

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Injury Prevention and Safety-related Performance
Indicators
for Grades 6 – High School

Grade 6

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

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.

Grade 7

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

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.

Grade 8

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

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.

Grade 10

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

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.