

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Mental Health-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

**Boulder Valley School District
BVSD Elementary Health Education Curriculum**

**Outline of Topics, Essential Learning Results and Performance Indicators for
Mental Health and Emotional Wellness**

Kindergarten

Essential Learning Results

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

2. Demonstrate an ability to access information about mental health and emotional wellness by
 - a. identifying people to talk to if we or someone else we know feels sad, angry, tired, or frustrated (e.g., parents, teachers, friends).

3. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. describing and demonstrating strategies to make and maintain friendships.

4. Demonstrate the ability to analyze influences on wellness by
 - a. identifying internal and external influences on feelings (e.g., health, friends, family, school).

5. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating how body language expresses feelings; and
 - b. communicating to resist pressures to do something we don't want to do.

First Grade

Essential Learning Results:

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. explaining how to be a good friend and family member;
 - b. identifying ground rules for the classroom that encourage student comfort and participation;
 - c. describing personal achievements and discussing the value of each individual; and
 - d. identifying qualities to seek in a role model.

2. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by

a. demonstrating asking for help from a trusted adult if we feel sad, lonely, angry, or frustrated.

3. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by

a. demonstrating ways of communicating that help or hurt other people's feelings;

b. demonstrating ways of communicating with family, friends, and others about what you feel, need, or want;

c. demonstrating how to use kind words to build family relationships and friendships;

d. demonstrating how to be an attentive listener when someone is speaking; and

e. demonstrating examples of non-verbal communication.

4. Demonstrate the ability to set goals and make decisions about mental health and emotional wellness by

a. explaining the importance of setting goals;

b. identifying examples of health-related goals; and

c. identifying role model qualities we would like to develop.

Optional Learning Results:

1. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by

a. describing strategies for managing stress.

Second Grade

Essential Learning Results

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by

a. explaining the relationship between physical, mental, and emotional health.

2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by

a. identifying the many communities to which we belong (e.g., families, schools, neighborhoods, etc.);

b. discussing qualities of a healthy friendship; and

c. identifying strategies for developing new friendships.

3. Demonstrate understanding of core concepts related to self esteem by

a. explaining how to respect ourselves and others; and

b. sharing our personal achievements.

4. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by

- a. demonstrating effective and ineffective speaking and listening skills necessary to express needs, wants, and feelings.

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

- a. identifying people (e.g., friends, family members, teachers, school counselors, and others) who support us in respecting ourselves and in appreciating our achievements, and provide us with emotional support.

Desired Learning Results

1. Demonstrate understanding of core concepts related to loss and change by

- a. discussing coping strategies when things change in our lives or when we experience loss; and
- b. demonstrating how to ask for support when we experience change or loss.

Third Grade

Essential Learning Results

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by

- a. describing ways in which we are each unique; and
- b. identifying components of being a good listener.

2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by

- a. identifying ways in which family members help one another; and
- b. discussing connections between family members, (e.g., living together, caring about one another).

3. Demonstrating the ability to practice healthy behaviors with respect to mental health and emotional wellness by

- a. demonstrating positive “self-talk” to strengthen mental and emotional health; and
- b. demonstrating how to manage strong feelings in self-enhancing ways.

4. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by

- a. demonstrating listening skills;
- b. explaining the importance of resolving conflicts peacefully;
- c. demonstrating ways to resolve conflicts without hurting others; and
- d. demonstrating how to ask for help.

Fourth Grade

Essential Learning Results

1. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected by
 - a. identifying the many communities to which we belong (e.g., families, schools, faith communities, neighborhoods, etc.); and
 - b. discussing qualities of a healthy friendship.

2. Demonstrate understanding of core concepts related to self esteem by
 - a. explaining how to respect ourselves and others; and
 - b. sharing personal achievements.

3. Demonstrate the ability to practice healthy behaviors with respect to wellness by
 - a. reviewing demonstration of positive “self-talk” to strengthen self-image.

4. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating effective and ineffective speaking and listening skills necessary to express needs, wants, and feelings.

5. Demonstrate the ability to analyze influences on mental health and emotional wellness by
 - a. identifying people (e.g., friends, family members, teachers, school counselors, and others) who support us in respecting ourselves, in appreciating our achievements, and by providing us with emotional support.

6. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. describing strategies for establishing a support group of family, friends, and others for mental and emotional health support.

Desired Learning Results

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

Fifth Grade

Essential Learning Results

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

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

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

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