

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Wellness-related Performance Indicators
for Grades 6 – High School

Sixth Grade

Boulder Valley School District Health Education Curriculum

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.

Seventh Grade

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 noncommunicable 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 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.

Eighth Grade

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.

Tenth Grade

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.