

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Diversity Awareness-related Performance Indicators
for Grades 6 – High School

Boulder Valley School District Health Education Curriculum

Grade 6

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

F. Diversity Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. identifying diverse groups in American and other societies, e.g., by culture, ethnicity, age, sex, religion, sexual orientation, socio-economic class, ability, etc.;
 - b. defining diversity, stereotypes, oppression, discrimination, prejudice, racism and other "isms"; and
 - c. identifying health practices in a variety of cultures.

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).

F. Diversity Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. discussing stereotypes associated with disease, body type, abuse, domestic violence, addiction, and other health issues; and
 - b. describing how prejudice and discrimination can impact a person's health.

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).

There are no Diversity Awareness performance indicators addressed at eighth grade.

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

F. Diversity Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to diversity awareness by
 - a. analyzing how socio-economic status, race, gender, etc., impact access and quality of health care; and
 - b. describing diverse models of health.