

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Diversity Awareness-related Performance Indicators
for Grades K – 5

Boulder Valley School District
Health Education Curriculum
Introduction to Elementary Health

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

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

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

BVSD Health Curriculum

Kindergarten

Approved, May 25, 2004

2

Kindergarten

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

F. Diversity Awareness

Essential Learning Results and Performance Indicators:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. naming ways that we are alike and different and how we can value similarities and differences.

2. Demonstrate the ability to analyze influences on diversity awareness by
 - a. making a class decision to help everyone in the class feel that they belong and are important to the class.

First Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

F. Diversity Awareness

Essential Learning Results and Performance Indicators:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. reviewing ways that we are alike and different and how we can value similarities and differences;
 - b. discussing the different sizes and configurations of families across the globe; and
 - c. defining prejudice and discrimination and how they can affect health.

2. Demonstrate the ability to analyze influences on diversity awareness by
 - a. describing cultural traditions related to nutrition and activity and how we participate in those traditions.

3. Demonstrate the ability to use interpersonal communication skills to enhance diversity awareness by
 - a. showing ways to communicate respect and include others who are different in some way from ourselves (e.g., disabilities, culture, race/ethnicity).
4. Demonstrate the ability to advocate for self and others with regard to diversity awareness by
 - a. demonstrating an understanding of the importance of personal uniqueness as well as respect for differences in others.

Second Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

F. Diversity Awareness

Desired Learning Results

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

Third Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

F. Diversity Awareness

Desired Learning Results

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

Fourth Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

F. Diversity Awareness

Desired Learning Results

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

Fifth Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

F. Diversity Awareness

Desired Learning Results

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