

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Human Growth and Development and Human
Sexuality-related Performance Indicators
for Grades 6 - 10

Grade 6:

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.

Grade 7

A. Wellness

Essential Learning Results:

1. 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, and sexually transmitted infections;

- 6 Demonstrate ability to access information about wellness by
 - a) identifying valid sources of information on diseases and disease prevention;

- 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;

- 9 Demonstrate the ability to set goals and make decisions about wellness by
 - a) developing and applying a plan of action for preventing disease;

- 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;

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.

Grade 8

A. Wellness

Essential Learning Results:

1. 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;

2. 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. identifying valid sources of information on diseases and disease prevention.

3. 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.

4. 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.

5. 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.

6. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. developing a group activity designed to increase community, family, and personal awareness about disease.

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.

Grade 10

A. Wellness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to general wellness by
 - a. defining the terms “prevention” and “risk reduction”; and
2. Demonstrate understanding of core concepts related to disease prevention and risk reduction by
 - a. comparing the differences between bacterial, viral, parasitic, and other infections in terms of transmission, symptoms, prevention, and treatment;
 - b. reviewing methods of transmission, symptoms, care, treatment, prevention, and risk reduction of HIV/AIDS, and STIs; and
 - c. reviewing types, methods of transmission, symptoms, care, treatment, prevention, and risk reduction of hepatitis.
3. 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
4. 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
5. 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.
6. 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.

7. 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.

8. 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 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.

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 decisionmaking;
- 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.