages of fetal development.
2. Demonstrate understanding of core concepts related to puberty and adolescence by
  - a. reviewing the physical and emotional changes of puberty and adolescence;
  - b. explaining ways adolescent physical, mental, and social growth and development create needs and influence behavior; and
  - c. suggesting reasons why some adolescent health and behavior problems emerge as a result of accelerated/delayed growth.
3. Demonstrate understanding of core concepts related to relationships by
  - a. defining a healthy relationship in terms of friendship, intimacy, respect, and sexual boundaries.
4. Demonstrate understanding of core concepts related to gender and sexual orientation by
  - a. discussing gender-role stereotypes and expectations and sexism; and

- b. defining gender expression; and
  - c. defining sexual orientation spectrum terminology.
5. Demonstrate understanding of core concepts related to abstinence and sexual risk behaviors and effects by
    - a. defining abstinence and the role it plays in maintaining good health;
    - b. defining sex and sexual activity;
    - c. defining sexual boundaries;
    - d. explaining that most middle school students are not having sex;
    - e. describing situations during the middle school years that could lead to pressures for sex;
    - f. explaining Colorado State statute about the age of consent for sexual contact; and
    - g. identifying sexually transmitted infections (STI's), methods of transmission, symptoms, short- and long-term effects, and prevention.
  6. Demonstrate understanding of core concepts related to contraception and birth control by
    - a. identifying methods of contraception and birth control.
  7. Demonstrate ability to access information about human growth and development and human sexuality by
    - a. locating BVSD and community resources and services for support in pregnancy prevention; and
    - b. comparing and evaluating sources of information on the reproductive system, puberty and adolescence, pregnancy, and fetal development.
  8. Demonstrate the ability to practice healthy behaviors with respect to human growth and development and human sexuality by
    - a. demonstrating strategies to avoid situations that create sexual pressure;
    - b. describing strategies for preventing pregnancy and sexually transmitted infections, including HIV infection; and
    - c. discussing the short- and long-term consequences of making healthy sexual decisions.
  9. Demonstrate the ability to analyze influences on human growth and development and human sexuality by
    - a. identifying the messages given to young people through the use of sexual situations in music, television, movies, the internet, advertising, and other sources.
  10. Demonstrate the ability to use interpersonal communication skills to enhance human growth and development and human sexuality by
    - a. communicating a personal commitment to set boundaries, avoid sexual pressure, and avoid early initiation of sexual activity;
    - b. demonstrating peer resistance skills to sexual pressures;

- c. demonstrating communication skills to build and maintain healthy intimate relations; and
  - d. demonstrating verbal and nonverbal communication skills to resist discrimination to self or others due to gender or sexual orientation.
11. Demonstrate the ability to set goals and make decisions about human growth and development and human sexuality by
    - a. describing reasons for a personal commitment to abstinence;
    - b. identifying strategies for setting personal boundaries and sexual limits, avoiding sexual pressure, and avoiding early initiation of sexual activity; and
    - c. setting personal boundaries and sexual limits.
  12. Demonstrate the ability to advocate for self and others with regard to human growth and development and human sexuality by
    - a. identifying strategies for providing peer support for abstinence and lowering sexual risk-taking behaviors.

#### **F. Diversity Awareness**

##### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to diversity awareness by
  - a. discussing stereotypes associated with disease, body type, abuse, domestic violence, addiction, and other health issues; and
  - b. describing how prejudice and discrimination can impact a person's health.

#### **G. Injury Prevention and Safety**

##### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to environmental health by
  - a. explaining how environmental hazards affect community well-being, e.g., air, ground, noise, water, and food pollution.
2. Demonstrate the ability to advocate for self and others with regard to injury prevention and safety by
  - a. designing strategies for increasing awareness about personal safety at home and in school.

##### **Optional Learning Results:**

1. Demonstrate understanding of core concepts related to First Aid and CPR by

- a. identifying the procedures to follow when administering First Aid and CPR.
2. Demonstrate the ability to access information about injury prevention and safety by
  - a. explaining procedures to get help in emergency (EMS – 911) situations; and
  - b. reviewing community organizations that provide training in First Aid and CPR.
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
  - a. demonstrating steps in evaluating the safety of various situations;
  - b. demonstrating infection control procedures (universal precautions); and
  - c. demonstrating steps in providing rescue breathing.
4. Demonstrate the ability to analyze influences on injury prevention and safety by
  - a. identifying the messages we receive from media, families, peers, and others about providing First Aid and CPR.

## Boulder Valley School District

# Health Education Curriculum

**Course Title: Eighth Grade Health**

**Course Code: G08**

**Course Description:** Eighth grade 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. Topics in health are used as subject matter in teaching the skills. 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. 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).

### OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

#### A. Wellness

##### Essential Learning Results:

1. Demonstrate understanding of core concepts related to general wellness by
  - a. defining the terms, "health" and "wellness."
2. Demonstrate understanding of core concepts related to disease prevention including personal hygiene by
  - a. describing how to care for piercings (e.g., pierced ears) in order to prevent infections.
3. Demonstrate the ability to analyze influences on wellness by
  - a. identifying the sexually transmitted infections (STI's) most prevalent in adolescents;
  - b. identifying methods of transmission, symptoms, care, treatment, and risk reduction of HIV/AIDS, hepatitis, and STI's; and
4. Demonstrate understanding of core concepts related to sleep issues by
  - a. describing the effect of puberty and adolescence on sleep patterns; and

- b. describing the effect of sleep deprivation on mental, emotional, and physical well-being.
- 5. Demonstrate understanding of core concepts related to stress management by
  - a. discussing the wide range of emotions people feel and healthy ways to express them.
- 6. Demonstrate an ability to access information about wellness by
  - a. determining criteria for reliability and validity in health resources and information;
  - b. evaluating the reliability and validity of resources and information based on the above criteria;
  - c. locating and evaluating valid resources for information on disease and disease prevention;
  - d. identifying resources for STI prevention, testing, counseling, and treatment;
  - e. locating BVSD, Boulder County and other resources for help in dealing with body image issues; and
  - f. identifying valid sources of information on diseases and disease prevention.
- 7. Demonstrate the ability to practice healthy behaviors with respect to wellness by
  - a. describing the importance of individual responsibility in developing physical, mental, emotional, and social health;
  - b. demonstrating how to ask questions of health care providers;
  - c. devising strategies to reduce the risk of disease transmission;
  - d. demonstrating strategies for preventing sexually transmitted infections including HIV; and
  - e. identifying short/long term affects of diseases.
- 8. Demonstrate the ability to analyze influences on wellness by
  - a. analyzing how cultural factors affect measures taken to prevent disease; and
  - b. discussing how peers, family, media, and other sources of information affect decisions about health.
- 9. Demonstrate the ability to set goals and make decisions about wellness by
  - a. developing short- and long-term goals that benefit from maintaining health and preventing disease.
- 10. Demonstrate the ability to advocate for self and others with regard to wellness by
  - a. designing an activity that would increase awareness about healthy body weight and body image, and refute myths and fads about unsafe weight loss methods; and
  - b. developing a group activity designed to increase community, family, and personal awareness about disease.

## **B. Mental Health and Emotional Wellness**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
  - a. describing the characteristics and behaviors in healthy vs. unhealthy relationships.
2. Demonstrate understanding of core concepts related to mental illness by
  - a. defining an eating disorder and the types of eating disorders including anorexia, bulimia, and compulsive overeating;
  - b. discussing the emotional issues that lead to eating disorders and the treatment required for a healthy recovery;
  - c. defining self-injury; describing the emotional issues that lead to self-injury, and the coping skills needed to stop self-injury;
  - d. defining depression and identify causes, symptoms, prevention, and treatment; and
  - e. describing the warning signs of suicide and the essential responses to these warning signs.
3. Demonstrate the ability to access information about mental health and emotional wellness by
  - a. locating school/community resources available to youth/families regarding eating disorders, depression, relationships, and other mental or emotional health problems.
4. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
  - a. describing the emotional changes and challenges encountered in high school and devising a plan to prepare for those challenges;
  - b. demonstrating healthy “self-talk” for mental and emotional health;
  - c. practicing strategies for dealing with difficult emotions; and
  - d. describing methods for early intervention of mental illness in self or others.
5. Demonstrating the ability to analyze influences on mental health and emotional wellness by
  - a. identifying misleading coping strategies portrayed in the media, e.g., drinking, overeating, having sex;
  - b. describing the influence of media, family, and peer messages on body image and eating disorders; and
  - c. identifying the role of alcohol and other drug use in mental health and emotional wellness.
6. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
  - a. demonstrating how language and actions can help or hurt friendships;
  - b. showing how to talk with someone about whom you are concerned; and
  - c. using language that is inclusive of all groups and that avoids bias and prejudice.

7. Demonstrate the ability to use goal-setting and decision making skills to enhance mental health and emotional wellness by
  - a. identifying steps to take in getting personal help or in helping a friend with a serious health issue such as an eating disorder or severe depression; and
  - b. developing a plan for managing stress and new challenges presented by the transition to high school.
  
8. Demonstrate the ability to advocate for self and others with regard to wellness by
  - a. explaining what to do if a friend is showing signs and symptoms of a serious mental health issue such as an eating disorder or severe depression; and
  - b. designing an activity that would promote communication between students, parents, and teachers about mental health and emotional wellness issues and prevention strategies.

### **C. Violence Awareness**

#### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general violence awareness by
  - a. reviewing various types of violence including bullying, domestic, social-structural, etc.;
  - b. reviewing various types of bullying (verbal, sexual, emotional, social, etc.);
  - c. reviewing the roles in bullying (bully, victim/target, and bystander);
  - d. reviewing the steps towards prevention of and intervention of bullying, especially by the bystander;
  - e. discussing current statistics and societal trends in violence;
  - f. identifying causes of violence;
  - g. identifying feelings and behaviors that can lead to violence, e.g., jealousy, coercion, selfishness, obsession, neediness, control, manipulation, aggression, etc.;
  - h. reviewing school policies on bullying and violence prevention; and
  - i. describing how to report suspected plans for school violence.
  
2. Demonstrate understanding of core concepts related to sexual harassment by
  - a. defining sexual harassment;
  - b. explaining the rights of individuals to live in harassment-free, safe environments; and
  - c. explaining ways to reduce the risk of sexual harassment and how to report sexual harassment.
  
3. Demonstrate understanding of core concepts related to sexual assault by
  - a. defining and discussing sexual assault;
  - b. distinguishing between sexual harassment and sexual assault;
  - c. explaining the impacts and effects of sexual assault;
  - d. explaining ways to reduce the risk of sexual assault; and
  - e. explaining school and community policies and procedures for reporting sexual assault.

4. Demonstrate understanding of core concepts related to dating violence by
  - a. defining and providing examples of dating violence;
  - b. describing early warning signs of dating violence;
  - c. explaining the impact and effects of dating violence;
  - d. explaining ways to reduce the occurrence of dating violence; and
  - e. describing how to report dating violence.
5. Demonstrate an ability to access information about violence awareness by
  - a. comparing and evaluating resources for information and services regarding bullying, sexual harassment, sexual assault, and dating violence in BVSD and the community.
6. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
  - a. demonstrating how to set boundaries and avoid risky situations that could lead to violence;
  - b. describing the short-term and long-term affects of violence;
  - c. showing how to report sexual violence or potential violence; and
7. Demonstrating the ability to analyze influences on violence awareness by
  - a. analyzing the societal causes of sexual harassment, sexual assault and dating violence; and
  - b. discussing the influence of peer groups and families on violence.
8. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
  - a. demonstrating verbal and nonverbal communication and resistance skills to reduce risk in potentially unsafe or violent situations.
9. Demonstrate the ability to set goals and make decisions about violence awareness by
  - a. developing group activities that would increase awareness about sexual harassment/assault, dating violence, and other potentially violent behaviors.
10. Demonstrate the ability to advocate for self and others with regard to violence awareness by
  - a. explaining how attitudes create barriers in preventing violence;
  - b. discussing our opinions and ideas about sexual harassment, sexual assault and dating abuse/violence;
  - c. explaining how to help a friend who has experienced sexual harassment, sexual assault or dating violence; and
  - d. demonstrating how to advocate for methods to reduce violence at school and promote a safe school setting.

#### **D. Substance Use, Abuse and Addiction**

##### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general substance use, abuse, and addiction by
  - a. reviewing definitions of substance use, abuse, and addiction.
2. Demonstrate understanding of core concepts related to gateway drugs by
  - a. explaining short- and long-term risks and consequences, e.g., physical, emotional, social and legal, associated with gateway drugs.
3. Demonstrate understanding of core concepts related to club drugs by
  - a. explaining short- and long-term risks, e.g., physical, emotional, social and legal, associated with club drugs.
4. Demonstrate understanding of core concepts related to other illicit drugs by
  - a. explaining short- and long-term risks, e.g., physical, emotional, social and legal, associated with other illicit drugs.
5. Demonstrate understanding of core concepts related to over the counter and prescription medications by
  - a. explaining the short- and long term risks, e.g., physical, emotional, social and legal, associated with the misuse and abuse of over the counter and prescription medications; and
  - b. suggesting healthy alternatives to over the counter and prescription medications abuse.
6. Demonstrate the ability to access information about substance use, abuse, and addiction by
  - a. identifying tobacco cessation products and programs; and
  - b. identifying other drug rehabilitation products and programs.
7. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
  - a. showing strategies for getting help in an alcohol, tobacco, or other drug risk situation e.g., calling someone for a ride home, carrying money for cab fare;
  - b. identifying smoking cessation strategies; and
  - c. demonstrating strategies to stay safe in alcohol and other drug risk situations.
8. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
  - a. discussing the influence of legal consequences on decisions about tobacco, alcohol, and other drug use;
  - b. reviewing the media's effect on the use of tobacco, alcohol, and other drugs; and
  - c. discussing social norms about tobacco, alcohol, and other drug use.
9. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse, and addiction by
  - a. comparing and contrasting the use of communication skills in tobacco, alcohol, and other drug refusal and other risk areas.

10. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse and addiction by
  - a. devising a plan for dealing with pressure to use alcohol, tobacco, and other drugs now and when entering high school;
  - b. making a personal commitment not to use alcohol, tobacco, or other drugs now or when transitioning into high school;
  - c. reviewing short term and long term goals for staying drug free; and
  - d. developing and applying a viable decision-making process to show alternatives, consequences, and choices in alcohol and other drug risk situations, including decisions about personal use and riding with impaired drivers.
  
11. Demonstrate the ability to advocate for self and others in order to prevent substance use, abuse, and addiction by
  - a. demonstrating how to advocate for passenger safety and the prevention of impaired driving; and
  - b. collaborating with others to design tobacco, alcohol, and other drug-free activities for students in your school.

## **E. Human Growth and Development and Human Sexuality**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to relationships by
  - a. reviewing the definition of a healthy relationship in terms of friendship, intimacy, respect, and sexual boundaries.
  
2. Demonstrate understanding of core concepts related to gender and sexual orientation by
  - a. reviewing gender expression terminology;
  - b. reviewing sexual orientation spectrum terminology;
  - c. identifying stereotypes about sexual orientation and gender expression;
  - d. exploring language and labels associated with sexual orientation and gender expression; and
  - e. identifying the periods throughout life in which gender expression and sexual orientation develop.
  
3. Demonstrate understanding of core concepts related to abstinence and sexual risk behaviors and effects by
  - a. reviewing the definition of abstinence and the role it plays in maintaining health and wellness;
  - b. explaining the continuum of sexual risk behaviors;
  - c. reviewing Colorado State statute about the age of consent for sexual contact; and
  - d. recalling classifications, transmission, symptoms, effects, and risk reduction methods of sexually transmitted infections.

4. Demonstrate understanding of core concepts related to contraception and birth control by
  - a. explaining and showing various methods of contraception and birth control.
5. Demonstrate understanding of core concepts related to pregnancy by
  - a. discussing consequences of unintended pregnancy.
6. Demonstrate an ability to access information about human growth and development and human sexuality by
  - a. identifying BVSD and valid community resources that contribute to healthy relationships;
  - b. identifying valid sources of information on STI and pregnancy prevention;
  - c. identifying BVSD and valid community resources and support services related to sexual orientation and gender expression; and
  - d. identifying valid community resources for STI prevention, testing, counseling, and treatment.
7. Demonstrate the ability to practice healthy behaviors with respect to human growth and development and human sexuality by
  - a. identifying strategies for maintaining personal sexual health;
  - b. demonstrating strategies for setting sexual limits and respecting the limits of others;
  - c. demonstrating an understanding of how to avoid emotional and physical sexual health risks; and
  - d. demonstrating respectful, appropriate interactions about sexual orientation and gender expression issues.
8. Demonstrate the ability to analyze influences on human growth and development and human sexuality by
  - a. discussing the messages given to young people about sexuality in media and other sources;
  - b. discussing the images portrayed and the messages given about sexual orientation and gender expression in media and other sources; and
  - c. describing how alcohol and other drugs can affect sexual decision-making.
9. Demonstrate the ability to use interpersonal communication skills to enhance human growth and development and human sexuality by
  - a. demonstrating verbal and nonverbal skills to communicate personal view of healthy sexuality;
  - b. demonstrating verbal and nonverbal communication and resistance skills to set boundaries and avoid sexual pressure;
  - c. demonstrating verbal and nonverbal communication skills to resist discrimination to self or others due to gender or sexual orientation; and
  - d. comparing and contrasting the use of communication skills to refuse sexual pressures with other risk areas.
10. Demonstrate the ability to set goals and make decisions about human growth and development and human sexuality by

- a. developing short- and long-term goals that benefit from maintaining sexual health and avoiding unintended pregnancy and sexually transmitted infections;
  - b. reviewing personal goals to set boundaries, avoid sexual pressure, and avoid early initiation of sexual activity; and
  - c. developing and applying a viable decision-making process for avoiding or getting out of situations that compromise sexual health.
11. Demonstrate the ability to advocate for self and others with regard to human growth and development and human sexuality by
- a. demonstrating an understanding of the importance of advocating for respect for the rights of individuals of all sexual orientations;
  - b. identifying strategies for increasing awareness about sexually transmitted infections and pregnancy prevention; and
  - c. identifying educational and prevention strategies that support a school environment free of sexism, gender, and sexual orientation stereotypes

**Optional Learning Results:**

- 1. Demonstrate understanding of core concepts related to pregnancy by
  - a. discussing the impact of pregnancy on family life.

**F. Injury Prevention and Safety**

**Optional Learning Results:**

- 1. Demonstrating the ability to practice healthy behaviors with respect to injury prevention and safety by
  - a. demonstrating strategies to avoid, get out of, or stay safe in risky passenger situations, e.g., alcohol is involved, driving too fast, road rage.
- 2. Demonstrate the ability to analyze influences on injury prevention and safety by
  - a. identifying the use of body art in advertising and the media; and
  - b. discussing the portrayal of passenger safety in movies and its possible effects on behavior.
- 3. Demonstrate the ability to use interpersonal communication skills in injury prevention and safety by
  - a. demonstrating verbal and nonverbal communication and resistance skills to avoid or get out of unsafe passenger situations.
- 4. Demonstrate the ability to set goals and make decisions about injury prevention and safety by
  - a. developing short- and long-term goals that consider the effects of body art; and
  - b. making a personal commitment to avoid dangerous passenger situations.
- 5. Demonstrate the ability to advocate for self and others with respect to injury prevention and safety by
  - a. defending a personal position about body art;

- b. designing an educational program on body art; and
- c. designing an awareness activity about passenger safety.

# Boulder Valley School District

## Health Education Curriculum

**Course Title: Tenth Grade Health**

**Course Code: G50**

**Course Description:** The health curriculum for tenth grade places a strong emphasis on skill development in the areas of health knowledge acquisition, 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. Topics in health are used as subject matter in teaching the skills. 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. 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).

### OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

#### A. Wellness

##### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general wellness by
  - a. defining the terms “health” and “wellness”;
  - b. defining the terms “prevention” and “risk reduction”; and
  - c. comparing wellness behaviors (proper sleep, nutritious diet, etc.) to risk behaviors (lack of exercise, smoking, etc.).
  
2. Demonstrate understanding of core concepts related to disease prevention and risk reduction by
  - a. describing hygiene practices relevant to adolescence and puberty (i.e. bathing, deodorant, acne, dental care, washing hands, etc.);
  - b. reviewing how to care for piercings and other body art in order to prevent infections;
  - c. refuting myths and misperceptions about personal health care practices and products for adolescents;
  - d. comparing the differences between bacterial, viral, parasitic, and other infections in terms of transmission, symptoms, prevention, and treatment;

- e. reviewing methods of transmission, symptoms, care, treatment, prevention, and risk reduction of HIV/AIDS, hepatitis, and STIs; and
3. Demonstrate understanding of core concepts related to sleep issues by
    - a. reviewing the effect of sleep deprivation on mental, emotional, and physical well-being.
  4. Demonstrate understanding of core concepts related to stress management by
    - a. identifying effective coping techniques for managing stress while in high school.
  5. Demonstrate an ability to access information about wellness by
    - a. assembling, utilizing, and evaluating the accuracy of sources of information on and resources for disease transmission, symptoms, and treatments; and
    - b. assembling, utilizing, and evaluating the accuracy of sources of information on and resources for nutrition and food choices.
  6. Demonstrate the ability to practice healthy behaviors with respect to wellness by
    - a. discussing the short- and long-term consequences of decisions and behaviors that affect personal wellness;
    - b. employing a health behavior change plan to initiate and maintain wellness behaviors;
    - c. differentiating between safe and risky behaviors that affect disease prevention;
    - d. practicing strategies for a disease-free lifestyle;
    - e. assuming responsibility for wise decisions in personal health and disease prevention; and
    - f. demonstrating adequate coping techniques for stress management.
  7. Demonstrate the ability to analyze influences on wellness by
    - a. examining how culture enriches and challenges health behaviors, issues, and the use of health services;
    - b. discriminating how messages from the media and other sources influence thoughts, feelings, behaviors, and selection of health products and services; and
    - c. describing the influences of technology, research, and medical advances on health behaviors, issues, and the use of health services.
  8. Demonstrate the ability to set goals and make decisions about wellness by
    - a. demonstrating verbal and nonverbal communication and resistance skills to reduce disease, enhance nutrition, and reduce risk for stress-related illness.
  9. Demonstrate the ability to set goals and make decisions about wellness by
    - a. reviewing short- and long-term goals (developed in middle school) that benefit from maintaining health and preventing disease;
    - b. discussing healthy strategies for managing stress, preventing disease, and enhancing overall wellness in high school and beyond; and
    - c. developing a personal plan for preventing disease.

10. Demonstrate the ability to advocate for self and others with regard to wellness by
  - a. discussing personal views about the individual vs. societal responsibility for health;
  - b. discussing societal barriers to disease prevention, stress management, and the promotion of personal, family, and community health;
  - c. designing disease prevention and awareness activities;
  - d. designing activities that promote healthy nutrition; and
  - e. designing educational programs on stress management and sleep issues.

**Desired Learning Results:**

1. Demonstrate understanding of core concepts related to nutrition by
  - a. identifying the risks and causes of obesity;
  - b. evaluating nutritional choices that enhance wellness;
  - c. identifying nutrients and foods necessary for a balanced diet and strong immune system; and
  - d. describing the relationships between nutrition and exercise, including the principles of basal metabolic rate and calorie expenditure.
2. Demonstrate the ability to access information about wellness by
  - a. evaluating sources of information on sleep issues; and
  - b. evaluating sources of information on and resources for family crisis and runaway youth.
3. Demonstrate the ability to practice healthy behaviors with respect to wellness by
  - a. identifying strategies for making healthy nutritional choices; and
  - b. identifying strategies for making healthy stress management choices.
4. Demonstrate the ability to set goals and make decisions about wellness by
  - a. setting personal nutrition and physical activity goals to enhance life-long wellness.
5. Demonstrate the ability to advocate for self and others with regard to wellness by
  - a. defending a personal position about healthy nutritional choices; and
  - b. designing activities to increase awareness about healthy body weight and body image.

**Optional Learning Results:**

1. Demonstrate understanding of core concepts related to general wellness by
  - a. evaluating the body/mind connection, including the concepts of psychoneuroimmunology and psychosomatic illness.
2. Demonstrate understanding of core concepts related to integrative medicines and therapies by
  - a. identifying and discussing integrative medicines and therapies.
3. Demonstrate an ability to access information about wellness by
  - a. evaluating sources of information and resources on integrative medicine and therapies.

## **B. Mental Health and Emotional Wellness**

### **Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general mental health and emotional wellness by
  - a. describing characteristics of mentally healthy people.
2. Demonstrate understanding of core concepts related to dealing with loss and change by
  - a. reviewing stages of grief and healthy methods of coping with loss and change.
3. Demonstrate understanding of core concepts related to dealing with stress by
  - a. reviewing the concept of stress and its related terms;
  - b. identifying situations or circumstances that cause distress; and
  - c. evaluating mental, emotional, and physical effects of stress.
4. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
  - a. identifying factors that contribute to positive self-esteem; and
  - b. analyzing the role of developmental assets in building resiliency and self-esteem.
5. Demonstrate understanding of core concepts related to mental illness by
  - a. describing common mental disorders/illnesses including symptoms and possible;
  - b. describing physical and psychological symptoms of anorexia, bulimia, and compulsive overeating;
  - c. exploring causes, treatments, and long-term consequences of eating disorders;
  - d. explaining the relationship between body image, eating disorders, and mental health;
  - e. reviewing the warning signs of suicide and the essential responses to those warning signs; and
  - f. discussing stigmas and stereotypes commonly associated with mental illnesses.
6. Demonstrate an ability to access information about mental health and emotional wellness by
  - a. identifying personal and community support systems for mental health and emotional wellness;
  - b. evaluating the accuracy of sources of information and resources for stress management and mental health; and
  - c. evaluating the accuracy, validity, and accessibility of mental health information and resources (e.g., suicide hot lines, counseling options, etc.
7. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
  - a. demonstrating appropriate strategies for improving and maintaining mental health;

- b. analyzing the short and long-term consequences of stress; and
  - c. explaining how personal decisions and behaviors affect relationships and long-term self-esteem.
8. Demonstrate the ability to analyze influences on mental health and emotional wellness by
- a. evaluating the influence culture and the media have on personal and social mental health;
  - b. differentiating between the perceived and intended messages in media and culture that influence mental health; and
  - c. explaining psychological techniques used in the media and their effect on health choices.
9. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
- a. demonstrating healthy ways to express needs and emotions;
  - b. demonstrating strategies for conflict resolution and anger management;
  - c. practicing effective mediation techniques;
  - d. demonstrating healthy expression of emotions with regard to building healthy relationships and avoiding destructive relationships;
  - e. demonstrating how to ask for help from reliable sources about a personal question or problem;
  - f. demonstrating how to talk with someone about whom you are concerned; and
  - g. using language that is inclusive of all groups and that avoids bias and prejudice.
10. Demonstrate the ability to set goals and make decisions about mental health and emotional wellness by
- a. setting short- and long-term goals to enhance and maintain self-esteem and maintain mental health;
  - b. developing decision-making strategies to enhance and maintain self-esteem and mental health; and
  - c. collaborating with others to set goals and problem-solve various mental health issues (suicide prevention, stress management, etc.).
11. Demonstrate the ability to advocate for self and others with regard to mental health and emotional wellness by
- a. discussing personal views regarding discrimination and stereotypes about mental illness;
  - b. discussing societal attitudes about individuals living with mental illness;
  - c. explaining how attitudes create barriers to the promotion of personal, family, and community mental health;
  - d. demonstrating how to advocate for forming healthy relationships with peers, parents, trusted adults, and community members;
  - e. designing an activity that increases awareness about mental and emotional health issues; and
  - f. demonstrating how to help peers who are experiencing emotional and mental health challenges.

**Desired Learning Results:**

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
  - a. identifying concepts in Maslow's Hierarchy of Needs; and
  - b. reviewing healthy methods of coping with loss and change.
2. Demonstrate an ability to access information about mental health and emotional wellness by
  - a. assembling and evaluating resources for grief and loss.

**C. Violence Awareness****Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general violence awareness by
  - a. reviewing various types of violence including verbal, domestic, social-structural, physical, emotional, sexual, etc.;
  - b. analyzing current statistics and societal trends in violence;
  - c. evaluating causes and consequences of violence;
  - d. discussing feelings and behaviors that can lead to violence (e.g., jealousy, coercion, selfishness, obsession, neediness, control, manipulation, aggression, etc.);
  - e. discussing policies to prevent violence;
  - f. describing protocols for reporting suspected plans for and current experiences of school violence; and
  - g. reviewing procedures for recognizing and reporting forms of violence such as child abuse, elder abuse, incest, dating abuse, etc.
2. Demonstrate understanding of core concepts related to sexual harassment by
  - a. analyzing types, roles, and steps toward prevention of and intervention for sexual harassment.
3. Demonstrate understanding of core concepts related to sexual assault by
  - a. defining the degrees of sexual assault.
4. Demonstrate understanding of core concepts related to dating violence by
  - a. distinguishing between disagreements/arguments and violence in relationships;
  - b. describing early warning signs of dating violence; and
  - c. reviewing strategies for intervening in dating violence (e.g., bystander intervention).
5. Demonstrate understanding of core concepts related to domestic violence by
  - a. reviewing definition and effects of domestic violence;
  - b. identifying causes of domestic violence;
  - c. illustrating the cycle of violence; and
  - d. identifying alternatives to interpersonal violence.

6. Demonstrate an ability to access information about violence awareness by
  - a. identifying available resources and services that help prevent violence and support victims of violence; and
  - b. evaluating the accuracy, reliability, and accessibility of violence prevention programs.
  
7. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
  - a. recognizing situations that pose a risk for violence;
  - b. identifying behaviors that lead to aggression and hostile situations;
  - c. analyzing societal factors that contribute to the risk of violence;
  - d. predicting consequences resulting from a disparity of power in relationships; and
  - e. demonstrating personal safety techniques.
  
8. Demonstrate the ability to analyze influences on violence awareness by
  - a. analyzing the influence of culture and media on aggressive behaviors; and
  - b. analyzing the role of harassment and ostracization in school violence.
  
9. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
  - a. Demonstrating refusal skills that reduce risks with regard to harassment, aggression, and violence.
  
10. Demonstrate the ability to set goals and make decisions about violence awareness by
  - a. developing a plan for enhancing conflict resolution skills;
  - b. demonstrating decision-making strategies that enhance personal safety;
  - c. collaborating with others to set goals and develop plans to prevent and stop harassment, aggression, and assault;
  - d. discussing plans to overcome barriers to interpersonal safety and developing a means to assess progress; and
  - e. collaborating with others to develop a reporting process for suspected campus violence.
  
11. Demonstrate the ability to advocate for self and others with regard to violence awareness by
  - a. examining and expressing opinions about violence and the causes of violence;
  - b. explaining how to help a friend who has experienced sexual harassment, sexual assault, dating violence or other forms of violence; and
  - c. identifying barriers to creating personal, family, and peer conflict resolution;
  - d. working with others to identify and implement effective methods and resources to advocate for victims of violence and harassment; and
  - e. describing ways to influence and support others in making wise decisions in potentially harassing and violent situations.

**Desired Learning Results:**

1. Demonstrate an ability to access information about violence awareness by:
  - a. evaluating information on and resources for violence prevention related to weapons, gangs, and other sources of violence.

**D. Substance Use, Abuse and Addiction**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to general substance use, abuse, and addiction by
  - a. analyzing the benefits of a substance-free lifestyle;
  - b. reviewing definitions of substance use, abuse, and addiction;
  - c. discussing the process of addiction;
  - d. reviewing the classifications of drugs (stimulants, depressants, hallucinogens, cannabis, narcotics, etc.);
  - e. describing the factors that influence the effects of drugs on the body and mind;
  - f. reviewing the short- and long-term risks (physical, emotional, social, and legal) associated with substance use;
  - g. analyzing the effects of drug abuse on society (financial costs, etc.); and
  - h. reviewing the impact of tobacco use and alcohol abuse on personal, environmental, and societal health.
2. Demonstrate an ability to access information about substance use, abuse, and addiction by
  - a. evaluating the accessibility and validity of information on and resources and services for recovery from substance abuse and addiction.
3. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse and addiction by
  - a. discussing the risks involved with substance use and abuse;
  - b. demonstrating strategies to avoid, get out of, or stay safe in alcohol and other drug risk situations;
  - c. evaluating the short- and long-term consequences of substance use and abuse; and
  - d. demonstrating ways to prevent a friend or family member from using alcohol or other substances while driving.
4. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
  - a. examining the media's portrayal of tobacco, alcohol, and other drugs;
  - b. using results from the BVSD/Boulder County Public Health's (BCPH) Youth Risk Behavior Survey (YRBS), to design social norm activities to increase awareness about tobacco, alcohol, and other drug use;
  - c. identifying the role of profits and politics in the production and marketing of legal and illegal drugs; and
  - d. describing actions that can be taken by high school students to influence the media's and other cultural influences on tobacco, alcohol and other drugs.

5. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse and addiction by
  - a. demonstrating strategies to resist risky behaviors related to substance use and abuse; and
  - b. effectively debating views and opinions on substance use and abuse.
  
6. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse, and addiction by
  - a. reviewing personal goals that benefit from remaining tobacco, alcohol, and other drug free;
  - b. considering legal, financial, career, social, and personal issues when making decisions about tobacco, alcohol, and other drug use;
  - c. considering social norms (using BVSD/BCPH YRBS data) in making decisions about tobacco, alcohol, and other drug use; and
  - d. collaborating with others to set goals and develop plans to reduce the use of tobacco, alcohol, and other drugs by BVSD high school students.
  
7. Demonstrate the ability to advocate for self and others with regard to preventing substance use, abuse, and addiction by
  - a. defending a personal position that advocates for positive personal choices concerning tobacco, alcohol, and other drugs;
  - b. publicizing BVSD/BCPH YRBS data about healthy social norms among high schools students related to tobacco, alcohol, and other drug use;
  - c. supporting others who are trying to quit smoking, drinking, or using other drugs; and
  - d. designing campaigns to increase awareness about the tobacco and/or alcohol industry.

**Desired Learning Results:**

1. Demonstrate understanding of core concepts related to substance use, abuse, and addiction by
  - a. reviewing the dangers of legal/over the counter drugs.
  
2. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
  - a. assembling examples of drug advertising from a variety of sources (television, billboards, etc.); and
  - b. evaluating validity and bias of information and advertising on drugs.

**E. Human Growth and Development and Human Sexuality**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to reproduction by
  - a. reviewing human reproductive anatomy and functions.
  
2. Demonstrate understanding of core concepts related to relationships by
  - a. describing the most important traits of a supportive, respectful partner; and

- b. defining intimacy.
3. Demonstrate understanding of core concepts related to gender and sexual orientation by
    - a. analyzing the health impacts of gender role stereotypes and expectations and sexism;
    - b. reviewing gender expression and sexual orientation spectrum terminology;
    - c. discussing ramifications of stereotypes about sexual orientation and gender expression;
    - d. discussing the impact of language and labels associated with sexual orientation; and
    - e. reviewing the periods throughout life in which gender expression and sexual orientation develop.
  4. Demonstrate understanding of core concepts related to abstinence and sexual risk behaviors and effects by
    - a. reviewing the definitions of abstinence, sex, and sexual activity;
    - b. reviewing the continuum of sexual risk behaviors;
    - c. explaining that abstinence is the only sure method of preventing pregnancy and sexually transmitted infections;
    - d. describing the effects of alcohol and other drug use on sexual decision-making;
    - e. describing situations during the high school years that could lead to pressure for sexual activity;
    - f. reviewing Colorado State statute about the age of consent for sexual contact; and
    - g. explaining the consequences of teen pregnancy including parenting, making an adoption plan, and abortion.
  5. Demonstrate understanding of core concepts related to contraception and birth control by
    - a. describing the effectiveness, advantages, and disadvantages of various barrier, contraceptive, and birth control methods, including abortion.
  6. Demonstrate an ability to access information about human growth and development and human sexuality by
    - a. assembling, utilizing, and evaluating sources of information related to sexual decision-making, teen pregnancy, sexual orientation and gender expression, and relationships.
  7. Demonstrate the ability to practice healthy behaviors with respect to human growth and development and human sexuality by
    - a. differentiating between safe and risky behaviors in relationships;
    - b. describing what it means to assume responsibility for making healthy decisions in relationship development;
    - c. describing what it means to assume responsibility for making healthy choices in sexual decision-making;
    - d. relating knowledge of sexual decisions to long-term consequences;

- e. differentiating between safe and risky behaviors in terms of unintended teen pregnancy;
  - f. practicing strategies for teen pregnancy prevention; and
  - g. describing what it means to assume responsibility for making healthy decisions in pregnancy prevention.
8. Demonstrate the ability to analyze influences on human growth and development and human sexuality by
- a. evaluating how information from a variety of sources influences health decisions about relationships, sexual decision-making, and teen pregnancy;
  - b. discussing the role of socioeconomic status in HIV infection in the US and around the world; and
  - c. using results from the BVSD/BCPH YRBS to discuss social norms of sexual involvement during high school.
9. Demonstrate the ability to use interpersonal communication skills to enhance human growth and development and human sexuality by
- a. demonstrating verbal and nonverbal skills to communicate personal view of healthy sexuality;
  - b. demonstrating verbal and nonverbal communication and resistance skills to set boundaries and avoid sexual pressure;
  - c. demonstrating verbal and nonverbal communication skills to resist discrimination to self or others due to gender or sexual orientation;
  - d. expressing support for peers who choose to remain abstinent from sexual activity; and
  - e. expressing a personal commitment to prevent unintended pregnancy and sexually transmitted infections.
10. Demonstrate the ability to set goals and make decisions about human growth and development and human sexuality by
- a. reviewing short- and long-term goals that benefit from maintaining sexual health and avoiding unintended pregnancy and sexually transmitted infections;
  - b. developing a personal plan to enhance life-long wellness related to relationships, sexual decision-making, and pregnancy and STI prevention; and
  - c. describing how to maintain personal boundaries and sexual activity limits.
11. Demonstrate the ability to advocate for self and others with regard to human growth and development and human sexuality by
- a. developing strategies for publicizing BVSD/BCPH YRBS data about healthy social norms among high schools students related to sexual health and responsibility;
  - b. describing strategies to increase awareness about sexual health issues (e.g., refusing sexual pressure, addressing sexism and gender stereotyping, etc.);
  - c. describing strategies to provide support for pregnant teenagers.
  - d. demonstrating an understanding of the importance of advocating for respect for the rights of individuals of all sexual orientations; and

- e. designing an educational program on creating a school environment free of sexism, gender, and sexual orientation stereotypes.

**Desired Learning Results:**

1. Demonstrate understanding of core concepts related to pregnancy by
  - a. reviewing stages of pregnancy and fetal development;
  - b. describing stages of childbirth;
  - c. examining risks to fetal development; and
  - d. discussing problems during pregnancy including spontaneous abortion, miscarriage, birth defects, etc.

**Optional Learning Results:**

1. Demonstrate an ability to access information about human growth and development and human sexuality by
  - a. identifying and evaluating resources for prenatal care, childbirth options, and parenting skills.

**F. Diversity Awareness**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to diversity awareness by
  - a. analyzing how socio-economic status, race, gender, etc., impact access and quality of health care; and
  - b. describing diverse models of health.

**G. Injury Prevention and Safety**

**Essential Learning Results:**

1. Demonstrate understanding of core concepts related to awareness of surroundings by
  - a. explaining how to avoid safe/unsafe situations.
2. Demonstrate understanding of core concepts related to driver safety by
  - a. discussing safe driving practices and legal implications of unsafe driving
  - b. identifying the safety risks that can be associated with the use of cell phones while driving..
3. Demonstrate understanding of core concepts related to self-defense by
  - a. describing personal safety and self-defense strategies.
4. Demonstrate understanding of core concepts related to First Aid and CPR by
  - a. recognizing signs of life-threatening situations that require immediate notification of the Emergency Medical System (EMS - 911).
5. Demonstrate an ability to access information about injury prevention and safety by
  - a. locating, utilizing, and evaluating resources for developing self-defense strategies and skills; and

- b. researching legal information related to car/motorcycle safety.
6. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
    - b. identifying short- and long-term consequences of injury prevention and safety techniques;
    - c. assuming responsibility for healthy choices regarding injury prevention and safety; and
    - d. identifying the safety/health risks associated with automobiles, motorcycles, and other motorized vehicles.
  7. Demonstrate the ability to set goals and make decisions about injury prevention and safety by
    - a. setting goals to avoid potentially dangerous situations;
    - b. describing personal decisions for staying safe and avoiding dangerous situations (e.g., using seatbelts, not riding with an impaired driver, using bike helmets, etc.); and
    - c. collaborating with others to set goals and develop plans to stay safe in social situations.
  8. Demonstrate the ability to advocate for self and others with regard to injury prevention and safety by
    - a. designing an awareness activity that describes the potential health risks of body art; and
    - b. designing a passenger safety awareness activity.

**Desired Learning Results:**

1. Demonstrate understanding of core concepts related to injury prevention and safety by
  - a. demonstrating basic First Aid and CPR techniques for infants, children, and adults; and
  - b. examining the potential risks and precautions for body art techniques.
2. Demonstrate an ability to access information about injury prevention and safety by
  - a. locating resources that provide instructor certification in CPR and First Aid.
3. Demonstrate the ability to practice healthy behaviors with respect to injury prevention and safety by
  - a. demonstrating techniques/skills used in First Aid/CPR.

**Optional Learning Results:**

1. Demonstrate understanding of core concepts related to injury prevention and safety by
  - a. discussing the safety issues related to different fitness and sporting activities.
2. Demonstrate an ability to access information about injury prevention and safety by
  - a. identifying resources for injury prevention and safety in recreational activities.