



High School Health Education Curriculum Essentials Document



*Boulder Valley School District
Department of Curriculum and Instruction
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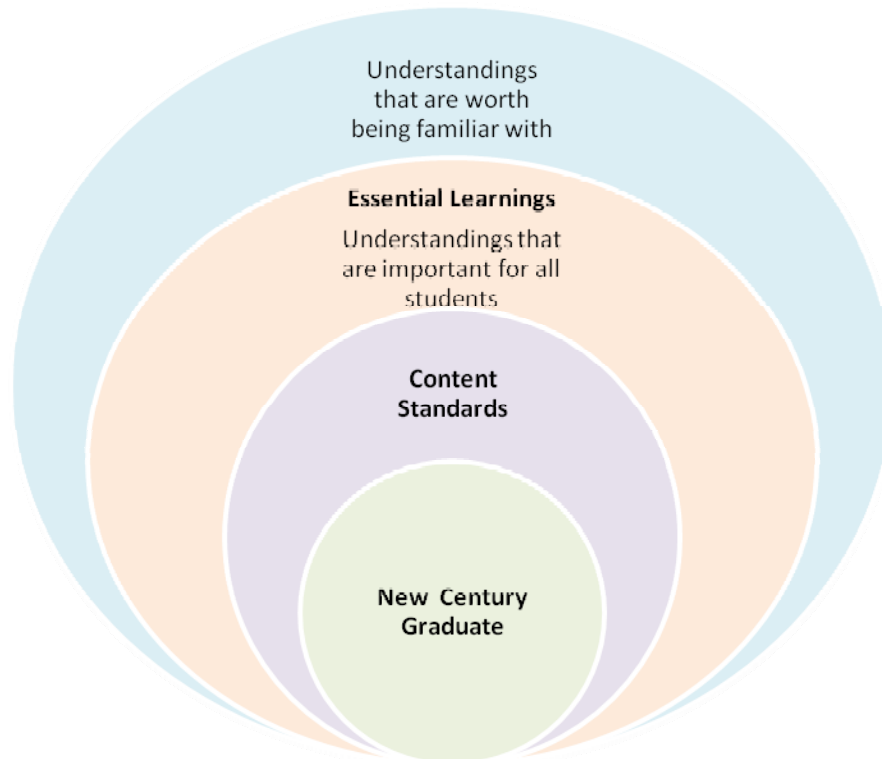
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General Introduction

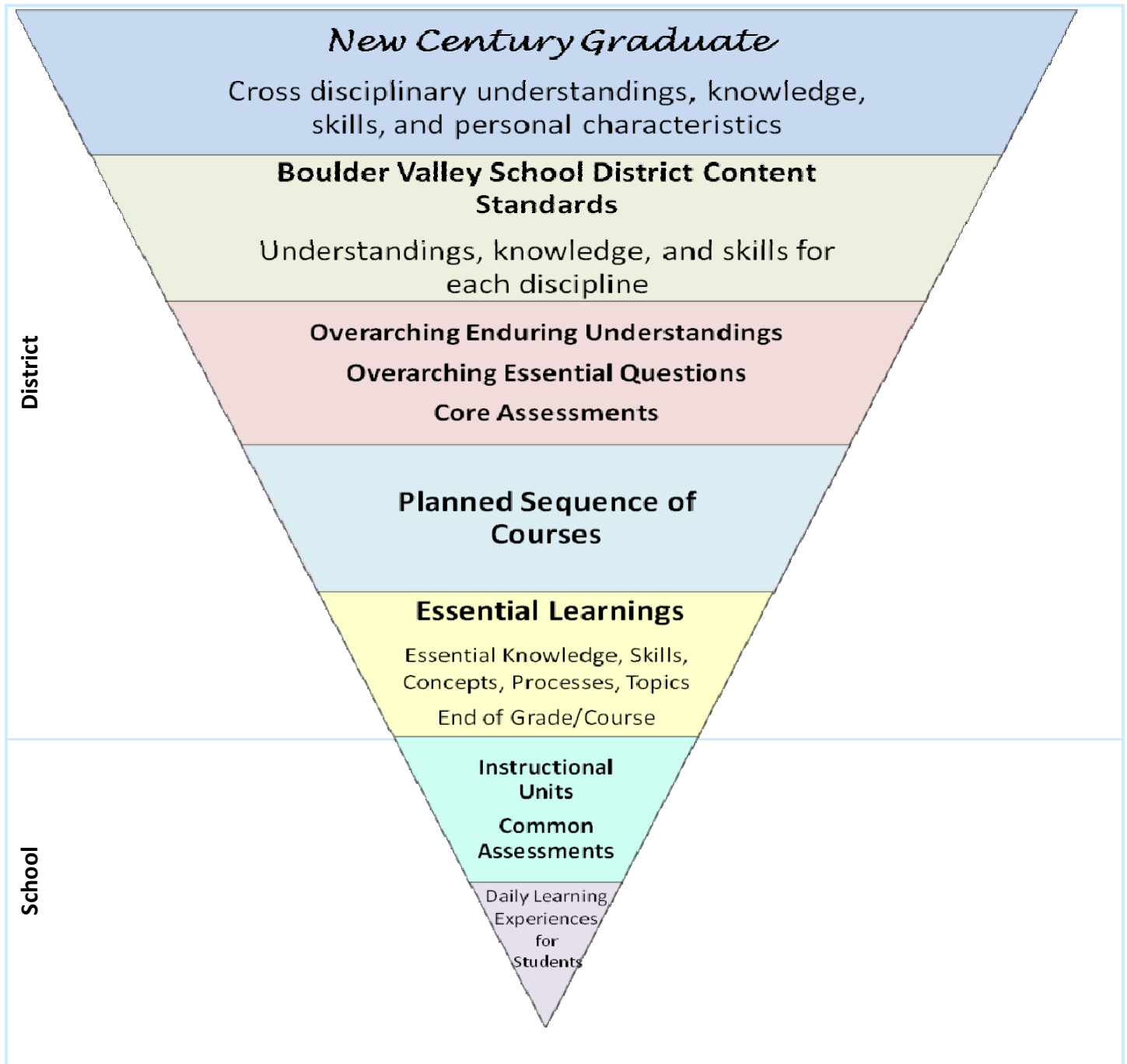
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

New Century Graduate Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate Personal Characteristics



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring understandings are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

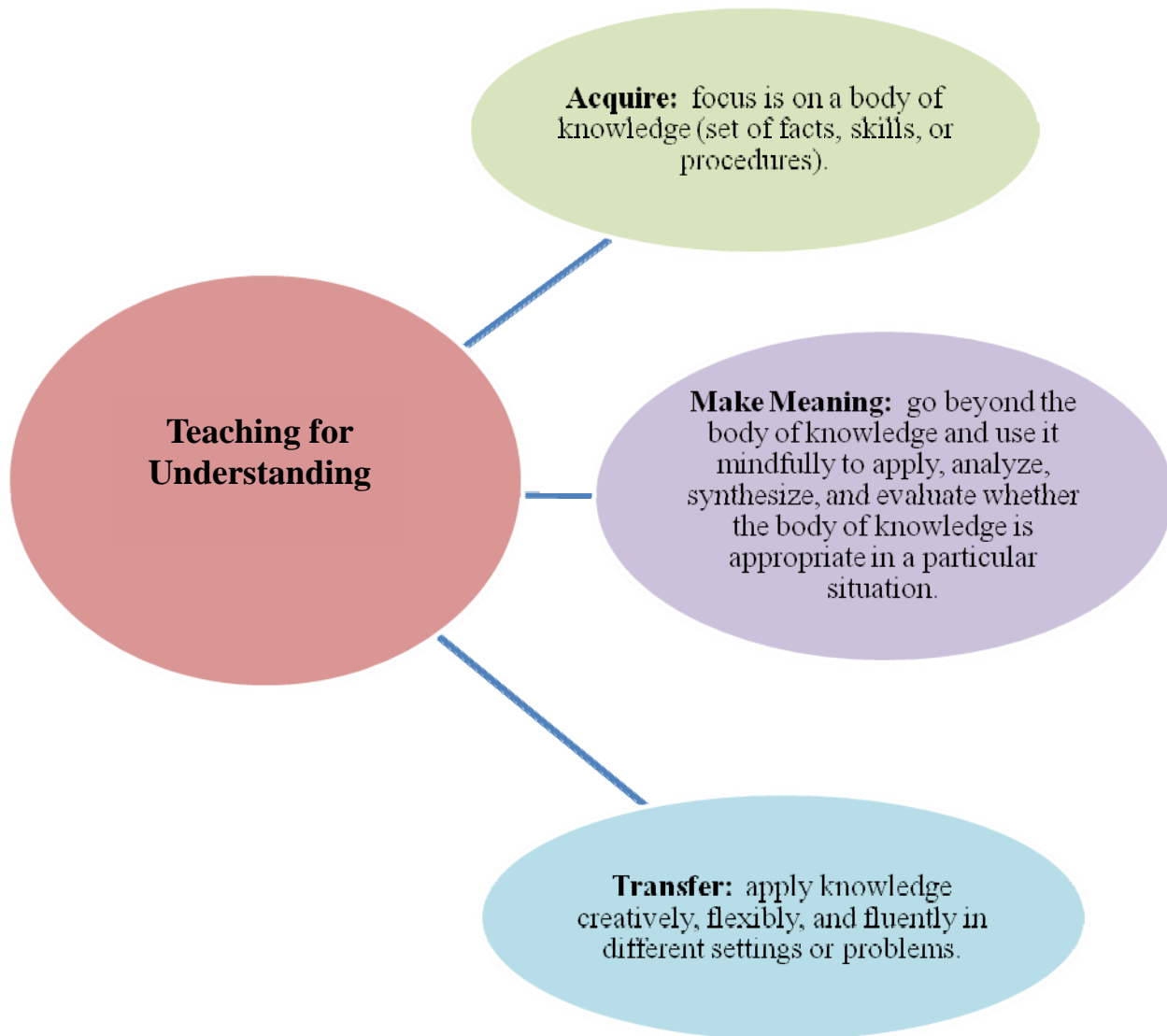
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)

Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

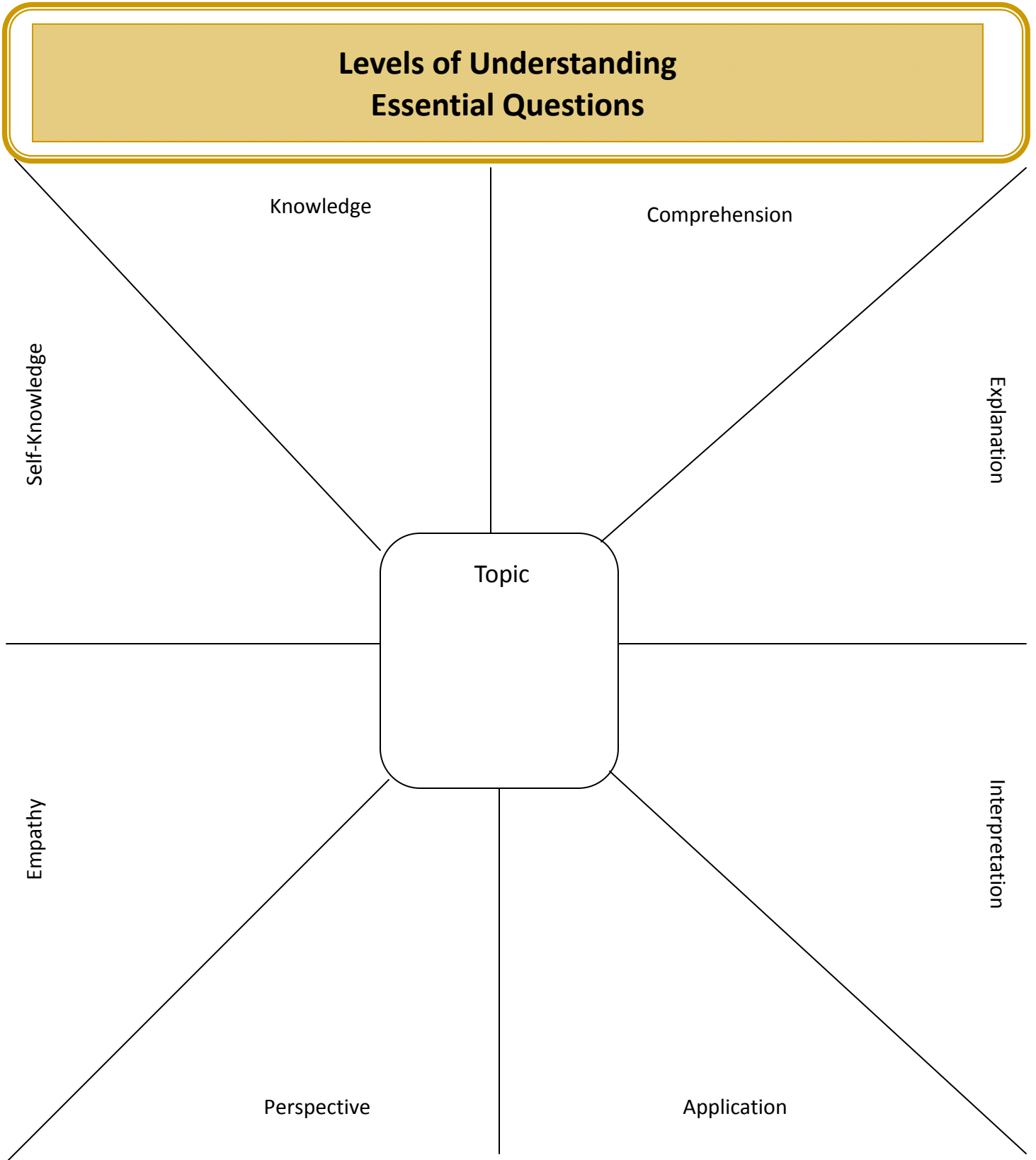
Empathy

- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

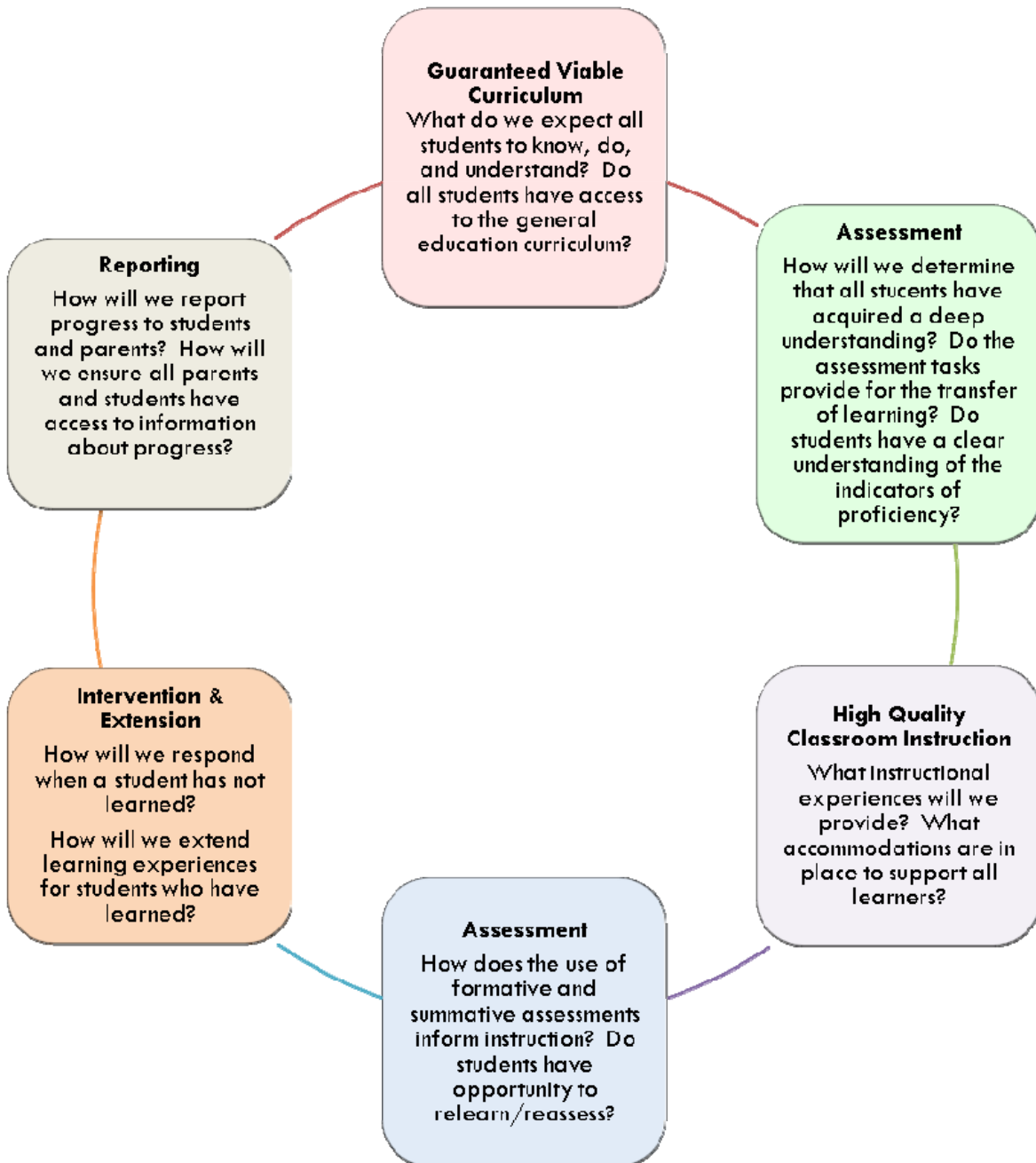
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Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Secondary Health Education Essential Learnings

Seventh Grade

- ☒ Identifies and practices health enhancing personal care habits and disease prevention strategies
- ☒ Understands connections between nutrition, healthy food choices, and wellness
- ☒ Analyzes internal and external influences on wellness
- ☒ Uses reading and writing skills to inquire, think critically, and apply health concepts to new situations
- ☒ Describes and demonstrates healthy ways of managing emotions and stress
- ☒ Analyzes internal and external influences on mental health/emotional wellness
- ☒ Identifies types of violence and the impact of violence on individuals and society as a whole
- ☒ Applies strategies and skills related to violence awareness, harassment, and bullying
- ☒ Identifies causes and effects of substance use, as well as strategies to prevent use of tobacco, alcohol, and other drugs
- ☒ Analyzes influences on individuals' use of tobacco, alcohol, and other drugs
- ☒ Identifies physical, emotional, and social changes that take place during puberty and adolescence and the impact of these changes on individuals' behaviors and relationships
- ☒ Identifies human and sexual reproductive anatomy and strategies to maintain sexual and reproductive health
- ☒ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination

Secondary Health Education Essential Learnings

Eighth Grade

- ☒ Identifies and practices health enhancing personal care habits and disease prevention strategies
- ☒ Accesses valid health information and analyzes influences on personal wellness decisions
- ☒ Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations
- ☒ Demonstrates healthy ways to manage emotions and stress, and uses effective communication skills to build and sustain relationships
- ☒ Identifies common mental disorders, their symptoms, and strategies to prevent/treat mental illness
- ☒ Analyzes influences on mental health and emotional wellness
- ☒ Identifies types of violence, examines the causes of violence, and explores the impact of violence on individuals and society as a whole
- ☒ Identifies and defines various forms of sexual violence
- ☒ Analyzes influences on violent behavior and identifies strategies to reduce violence
- ☒ Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
- ☒ Analyzes influences on use of tobacco, alcohol, and other drugs
- ☒ Identifies different forms of relationships and strategies to build and maintain them
- ☒ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
- ☒ Identifies sexual risk behaviors, common sexually transmitted infections, and their symptoms

Secondary Health Education Essential Learnings

High School

- ☒ Distinguishes between wellness behaviors and risk behaviors
- ☒ Identifies and practices health enhancing personal care habits and disease prevention strategies
- ☒ Analyzes influences on wellness decisions and practices health enhancing behaviors
- ☒ Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations
- ☒ Demonstrates healthy ways to manage emotions and stress and identifies strategies to build self-esteem
- ☒ Examines various mental disorders and strategies to support mental health and emotional wellness
- ☒ Accesses valid information regarding mental health and emotional wellness
- ☒ Analyzes internal and external influences on mental health and emotional wellness
- ☒ Uses interpersonal communication skills to enhance mental health and emotional wellness
- ☒ Identifies current societal trends with regard to violent behaviors and evaluates strategies to prevent violence
- ☒ Identifies forms of sexual violence and analyzes their impact on individuals and society
- ☒ Analyzes influences on violence and violence awareness
- ☒ Advocates for self and others with regard to violence awareness
- ☒ Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
- ☒ Analyzes influences on use of tobacco, alcohol, and other drugs
- ☒ Sets goals and makes health enhancing choices regarding use of tobacco, alcohol, and other drugs
- ☒ Advocates for self and others with regard to preventing use of tobacco, alcohol, and other drugs
- ☒ Identifies human sexual and reproductive anatomy and strategies to maintain sexual and reproductive health
- ☒ Identifies various types of relationships, feelings and behaviors that define relationships, and strategies to maintain personal boundaries
- ☒ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
- ☒ Identifies sexual risk behaviors, situations that could lead to pressure to engage in sexual activity, and common sexually transmitted infections and their symptoms
- ☒ Analyzes influences on decisions regarding sexual and reproductive health

Design Templates

Unit Design Template

Desired Results

BVSD Standard(s)/Essential Learnings

Unit Enduring Understandings

Unit Essential Questions

Students will know.....

Students will be able to.....

Assessment Evidence

Performance/Transfer Tasks

Other Evidence

Rubric

Student Self-Assessment and Reflection

Unit Design Template (continued)

Learning Plans

Learning Activities

Materials

Accommodations

Technology Integration

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
Essential Questions	Knowledge and Skills
	Learning Activities
	Accommodations
	Materials

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What a student should know, do or understand?”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and uncoverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

High School Health Education Curriculum Essentials



Health Education Background

Purpose

The Boulder Valley School District Health Education Content Standards were created through extensive input from educators, students, parents, and community members throughout the school district. Guidance and direction were provided by the *National Health Education Standards: Achieving Health Literacy* (1995) and the *Wyoming Department of Education Health Content and Performance Standards* (2002).

Health education has specific content and skills that are crucial for students to know, understand, and be able to do in order to achieve and maintain optimal health and minimize negative health behaviors. Health education skills focus heavily on personal behaviors used in real-world interactions both inside and outside the school setting and throughout life. These skills include knowledge acquisition, problem-solving, decision-making, goal setting, interpersonal communication and resistance skills, and understanding the consequences of health decisions. Student development in these areas is a major goal of the BVSD comprehensive health education program and foregrounds teachers' thinking in terms of planning, instruction, and assessment at all levels.

Health education is unique in that it typically occurs in multiple arenas throughout the school setting. Students learn about health concepts in other classes such as science, social studies, and physical education as well as from other school service providers such as nutrition services professionals, counselors, and school nurses. These learning experiences can occur in structured class settings or through observation of and learning from adult examples. Ultimately, for health and well-being to be impacted in the greatest manner, health

education and health promotion efforts need to be integrated and coordinated throughout the school, community, and home environments.

Boulder Valley School District Health Education Content Standards

Health Education Standard 1

Students will build health skills and knowledge in the area of physical wellness.



Health Education Standard 2

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Health Education Standard 3

Students will build health skills and knowledge in the area of violence awareness.

Health Education Standard 4

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Health Education Standard 5

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Health Education Standard 6

Students will build health skills and knowledge in the area of injury prevention and safety.

Health Education Overarching Enduring Understanding and Essential Questions

Overarching Enduring Understanding

- Personal health care habits and hygiene practices prevent disease and enhance overall wellness.
- Accurate nutrition information and healthy food choices contribute to overall wellness.
- Mental and emotional health impacts peoples' overall well-being.
- Effective communication skills enhance overall wellness and reduce health risks.
- Managing one's emotions and developing mediation/ conflict resolution skills decreases bullying and other violent behaviors.
- Everyone has unique abilities and aptitudes.
- Awareness of one's surroundings and protecting one's personal space promotes personal safety.
- Practicing and adopting safe behaviors reduces the likelihood of accidents and injury.
- Use of tobacco, alcohol, and other drugs negatively impact overall wellness and may lead to other risky healthy behaviors.
- Accessing and evaluating health information, products, and services improves a person's ability to make healthy decisions and enhances one's quality of life.
- Individuals express their sexuality in ways that are healthy and life affirming.
- Understanding physical, mental, and emotional changes that occur during puberty facilitates the transition from childhood to adolescence.
- Individuals embrace diversity as contributing members of a larger community.

Overarching Essential Question

- What is health and wellness?
- What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?
- What factors influence my health-related behaviors and decisions?
- How do my health-related behaviors reflect my personal choices?
- What information and skills do I need to effectively resolve conflict and mediate disputes?
- How does effective interpersonal communication contribute to healthy relationships and overall wellness?
- How does a person's unique abilities and aptitudes contribute to the good of the larger community?
- Why is the ability to access valid health information a critical skill, and where can I access accurate information?
- What knowledge, skills, and behaviors contribute to personal safety?
- How do I protect myself and others from accidents and injuries?

Boulder Valley School District Health Education Content Standards and High School Essential Learnings

Health Education Standard 1: *Students will build health skills and knowledge in the area of physical wellness.*

To meet this standard, a Tenth Grade student:

- √ Distinguishes between wellness behaviors and risk behaviors
- √ Identifies and practices health enhancing personal care habits and disease prevention strategies
- √ Analyzes influences on wellness decisions and practices health enhancing behaviors
- √ Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations

Health Education Standard 2: *Students will build health skills and knowledge in the area of mental health/emotional wellness.*

To meet this standard, a Tenth Grade student:

- √ Demonstrates healthy ways to manage emotions and stress and identifies strategies to build self-esteem
- √ Examines various mental disorders and strategies to support mental health and emotional wellness
- √ Accesses valid information regarding mental health and emotional wellness
- √ Analyzes internal and external influences on mental health and emotional wellness
- √ Uses interpersonal communication skills to enhance mental health and emotional wellness

Health Education Standard 3: *Students will build health skills and knowledge in the area of violence awareness.*

To meet this standard, a Tenth Grade student:

- √ Identifies current societal trends with regard to violent behaviors and evaluates strategies to prevent violence
- √ Identifies forms of sexual violence and analyzes their impact on individuals and society
- √ Analyzes influences on violence and violence awareness
- √ Advocates for self and others with regard to violence awareness

Health Education Standard 4: *Students will build health skills and knowledge in the area of substance use, abuse, and addiction.*

To meet this standard, a Tenth Grade student:

- √ Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
- √ Analyzes influences on use of tobacco, alcohol, and other drugs
- √ Sets goals and makes health enhancing choices regarding use of tobacco, alcohol, and other drugs
- √ Advocates for self and others with regard to preventing use of tobacco, alcohol, and other drugs

Boulder Valley School District Health Education Content Standards and High School Essential Learnings

Health Education Standard 5: *Students will build health skills and knowledge in the area of human growth and development/human sexuality.*

To meet this standard, a Tenth Grade student:

- √ Identifies human sexual and reproductive anatomy and strategies to maintain sexual and reproductive health
- √ Identifies various types of relationships, feelings and behaviors that define relationships, and strategies to maintain personal boundaries
- √ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
- √ Identifies sexual risk behaviors, situations that could lead to pressure to engage in sexual activity, and common sexually transmitted infections and their symptoms
- √ Analyzes influences on decisions regarding sexual and reproductive health
- √ Uses interpersonal communication skills to advocate for self and others with regard to issues of sexual and reproductive health
- √ Uses interpersonal communication skills to advocate for self and others with regard to issues of sexual and reproductive health

Health Education Standard 6: *Students will build health skills and knowledge in the area of injury prevention and safety.*

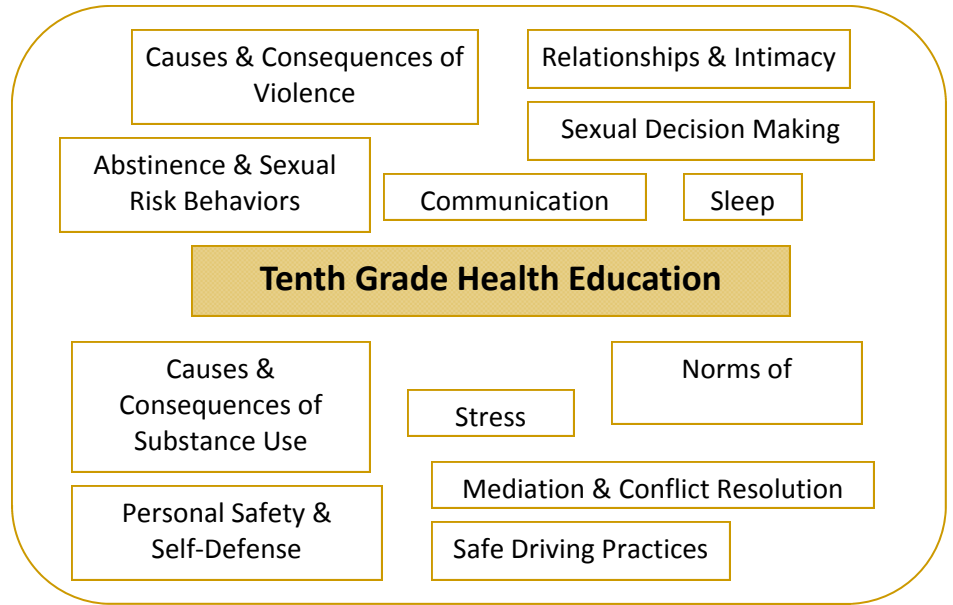
To meet this standard, a Tenth Grade student:

- √ Identifies and observes safe driving practices and strategies to maintain personal safety

BVSD High School Health Education Overview

Course Description

Health Education in tenth grade is based on developing skills in relation to age appropriate health topics. By developing skills related to effectively accessing health resources, communicating, analyzing peer and media influences, goal setting, decision making, and health advocacy, students in BVSD will be able to achieve and maintain optimal wellness.



Assessment

- ✓ Observation
- ✓ Participation
- ✓ Performance Tasks
- ✓ Rubrics
- ✓ Conferencing
- ✓ Portfolio
- ✓ Growth Over Time

Effective Components of a Tenth Grade Health Education Program

- Students receive adequate instructional time to meet health standards.
- Health instruction, content, and skill development is age appropriate for students.
- Health instruction bridges the cognitive, affective, and psychomotor domains of learning.
- Health education is addressed collaboratively within the broader context of school and community experiences and connected with other relevant content areas.
- Instruction in health education is scientifically accurate, inclusive, non-biased, and exhibits cultural proficiency.

Essential Questions

- What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?
- Why is the ability to access valid health information a critical skill, and where can I access accurate information?
- What are healthy ways of managing emotions and stress?
- How do individual's improve self-esteem and develop a positive self-image?
- How do individual's unique abilities and aptitudes contribute to the good of the larger community?
- What knowledge, skills, and strategies can I use to effectively resolve conflicts and mediate disputes?
- What influences individuals to use tobacco, alcohol, and other drugs?
- What consequences are associated with using tobacco, alcohol, and other drugs?
- How do people interact with one another and how do relationships change during puberty and adolescence?
- What strategies and behaviors promote optimal sexual and reproductive health?

Technology Integration & Information Literacy

- ① Formulates research questions about health
- ① Accesses school library, teacher-librarian teacher web pages and other information or digital resources
- ① Recognizes inaccurate and misleading information
- ① Cites and use information sources appropriately
- ① Respects others by doing their own work
- ① Effectively demonstrates online searching techniques
- ① Implements techniques for safe Internet use
- ① Integrates available technology resources
- ① Uses technology responsibly and safely
- ① For information about available core software, relevant web resources, and other integration activities please visit <http://bvsd.org/iteach/integration>

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 1

Students will build health skills and knowledge in the area of physical wellness.

Enduring Understandings

Personal health care habits prevent disease and enhance overall wellness.
 Accessing valid health information, products, and services improves one’s ability to make health enhancing choices and improves one’s quality of life.
 Internal and external influences impact health behaviors.

Essential Questions

What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?
 What factors influence my health-related behaviors and decisions?
 How do my health-related behaviors reflect my personal choices?
 Why is the ability to access valid health information a critical skill and where can I access accurate information?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H1	Distinguishes between wellness behaviors and risk behaviors
		a Defines and understands the terms health and wellness
		b Defines and understands the terms prevention and risk reduction
		c Understands differences between wellness behaviors (physical activity, healthy diet, adequate sleep) and risk behaviors (sedentary lifestyle, poor nutrition, use of tobacco products)
		d Understands potential effects of sleep deprivation on mental, emotional, and physical well-being
		e Assembles, utilizes, and evaluates the accuracy of sources of health information
	10H2	Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations
		a Recognizes key academic words relevant to health
		b Uses the key features of informational text to construct meaning
		c Applies reading and writing skills to the investigation of key health concepts

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 1 (continued)

Students will build health skills and knowledge in the area of physical wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H3	Identifies and practices health enhancing personal care habits and disease prevention strategies
	a	Describes hygiene practices relevant to adolescence and puberty (bathing, use of deodorant, skin care/acne, dental care)
	b	Describes care of piercings and other body art in order to prevent infections
	c	Understands potential risks of piercing and other body art
	d	Analyzes myths and misperceptions about personal health care practices and products for adolescents
	e	Understands differences between bacterial, viral, parasitic, and other infections in terms of prevention, transmission, symptoms, and treatment
	f	Describes methods of prevention and risk reduction, transmission, symptoms, treatment, and care of STI's, hepatitis, and HIV/AIDS
	g	Assembles and utilizes reliable health information and resources regarding disease transmission, symptoms, and treatments
	h	Demonstrates verbal and non-verbal communication and resistance skills to reduce disease, enhance health, and reduce risk for stress-related illness
	i	Develops healthy strategies for managing stress, preventing disease, and enhancing overall wellness in high school and beyond

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 1 (continued)

Students will build health skills and knowledge in the area of physical wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H4	Analyzes influences on wellness decisions and practices health enhancing behaviors
	a	Evaluates potential short-term and long-term consequences of decisions and behaviors that affect personal wellness
	b	Employs a health behavior change plan to initiate and maintain wellness behaviors
	c	Differentiates between safe and risky behaviors that affect disease prevention and overall wellness
	d	Practices strategies for a disease-free lifestyle
	e	Assumes responsibility for decisions related to personal health and disease prevention
	f	Demonstrates effective coping techniques for stress management
	g	Examines the manner in which culture enriches and challenges health behaviors
	h	Analyzes the impact of media and other socio-cultural influences on wellness related thoughts and actions
	i	Describes the influences of technology on health behaviors
	k	Identifies societal barriers to disease prevention
l	Understands connections between individual health choices and societal responsibility for health	

Key Academic Vocabulary: acquired immunodeficiency syndrome (AIDS), bacterial, hepatitis, hygiene, human immunodeficiency virus (HIV), non-verbal communication, nutrition, parasitic, risk reduction, sexually transmitted infections (STI's), sleep deprivation, socio-cultural, stress management, viral, wellness, wellness behaviors

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 2

Students will build health skills and knowledge in the area of physical wellness.

Enduring Understandings

Effective communication skills enhance the capacity to create and sustain relationships, manage conflicts and deal with strong emotions, and contribute to overall wellness.
 Everyone has unique abilities and aptitudes. Mental illnesses are identifiable and treatable.
 Developing a positive self-image and high self-esteem contributes to overall wellness.

Essential Questions

What information and skills do I need to effectively resolve conflicts and mediate disputes?
 How do individual's unique abilities and aptitudes contribute to the good of the larger community?
 What are healthy ways of managing emotions and stress?
 How do individual's improve self-esteem and develop/maintain a positive self-image?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H5	Demonstrates healthy ways to manage emotions and stress and identifies strategies to build self-esteem
		a Describes characteristics of mentally/emotionally healthy people
		b Defines and understands the concepts of eustress and distress
		c Identifies and describes mental, emotional, and physical effects of stress
		d Identifies situations or circumstances that potentially lead to eustress and distress
		e Analyzes potential short-term and long-term consequences of stress
		f Identifies effective coping techniques for managing stress while in high school
		g Identifies stages of grief and describes healthy methods of coping with loss and change
		h Identifies factors that contribute to positive self-esteem
		i Analyzes the role of developmental assets in building resiliency and self-esteem
		j Understands and describes the manner in which personal health decisions/behaviors impact relationships and self-esteem

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 2 (continued)

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H6	Examines various mental disorders and strategies to support mental health and emotional wellness
		a Defines and understands the concept of mental illness
		b Identifies various types of mental illness, potential causes, and treatments
		c Describes physical and psychological symptoms of anxiety disorders (PTSS/PTSD, OCD), eating disorders (anorexia nervosa, bulimia nervosa, binge eating disorder), and mood disorders (depression, bipolar depression, seasonal affective disorder, pre-menstrual dysphoric disorder)
		d Describes potential short-term and long-term consequences of untreated anxiety disorders (PTSS/PTSD, OCD), eating disorders (anorexia nervosa, bulimia nervosa, binge eating disorder), and mood disorders (depression, bipolar depression, seasonal affective disorder, pre-menstrual dysphoric disorder)
		e Analyzes relationships between body image, eating disorders, and mental health
		f Identifies the warning signs of suicide and essential responses to those warning signs
		g Identifies and analyzes stigmas/stereotypes commonly associated with mental illness
		h Demonstrates appropriate strategies for improving and maintaining mental health
	10H7	Accesses valid information regarding mental health and emotional wellness
		a Identifies personal and community support systems for mental health and emotional wellness
	b Identifies accurate sources of information and resources regarding stress management, mental health, and emotional wellness	
	c Evaluates the accuracy, validity, and accessibility of mental health information and resources (suicide prevention hot lines, counseling options, treatment programs)	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 2 (continued)

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H8	Analyzes internal and external influences on mental health and emotional wellness
	a	Analyzes the impact of media and other socio-cultural influences on thoughts, feelings, and behaviors, regarding mental health practices, products, and services
	b	Differentiates between factual mental health information and media/socio-cultural messages that may influence mental health/emotional wellness
	c	Examines marketing techniques used in the media and their effect on health choices
	d	Analyzes personal beliefs regarding stereotypes associated with mental illness
	e	Analyzes societal attitudes regarding individuals living with mental illness
	10H9	Uses interpersonal communication skills to enhance mental health and emotional wellness
	a	Demonstrates healthy ways to express wants, needs, and emotions
	b	Demonstrates healthy expression of emotions with regard to building healthy relationships and avoiding destructive relationships
	c	Demonstrates effective strategies for mediation and conflict resolution
	d	Identifies reliable sources of help with questions or personal problems and demonstrates how to access support
	e	Demonstrates how to talk with someone about whom you are concerned
	f	Understands and uses language that is inclusive and avoids bias and prejudice

Key Academic Vocabulary: anxiety disorders, bias, body image, conflict resolution, coping techniques, distress, eating disorders, emotions, eustress, grief, mediation, mental illness, mood disorders, prejudice, relationships, self-esteem, stereotypes, suicide

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 3

Students will build health skills and knowledge in the area of violence awareness.

Enduring Understandings

Violence takes many forms and impacts individuals and society as a whole.
 Managing one’s emotions and developing mediation/conflict resolution skills decreases bullying and other violent behaviors.
 Awareness of one’s surroundings and protecting one’s personal space promotes personal safety.

Essential Questions

How can individuals and community organizations identify potentially violent situations and contribute to ending the cycle of violence?
 What knowledge, skills, and strategies can I use to effectively resolve conflicts and mediate disputes?
 What knowledge, skills, and behaviors contribute to personal safety?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H10	Identifies current societal trends with regard to violent behaviors and evaluates strategies to prevent violence
	a	Identifies various types of violence (physical, emotional, sexual, domestic, verbal, social/structural)
	b	Analyzes current statistics and societal trends in violence
	c	Analyzes societal factors that contribute to the risk of violence
	d	Identifies potential causes and consequences of violence
	e	Identifies feelings and behaviors that can lead to violence, aggression, or potentially hostile situations (jealousy, coercion, selfishness, obsession, neediness, control, manipulation, aggression)
	f	Identifies situations that pose a risk for violence
	g	Describes the cycle of violence
	h	Recognizes forms of violence (bullying, sexual harassment, child abuse, elder abuse, incest, dating abuse) and identifies whom to report incidents of violence to
	i	Describes procedures for reporting suspected plans for and current experiences of school violence
	j	Identifies alternatives to interpersonal violence
	k	Demonstrates personal safety techniques
	l	Identifies available resources and services that help prevent violence and support victims of violence
m	Evaluates the efficacy and accessibility of violence prevention programs	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 3 (continued)

Students will build health skills and knowledge in the area of violence awareness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H11	Identifies forms of sexual violence and analyzes the impact of violence on individuals and society
		a Defines and identifies forms of sexual violence (bullying, harassment, abuse, assault, rape)
		b Distinguishes between sexual harassment and sexual assault
		c Distinguishes between degrees of sexual assault
		d Explains ways to reduce the risk of sexual assault
		e Analyzes potential impacts and effects of sexual assault
		f Distinguishes between disagreements/arguments and violence in relationships
		g Analyzes potential consequences resulting from a disparity of power in relationships
		h Defines and provides examples of dating violence
		i Describes early warning signs of dating violence
		j Analyzes potential impacts and effects of dating violence
		k Identifies strategies for intervening in dating violence (bystander intervention) and for removing oneself from a potentially abusive relationship
	10H12	Analyzes influences on violence and violence awareness
		a Analyzes the influence of culture and media on aggressive behaviors
	b Analyzes the role of harassment and ostracization in school violence	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 3 (continued)

Students will build health skills and knowledge in the area of violence awareness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H13	Advocates for self and others with regard to violence awareness
		a Examines beliefs and opinions about violence and its causes
		b Describes how to help a friend who has experienced sexual harassment, sexual assault, dating violence or other forms of violence
		c Identifies barriers surrounding mediation and conflict resolution with family and peers
		d Describes effective strategies to influence and support others in making safe and health enhancing decisions in potentially violent situations
		e Demonstrates refusal skills that reduce risks with regard to harassment, aggression, and violence
		f Demonstrates knowledge of mediation and conflict resolution skills
		g Demonstrates decision-making strategies that enhance personal safety

Key Academic Vocabulary: aggression, bullying, child abuse, coercion, control, dating abuse, elder abuse, incest, jealousy, manipulation, neediness, obsession, personal safety, rape, selfishness, sexual harassment, violence, violence prevention

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 4

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Enduring Understandings

- Use of tobacco, alcohol, and other drugs is a choice, and is impacted by both internal and external influences.
- Use of tobacco, alcohol, and other drugs negatively impacts overall wellness and may lead to other risky health behaviors.
- Self-advocacy skills and strategies to deal with peer pressure to use tobacco, alcohol, and other drugs impacts health choices related to substance use.

Essential Questions

- How do my health related behaviors reflect my personal choices?
- What risks and consequences are associated with use of tobacco, alcohol, and other drugs?
- What strategies are effective in preventing use of tobacco, alcohol, and other drugs?
- What influences individuals to use tobacco, alcohol, and other drugs?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H14	Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
	a	Defines and understands substance use, substance abuse, and addiction
	b	Explains the process of addiction (experimentation, social use, tolerance, physical/emotional dependence, diagnosis, withdrawal)
	c	Identifies and describes potential short-term and long-term risks and consequences of substance use, misuse, abuse, and addiction (physical, mental/emotional, social, legal, environmental, and financial)
	d	Describes factors that influence the effects of drugs on the body and mind
	e	Analyzes the benefits of a substance-free lifestyle
	f	Identifies and describes various classifications of tobacco products (cigarettes, kreteks, bidis, hookah, cigars, spit tobacco, snus, liquid tobacco)
	g	Identifies and describes various classifications of alcohol products (beer, wine, spirits)
	h	Identifies and describes various categories of drugs (gateway drugs, club drugs, over the counter drugs, prescription drugs)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 4 (continued)

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Essential Knowledge, Skills, Topics, Processes, and Concepts		i	Identifies and describes various classifications of drugs (stimulants, depressants, opiates, marijuana, hallucinogens, inhalants, designer drugs)
		j	Identifies and evaluates tobacco cessation strategies, products, and programs
		k	Identifies and evaluates treatment and rehabilitation programs for alcohol and other drug dependency
		l	Demonstrates strategies for getting help and staying safe in alcohol, tobacco, or other drug risk situations (handling peer pressure, calling someone for a ride home, carrying money for cab fare)
		m	Evaluates the accessibility and validity of information on and resources and services for recovery from substance abuse and addiction
		n	Demonstrates strategies to prevent a friend or family member from using alcohol or other substances while driving
		o	Debates views and opinions on substance use and abuse effectively
	10H15	Analyzes influences on use of tobacco, alcohol, and other drugs	
		a	Analyzes influences on the use of tobacco, alcohol, and other drugs (social learning, availability, personal characteristics, cultural traditions and acceptance of use, family/peer use, media/advertising, heredity/genetics and temperament, psychological factors, developmental factors)
		b	Analyzes local results from the Youth Risk Behavior Survey (YRBS) with regard to social norms surrounding the use of tobacco, alcohol, and other drugs
		c	Identifies and examines the role of profits and politics in the production and marketing of tobacco, alcohol, and other drugs
		d	Evaluates the efficacy of prevention and avoidance strategies (affective education, life skills programs, resistance training, normative education, environmental approaches)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 4 (continued)

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H16	Sets goals and makes health enhancing choices regarding use of tobacco, alcohol, and other drugs
	a	Identifies short-term and long-term goals and potential positive impacts from not using tobacco, alcohol, and other drug
	b	Considers legal, financial, vocational social, and personal issues when making decisions about tobacco, alcohol, and other drug use
	c	Collaborates with others to set goals and develop strategies to reduce the use of tobacco, alcohol, and other drugs by BVSD high school students
	10H17	Advocates for self and others with regard to preventing use of tobacco, alcohol, and other drugs
	a	Demonstrates defending a personal choices not to use tobacco, alcohol, and other drugs
b	Understands the challenges faced by those trying to quit smoking, drinking, or using other drugs	

Key Academic Vocabulary: addiction, affective education, beer, bidis, cessation, cigarettes, cigars, club drugs, dependency, depressants, designer drugs, environmental approaches, gateway drugs, hallucinogens, hookah, kreteks, inhalants, life skills programs, liquid tobacco, marijuana, normative education, opiates, over the counter drugs (OTC), prescription drugs, rehabilitation, resistance training, social norms, spirits, spit tobacco, stimulants, substance abuse, substance use, tolerance, wine, withdrawal, Youth Risk Behavior Survey (YRBS)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Enduring Understandings

Various types of relationships exist and personal boundaries define these relationships
 Accessing valid sexual health information, products, and services improves one’s ability to make health enhancing choices and improves one’s quality of life.
 Individuals express their sexuality and gender identity in ways that are healthy and life affirming?

Essential Questions

How do people interact with one another and how do relationships change during puberty and adolescence?
 What strategies and behaviors promote optimal sexual and reproductive health?
 Why is the ability to access valid health information a critical skill, and where can I access accurate information?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H18	Identifies human sexual and reproductive anatomy and strategies to maintain sexual and reproductive health
		a Identifies the human reproductive anatomy and functions
		b Describes the process of conception/fertilization and the stages of fetal development
		c Compares and evaluates sources of information on the reproductive system, pregnancy, and fetal development
		d Describes strategies to provide support for pregnant and parenting teenagers
	10H19	Identifies various types of relationships, feelings and behaviors that define relationships, and strategies to maintain personal boundaries
		a Identifies and describes important traits of a supportive, respectful partner
		b Defines and understands the concept of intimacy
		c Differentiates between safe and risky behaviors in relationships
		d Describes strategies for creating and maintaining healthy relationships and making health enhancing choices
	e Describes strategies to maintain personal boundaries and sexual limits	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human sexuality

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H20	Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
	a	Defines and understands gender expression terminology
	b	Defines and understands sexual orientation spectrum terminology
	c	Identifies stereotypes about sexual orientation and gender expression
	d	Analyzes the potential impact of language and labels associated with gender identity/expression and sexual orientation
	e	Identifies the periods throughout life in which gender expression and sexual orientation develop
	f	Identifies BVSD and valid community resources and support services related to sexual orientation and gender identity/expression
	g	Demonstrates respectful communication and appropriate interactions regarding issues of sexual orientation and gender identity/expression
	h	Understands the importance of respecting and advocating for the rights of self and others
	i	Identifies educational and prevention strategies that support a school environment free of sexism, gender, and sexual orientation stereotypes
	j	Analyzes potential health impacts of sexism and gender role stereotypes/expectations
	k	Advocates for and respects the rights of all individuals
l	Designs an educational program focused on creating a school environment free of sexism, gender, and sexual orientation stereotypes	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H21	Identifies sexual risk behaviors, situations that could lead to pressure to engage in sexual activity, common sexually transmitted infections, and their
	a	Defines sex and sexual activity
	b	Defines abstinence and explains the role it plays in maintaining good health
	c	Identifies abstinence as the only sure method of preventing pregnancy and sexually transmitted infections
	d	Describes the continuum of sexual risk behaviors
	e	Analyzes norms regarding sexual activity among peers (most high school students are not having sex)
	f	Identifies methods of contraception and birth control.
	g	Describes the efficacy and potential risks of various barrier, contraceptive, and birth control methods, including abortion
	h	Differentiates between safe and risky behaviors in terms of unintended teen pregnancy
	i	Describes situations during the high school years that could lead to pressure to engage in sexual activity
	j	Demonstrates strategies to avoid situations that create sexual pressure
	k	Explains Colorado State statute about the age of consent for sexual contact

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H21	Identifies sexual risk behaviors, situations that could lead to pressure to engage in sexual activity, common sexually transmitted infections, and their symptoms (continued)
		l Identifies sexually transmitted infections (STI's), methods of transmission, symptoms, short-term and long-term effects, and methods of prevention
		m Describes strategies for preventing pregnancy and sexually transmitted infections, including HIV infection
		n Identifies BVSD and community resources and services for support in pregnancy prevention and sexual health
		o Identifies the messages given to young people through the use of sexual situations in music, television, movies, the internet, advertising, and other sources
		p Describes potential effects of alcohol and other drug use on sexual decision making
		q Describes potential consequences of teen pregnancy (emotional, financial, educational) as well as decisions regarding parenting, making an adoption plan, and abortion
	10H22	Analyzes influences on decisions regarding sexual and reproductive health
		a Evaluates the manner in which information from a variety of sources may influence health decisions about relationships, sexual decision-making, and teen pregnancy
		b Analyzes the role of socioeconomic status in HIV infection in the US and abroad
		c Uses results from the BVSD/BCPH YRBS to discuss social norms of sexual involvement during high school
		d Assembles, utilizes, and evaluates sources of information related to sexual decision making, teen pregnancy, sexual orientation and gender identity/expression, and relationships
		e Develops a personal plan to enhance life-long wellness related to relationships, sexual decision-making, and pregnancy and STI prevention
		f Develops strategies for publicizing BVSD/BCPH YRBS data about healthy social norms among high schools students related to sexual health

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H23	Uses interpersonal communication skills to advocate for self and others with regard to issues of sexual and reproductive health
	a	Demonstrates verbal and nonverbal skills to communicate one’s personal views regarding healthy sexuality
	b	Demonstrates verbal and nonverbal communication and resistance skills to set boundaries and avoid sexual pressure
	c	Demonstrates verbal and nonverbal communication skills to resist discrimination against self or others due to gender or sexual orientation
	d	Identifies and evaluates support strategies for peers who choose to abstain from sexual activity
	e	Analyzes the impact on self and others of a personal commitment to prevent unintended pregnancy and sexually transmitted infections

Key Academic Vocabulary: abstinence, age of consent, conception, contraception, fertilization, fetal development, gender expression, gender identity, human immunodeficiency virus (HIV), intimacy, personal boundaries, pregnancy, sexism, sexual orientation, sexually transmitted infections (STI’s)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 6

Students will build health skills and knowledge in the area of injury prevention and safety.

Enduring Understandings

Awareness of one’s surroundings and protecting one’s personal space promotes personal safety.
Practicing and adopting safe behaviors reduces the likelihood of accidents and injury.

Essential Questions

What knowledge, skills, and behaviors contribute to personal safety?
How do I protect myself and others from accidents and injuries?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	10H24	Identifies and observes safe driving practices and strategies to maintain personal safety
	a	Describes safe driving practices and legal implications of unsafe driving
	b	Identifies risks associated with the use of cell phones while driving
	c	Identifies potential safety/health risks associated with automobiles, motorcycles, and other motorized vehicles
	d	Describes and demonstrates personal safety and self-defense strategies
	e	Identifies signs of emergent situations that require Emergency Medical Services personnel (911)
	f	Analyzes the impact of personal decisions for staying safe and avoiding dangerous situations (using seatbelts, not riding with an impaired driver, using bike helmets)
	g	Collaborates with others to set goals and develop plans to stay safe in social situations

Key Academic Vocabulary: Emergency Medical Services (EMS)

Suggested Timelines

Topic	Suggested Timeline
Physical Wellness	2 weeks
Mental Health/Emotional Wellness	3 weeks
Violence Awareness	3 weeks
Substance Use, Abuse, & Addiction	3 weeks
Human Growth & Development/Human Sexuality	4 weeks
Injury Prevention & Safety	2 week

Health Scope & Sequence

BVSD Health Content Standard	K	1	2	3	4	5	7	8	10
Physical Health & Wellness									
Physical Activity	X	X	X	X	X		X		X
Hygiene	X		X			X	X		X
Nutrition		X	X	X	X	X	X		X
Sleep				X	X			X	X
Dental Health	X	X	X						
Disease Prevention *	X	X				X	X	X	X
Infectious									
Disease Prevention *						X	X	X	X
Non-infectious									
Body Art								X	X
Mental Health/Emotional Wellness									
Communication Skills	X	X	X	X	X	X	X	X	X
Understanding Feelings & Managing Emotions	X	X	X	X	X	X	X	X	X
Stress Management & Coping Skills			X		X	X	X	X	X
Relationships & Being Connected	X	X	X	X	X	X	X	X	X
Self-Esteem & Peer Pressure	X	X	X	X	X	X	X	X	X
Mental Illness								X	X
Violence Awareness									
Causes of Violence			X	X			X	X	X
Types of Violence	X	X	X	X	X	X	X	X	X
Bullying & Harassment	X	X	X	X	X	X	X	X	X
Violence Prevention	X	X	X	X	X	X	X	X	X
Weapons				X					

Health Scope & Sequence (continued)

BVSD Health Content Standard	K	1	2	3	4	5	7	8	10
Substance Use, Abuse, & Addiction									
Drugs & Medicines	X	X	X	X	X	X	X	X	X
Understanding Use, Abuse, & Addiction				X	X	X	X	X	X
Classifications of Drugs				X	X	X	X	X	X
Types of Drugs				X	X	X	X	X	X
Human Growth & Development /Human Sexuality									
Puberty & Adolescence						X	X		
Sexual & Reproductive Anatomy						X	X		X
Conception, Pregnancy & Fetal Development							X		X
Contraception & Birth Control							X	X	X
Relationships (K-10) & Intimacy (6-10)	X	X	X	X	X	X	X	X	X
Sexual Risk Behaviors							X	X	X
Gender Identity & Sexual Orientation							X	X	X
Safety & Injury Prevention									
Personal Safety & Awareness of Surroundings	X	X	X	X	X	X	X	X	X
Fire Safety & Calling 911		X	X						
Home Safety	X		X	X	X				
Bicycle & Pedestrian Safety			X	X	X				
Recreation & Play Safety	X	X	X	X	X				
Driver & Passenger Safety									X

High School Health Glossary of Terms

Abstinence	any self-restraint, self-denial, or forbearance; as in choosing not to engage in sexual intercourse
Age of Consent	the age at which a person is legally considered competent to give consent, as to sexual intercourse
Acquired immunodeficiency syndrome (AIDS)	a set of certain diseases and conditions that result from infection by the human immunodeficiency virus (HIV)
Addiction	compulsive need for and use of a habit-forming substance (as heroin, nicotine, or alcohol) characterized by tolerance and by well-defined physiological symptoms upon withdrawal; persistent compulsive use of a substance known by the user to be harmful
Affective Education	values based education; provides people with skills and information to solve problems and, in doing so, change their view (transform) of the world around them in a particular way
Aggression	a forceful action or procedure (as an unprovoked attack) especially when intended to dominate or master; hostile, injurious, or destructive behavior or outlook especially when caused by frustration
Anxiety Disorders	conditions characterized by uncontrollable worrying, apprehension, uneasiness, and nervousness; symptoms include increased heart rate, rapid breathing, elevated blood pressure, sweating, and trembling
Bacterial	caused by bacteria
Beer	an alcoholic beverage usually made from malted cereal grain (as barley), flavored with hops, and brewed by slow fermentation
Bias	a personal and sometimes unreasoned judgment or prejudice; an instance of such prejudice
Bidis	small, thin, strong smelling brown cigarettes wrapped in leaves and tied with string; flavored cigarettes (chocolate, strawberry, mango)
Body Image	the manner in which one perceives one's body
Bullying	to treat abusively; to affect by means of force or coercion
Cessation	a temporary or final ceasing
Child Abuse	actual or threatened physical or emotional violence against a child
Cigarettes	a slender roll of cut tobacco enclosed in paper and meant to be smoked
Cigars	small roll of tobacco leaf for smoking
Club Drugs	category of drugs that includes alcohol, GBH, GBL and Rohypnol (depressants); LSD (acid) and ketamine (Special K) (hallucinogens); and MDMA (X/Ecstasy) (mixed effects)
Coercion	the act, process, or power of influence of one person or group over another
Conception	the process of becoming pregnant involving fertilization or implantation or both
Contraception	deliberate prevention of conception or impregnation

High School Health Glossary of Terms (continued)

Contraception	deliberate prevention of conception or impregnation
Control	to exercise restraining or directing influence over; to regulate; to have power over
Conflict Resolution	intervention aimed at alleviating or eliminating discord through conciliation
Coping Techniques	skills and strategies to help manage stress
Dating Abuse	abuse perpetrated by someone in a dating relationship with the victim; typically a pattern of physical, mental/emotional, and/or verbal abuse
Dependency	relying on someone or something to function
Depressants	a classification of drugs that slow the activity of the cerebral cortex, producing calming or trancelike effects
Designer Drugs	a controlled substance that has been altered to make a new compound that is not a controlled substance; usually produces psychoactive responses similar to the drug from which it was produced
Distress	negative stress
Eating Disorders	persistent, abnormal eating patterns that can threaten a person's health and well-being
Elder Abuse	the use of physical or sexual violence against an elderly person
Emergency Medical Services (EMS)	individuals and/or organizations that provide basic or advanced life support; first responders such as emergency medical technicians (EMT's) and paramedics
Emotions	the affective aspect of consciousness; a state of feeling
Eustress	positive stress
Fertilization	the union of a sperm and an egg; conception
Fetal Development	the development of cells from pre-embryo to embryo to fetus; generally divided into trimesters and lasting 38 weeks
Gateway Drugs	substances that may lead to the use of other substances (alcohol, tobacco, marijuana)
Gender Identity	an individual's perception of himself or herself as male or female
Grief	deep and poignant distress caused by or as if by bereavement
Hallucinogens	a classification of drugs that elevate blood pressure, dilate pupils, and increase body temperature; also produce hallucinations or abnormal and unreal sensations such as seeing distorted and vividly colored images, and can also produce psychological responses such as anxiety, depression, and the feeling of losing control over one's mind
Hepatitis	a disease or condition (as hepatitis A or hepatitis B) marked by inflammation of the liver
Hookah	a single or multi-stemmed (often glass-bottomed) water pipe for smoking herbal fruits, tobacco, or cannabis
Hygiene	conditions or practices (as of cleanliness) conducive to health
Human Immunodeficiency Virus (HIV)	any of several retroviruses and especially HIV-1 that infect and destroy helper T cells of the immune system causing the marked reduction in their numbers that is diagnostic of AIDS

High School Health Glossary of Terms (continued)

Emotions	the affective aspect of consciousness; a state of feeling
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Fertilization	the union of a sperm and an egg; conception
Fetal Development	the development of cells from pre-embryo to embryo to fetus; generally divided into trimesters and lasting 38 weeks
Gateway Drugs	substances that may lead to the use of other substances (alcohol, tobacco, marijuana)
Gender Identity	an individual's perception of himself or herself as male or female
Incest	sexual experiences between family members who are not married; can be between two people of the same gender
Inhalants	gases that produce euphoria, dizziness, confusion, and drowsiness shortly after they are Inhaled or huffed
Intimacy	the state of being intimate or familiar; relations of a personal or private nature
Jealousy	intolerant of rivalry or unfaithfulness; disposed to suspect rivalry or unfaithfulness
Kreteks	clove cigarettes
Life Skills Programs	programs that provide individuals with education and skills for coping, stress management, and future employment
Liquid Tobacco	tobacco that has been pounded, chewed, or shredded, possibly mixed with water and other items such as tree bark, spices/seasonings, or honey, and boiled/steeped into a liquid that is ingested
Marijuana	a psychoactive drug containing the compound delta-9-tetrahydrocannabinol; the most widely used illicit drug in the US
Mediation	intervention between conflicting parties to promote reconciliation, settlement, or compromise
Mental Illness	any of a number of psychological disorders; includes anxiety disorders, impulse control disorders, mood disorders, eating disorders, dementia, schizophrenia, and suicide
Mood Disorders	any of a number of depressive disorders characterized by persistent and profound sadness, hopelessness, helplessness, and feelings of worthlessness
Neediness	marked by want of affection, attention, or emotional support
Non-verbal Communication	any type of interpersonal communication that does not utilize language
Normative Education	education that seeks to undermine popular and often erroneous beliefs regarding substance use, sexual activity, etc.

High School Health Glossary of Terms (continued)

Nutrition	the sum of the processes by which an animal or plant takes in and utilizes food substances
Obsession	a persistent disturbing preoccupation with an often unreasonable idea or feeling
Opiates	a class of drugs that induce euphoria and sleep, slow the activity of the intestinal tract, and alter the perception of pain; have important medical uses as sedatives, analgesics, and narcotics
Over the Counter Drugs (OTC)	drugs/medicines that can be purchased without a prescription
Parasitic	living on another organism
Personal Boundaries	the limits you set for your physical, emotional, and social space
Personal Safety	the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types of harm
Pregnancy	the condition or instance of being pregnant
Prejudice	preconceived judgment or opinion; an adverse opinion or leaning formed without just grounds or before sufficient knowledge; an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics
Prescription Drugs	drugs/medicines that cannot be obtained without a prescription
Rape	unlawful sexual activity and usually sexual intercourse carried out forcibly or under threat of injury against the will usually of a female or with a person who is beneath a certain age or incapable of valid consent
Rehabilitation	to restore or bring to a condition of health or useful and constructive activity
Relationship	a romantic or passionate attachment
Resistance Training	training focused on skills and strategies to avoid peer pressure to use tobacco, alcohol, and drugs, or to engage in other risk behaviors
Risk Reduction	to decrease the incidence of behaviors or characteristics that increase an individual's chances of developing a health problem
Self-esteem	self respect; pride in oneself
Selfishness	concerned excessively or exclusively with oneself; seeking or concentrating on one's own advantage, pleasure, or well-being without regard for others

High School Health Glossary of Terms (continued)

Sexism	prejudice or discrimination based on sex
Sexual Harassment	unwelcome and often intimidating verbal or physical sexual advances to create an unpleasant or hostile situation
Sexual Orientation	the direction of a person's romantic thoughts, feelings, and attractions toward people of the same or different sex
Sexually Transmitted Infections (STI's)	infections or diseases spread from person to person by the intimate contact that occurs during sexual activity, primarily sexual intercourse
Sleep Deprivation	infections or diseases spread from person to person by the intimate contact that occurs during sexual activity, primarily sexual intercourse
Social Norms	commonly accepted social behavior in a culture or society; mores
Socio-cultural	having to do with the social and cultural norms, mores, and habits of a particular group or society
Spirits	the liquid containing ethanol and water that is distilled from an alcoholic liquid or mash
Spit Tobacco	chewing tobacco or snuff; tobacco chewed or dipped and the juices spat or swallowed
Stereotype	a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment
Stimulants	a class of drugs that increase energy and alertness, lessen the need to sleep, produce euphoria, suppress appetite, and increase blood pressure and heart rate
Stress Management	skills, strategies, and behaviors used to manage the effects of stress (healthy diet, exercise, deep breathing, prayer, meditation, etc.)
Substance Abuse	the overindulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the individual's physical and mental health, or the welfare of others
Suicide	the act or an instance of taking one's own life voluntarily and intentionally especially by a person of years of discretion and of sound mind
Tolerance	sympathy or indulgence for beliefs or practices differing from or conflicting with one's own
Violence	exertion of physical or emotional force so as to intimidate, injure or abuse
Violence Prevention	information, skills, and strategies that serve to decrease the incidence of violence
Viral	caused by a virus

High School Health Glossary of Terms (continued)

Wellness	a sense that one is functioning at his/her best level
Wellness Behaviors	behaviors that lead to optimal wellness or increase one's sense that he/she is functioning at his/her best level
Wine	the alcoholic fermented juice of fresh grapes used as a beverage
Withdrawal	the syndrome of often painful physical and psychological symptoms that follows discontinuance of an addicting drug
Youth Risk Behavior Survey (YRBS)	monitors priority health-risk behaviors and the prevalence of obesity and asthma among youth and young adults