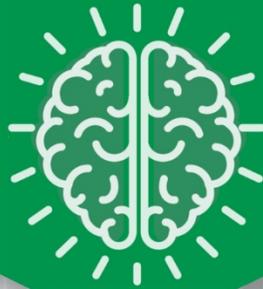




Colorado  
Academic Standards

# Comprehensive Health



Third Grade – Fifth Grade



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Comprehensive Health Standards Review and Revision Committee

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## Purpose of Comprehensive Health and Physical Education

“In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.” ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of “gym class” and “hygiene lessons.” Today’s world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one’s health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21<sup>st</sup> century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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<sup>1</sup> SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

<sup>2</sup> Centers for Disease Control and Prevention. What is Health Literacy. *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

## Prepared Graduates in Comprehensive Health and Physical Education

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

# Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

## **1. Movement Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **2. Physical and Personal Wellness**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

## **3. Social and Emotional Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **4. Prevention and Risk Management**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The four standards are organized across comprehensive health and physical education in the following manner:

### **Comprehensive Health standards:**

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

### **Physical Education standards:**

1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

## **General Considerations for Health Education:**

There has been a shift in the focus of health education instruction in the last few years. In the past, health education was very much focused on health knowledge. The current state of health education encourages comprehensive skills-based health education that addresses multiple behaviors through instruction that ensures that information is medically accurate and developmentally appropriate, while allowing students to have multiple opportunities to learn, practice, and reinforce their learning and skills to support transfer beyond the classroom. The essential health skills of accessing information, analyzing influences, decision making, goal setting, interpersonal communication, self-management, and advocacy are foundational component to the comprehensive health education standards. These standards ultimately focus on supporting healthy behaviors, life-long health, and wellness.

In revising the health education standards, the authors fully acknowledge that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the health education experience of students' PK-12 and are not intended to be a checklist, but are used to frame objectives for a standard and to provide guidance for teaching health concepts and skills. As part of the revision process, the committee identified the key health skills for each grade level expectation. This provides a specific skill focus across all grade levels.

It is important to note that local data and students' needs should drive the focus of the health education at the local level. With constantly changing health concerns regarding behaviors and drug use, it is up to the local communities to address their specific local needs regarding priority behaviors and drug use. The standards related to drug use prevention are intended to guide specific skills regarding the prevention of drug use. The specific drugs identified in the standards are not limiting, prioritized, or, comprehensive, and local schools and districts should identify their areas of focus on based on local data.

# How to Read the Colorado Academic Standards

CONTENT AREA Grade Level, Standard Category		
<b>Prepared Graduates:</b> The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.		
<b>Grade Level Expectation:</b> The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.		
<u>Evidence Outcomes</u> The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.	<u>Academic Context and Connections</u> The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the <a href="#">Colorado Essential Skills</a> , which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.  The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.	
Grade Level, Standard Category	2020 Colorado Academic Standards	GLE Code

## Academic Context and Connections in Comprehensive Health:

**Colorado Essential Skills and Real-World Application:** These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the [Colorado Essential Skills](#) named in the parentheses and how these skills relate to lifelong learning.

**Inquiry Questions:** The sample questions that are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Health Skills:** This section connects and focuses on the key health specific skills connected to this grade level expectation.



### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to make and communicate appropriate food choices.

### Evidence Outcomes

#### *Students Can:*

- a. Describe a variety of nutritious breakfast foods.
- b. Plan a meal based on the food groups.
- c. Explain the concepts of eating in moderation.
- d. Demonstrate refusal skills in dealing with unhealthy eating situations.
- e. Identify how family, peers, and media influence healthy eating.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain how eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. (Personal Skills: Personal Responsibility)
2. Analyze messages about healthy eating that are abundant and require accurate information to discern them. (Professional Skills: Information Literacy)
3. Persistence and resilience can be demonstrated through resisting unhealthy eating situations in order to focus on eating healthy. (Personal Skills: Perseverance/Resilience)

#### *Inquiry Questions:*

1. What is a healthy portion size? Can an appropriate portion size vary for individuals?
2. What kinds of foods would be best for you to eat for breakfast? Why?
3. How can students eat a balanced diet if food choices are limited at school and home?
4. How can the things that you see on television or in magazines influence your feelings and choices about food?

#### *Health Skills:*

1. Interpersonal Communication
2. Analyzing Influences





### Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

### Grade Level Expectation:

1. Utilize knowledge and skills to treat self and others with care and respect.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the characteristics of someone who has self-respect and positive self-esteem.
- b. Acknowledge the value of personal and others' talents and strengths.
- c. Summarize the importance of respecting the personal space and boundaries of others.
- d. Discuss the importance of treating others the way you would like to be treated.
- e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Assess how being a contributor to the neighborhood is an actionable way to show care. (Civic/Interpersonal Skills: Civic Engagement)
2. Examine how individual actions can impact a school and community. (Civic/Interpersonal Skills: Character)
3. Analyze how positive self-esteem and respect for others benefits healthy relationships and strong friendships. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. What does self-esteem look like?
2. What if everyone had the same talents and strengths?
3. Do we communicate with all of our friends the same way?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being.

### Grade Level Expectation:

- Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

### Evidence Outcomes

#### *Students Can:*

- Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- Describe positive ways to show care, consideration, and concern for others.
- Identify how to show respect for individual differences.
- Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explain how feelings can be expressed in verbal and nonverbal ways. (Civic/Interpersonal Skills: Communication)
- Investigate online groups and how they can provide support and care for self and others. (Professional Skills: Self-Advocacy)
- Demonstrate positive communication that enhances mental and emotional well-being. (Civic/Interpersonal Skills: Communication)
- Practice valuing different perspectives in order to resolve conflicts and reach workable solutions. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

- How can a shy person show how they are feeling?
- Do you express feelings to friends, family, parents, adults, or strangers in the same way?
- Should I tell someone if they make me feel bad? How would you do that?
- Do you ever feel embarrassed by your feelings?
- What if we were all the same?

#### *Health Skills:*

- Interpersonal Communication





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.
- b. Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.
- c. Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.
- d. Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use.
- e. Demonstrate the ability to assertively refuse an unwanted item.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare how drugs can be used for medicinal purposes and still be addictive and dangerous. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Explain how medical technology has identified the dangers of tobacco use. (Professional Skills: Use Information and Communications Technologies)
3. Investigate how research has clearly established that tobacco has a variety of harmful effects on the body. (Professional Skills: Information Literacy)
4. Demonstrate how to handle impulses and assertively refuse an unwanted item. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How does tobacco affect the body?
2. What are some of the things that could happen if I just “tried” to smoke a cigarette, or chew tobacco?
3. Why are drug products that look like food products especially dangerous?

#### *Health Skills:*

1. Decision-Making
2. Interpersonal Communication





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

2. Describe pro-social behaviors and skills that enhance healthy interactions with others.

### Evidence Outcomes

#### *Students Can:*

- a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration and being kind.
- b. Set a goal and a plan to be helpful and supportive to another person at school or at home.
- c. Describe how responding to anger can be positive and/or negative.
- d. Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Apply pro-social behaviors when working together and collaborating. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Demonstrate self-control to manage anger. (Personal Skills: Self-Awareness)
3. Explain how tolerance, appreciation, and understanding of diversity are important when collaborating. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

1. How would it feel if you were teased for having a certain eye color?
2. How do you feel when you are helpful to others?
3. Why do people get angry?
4. Is anger a bad thing?
5. Is it OK to not be friends with everyone?

#### *Health Skills:*

1. Goal Setting:
2. Self-Management/Personal Responsibility





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

3. Identify ways to prevent injuries at home, in school, and in the community.

### Evidence Outcomes

#### *Students Can:*

- a. Define how injuries can occur at home, in school and in the community.
- b. Create a personal safety plan and explain how it will be used at home, in school, and in the community (e.g., bike safety, pedestrian safety, emergency situations).
- c. Identify safety rules around modern technology, including the internet.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain why safety is the responsibility of all members of a community. (Civic Interpersonal Skills: Global/Cultural Awareness)
2. Create safety plans that can save lives and prevent injuries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. Is it important to pre-plan for safety?
2. How do pedestrians stay safe from motor vehicles and bicycles?
3. What would be important to put in a safety plan?
4. Is it safe to put your personal information on social media?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to set a goal in order to enhance personal nutrition.

### Evidence Outcomes

#### *Students Can:*

- a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories.
- b. Explain the importance of eating a variety of foods from all the food groups.
- c. Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how healthy foods provide nutrients that in turn provide you energy for daily activities. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how nutrients are necessary for good health and proper growth and development. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Demonstrate how to set a goal to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?
2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?
3. Do all foods help your body in the same ways? Why or why not?
4. How does your lifestyle impact whether a portion size is appropriate?

#### *Health Skills:*

1. Goal-Setting





## Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

## Grade Level Expectation:

2. Describe the connection between food intake and physical health.

## Evidence Outcomes

### *Students Can:*

- a. Explain that both eating habits and level of physical activity affect a person's overall well-being and ability to learn.
- b. Explain body signals that tell people when they are hungry and when they are full.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Describe how daily physical activity can make a person feel more awake, better able to concentrate, and full of energy. (Personal Skills: Self-Awareness)
2. Explain how healthy food choices and exercise can positively affect brain function and physical and emotional health. (Personal Skills: Self-Awareness)
3. Analyze the cause-and-effect relationship between eating healthy portions when you are hungry and stopping when you are full to help you meet your energy needs and avoid overeating. (Entrepreneurial Skills: Inquiry/Analysis)
4. Describe how personal life choices impact unhealthy weight. (Personal Skills: Self-Management)

### *Inquiry Questions:*

1. Why do most people feel better after they eat?
2. Why do some people eat even if they are not hungry?
3. What is the benefit of increased physical activity for your overall health?

### *Health Skills:*

1. Self-Management/Personal Responsibility



### Prepared Graduates:

3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.

### Grade Level Expectation:

3. Explain how the dimensions of wellness are interrelated and impact personal health.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
- b. Define wellness.
- c. Assess how modern technology can impact your social, emotional, and physical health and wellness.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain how personal behaviors that address the physical, social and emotional dimensions have a long-term effect on wellness. (Personal Skills: Self-Awareness)
2. Apply health-related concepts and skills in everyday lifestyle behaviors. (Personal Skills: Initiative/ Self-Direction)
3. Evaluate the use of modern technology on the long-term effects on wellness. (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

1. What is wellness?
2. What are the benefits and consequences of our choices in terms of wellness?
3. Why does wellness sometimes require that we make changes to our current behaviors, relationships, or actions?
4. Can social media impact how you feel?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





## Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

## Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

## Evidence Outcomes

### *Students Can:*

- a. Discuss factors that support healthy relationships with friends and family.
- b. Discuss how culture and tradition influence personal and family structures.
- c. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits.
- d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- e. Identify problem solving strategies to support healthy relationships.
- f. Describe the importance of having and identifying a parent or trusted adult as a support.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Investigate how families interact differently in various parts of the world. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. (Civic/Interpersonal Skills: Collaboration/Teamwork)
3. Demonstrate a sensitivity to differences and appreciation for diversity which are characteristics of good mental and emotional health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify strategies to use in maintaining and supporting healthy relationships. (Personal Skills: Self-Awareness)

### *Inquiry Questions:*

1. Why are relationships with family and friends so important?
2. What is friendship?
3. How do your family's customs differ from those of your neighbor? Why is it important to learn about other traditions and values?
4. What conflicts could arise between friends and what strategies could you use to solve those problems?

### *Health Skills:*

1. Analyzing Influences





### Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

### Grade Level Expectation:

2. Comprehend concepts related to stress and stress management.

### Evidence Outcomes

#### *Students Can:*

- a. Identify personal stressors at home, with friends, in school, and in the community.
- b. List physical and emotional reactions to stressful situations.
- c. Identify positive and negative ways of dealing with stress.
- d. Identify when you should seek help from a trusted adult in dealing with stress.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Demonstrate positive stress management techniques that relieve and redirect stress. (Personal Skills: Initiative/Self-Direction)
2. Identify personal stressors and their physical and emotional reactions on the body. (Personal Skills: Self-Awareness)
3. Explain how to advocate for yourself when experiencing stress responses of the body and brain. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. What would school be like if there was no stress?
2. Can stress be positive?
3. Does being stressed out affect the way you think?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Identify positive and negative uses for medicines.

### Evidence Outcomes

#### *Students Can:*

- Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems.
- Demonstrate the ability to read, understand, and follow labels such as those on common household medicines.
- Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins.
- Describe the steps to take if over-the-counter or prescription drugs are used incorrectly.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Investigate how other cultures treat common medical problems in different ways. (Civic/Interpersonal Skills: Global-Cultural Awareness)
- Explain why doctors, nurses, trusted medical websites, and pharmacists provide guidance on proper use of medications. (Professional Skills: Information Literacy)
- Summarize the effects of using medicines correctly and incorrectly. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- What could happen if I misread a medicine label?
- Is caffeine a harmful drug?
- If vitamins are good for me, why would I need to be careful when taking them?
- If someone in my family is sick and then I get sick with the exact same thing, can I take the same medication?
- Other than drugs and alcohol, what else can you be addicted to (e.g., technology, relationships)?

#### *Health Skills:*

- Accessing Information
- Self-Management/Personal Responsibility





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

2. Demonstrate the ability to use interpersonal communication skills to refuse or avoid using drugs (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- c. Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Demonstrate healthy interpersonal communication skills when conveying your personal health needs and wants. (Civic/Interpersonal Skills: Communication)
2. Explain how culture, media, and social pressures influence health behaviors and how you can resist the distractions. (Personal Skills: Perseverance/Resilience)
3. Identify the cause and effect relationship between drug use and making healthy decisions. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. Why is it important to know when to say “no,” even when it’s not popular?
2. Why is it important to know when to say “no,” even when it’s not popular?
3. Who or what impacts my ability to choose not to use drugs?
4. Why is it important for me to take personal responsibility for not using drugs?

#### *Health Skills:*

1. Interpersonal Communication
2. Analyzing Influences





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

3. Demonstrate skills necessary to prevent a conflict from escalating to violence.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation.
- b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills.
- c. Explain a more positive alternative than using violence to resolve a conflict.
- d. Explain the potential dangers of having weapons at home, in school, and in the community.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify the physical and emotional consequences of violence and the significant impact they have on society. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Demonstrate effective conflict resolution skills. (Personal Skills: Adaptability/Flexibility)
3. Explain how effective communication and personal skills can develop, maintain, and enhance healthy behaviors. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What is conflict resolution?
2. What if there was no violence in the world?
3. How can you promote peaceful problem-solving?
4. How can the use of guns and other weapons be positive?
5. Do you always have to compromise to help solve a conflict?
6. Can social media create conflicts between people?

#### *Health Skills:*

1. Interpersonal Communication: Conflict Resolution





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to make good decisions about healthy eating behaviors.

### Evidence Outcomes

#### *Students Can:*

- a. Access valid information pertaining to fat, salt and sugar content in order to maintain good health and improve food choices.
- b. Analyze the food and beverage choices of self or others to inform healthy behaviors.
- c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks.
- d. Demonstrate how to politely advocate for foods that are more nutritious.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explore how as the body matures, the amount of food and key nutrients change to support healthy systems and growth. (Entrepreneurial Skills: Inquiry/Analysis)
3. Examine how healthy eating is a personal responsibility and is challenged by the choices available to us. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How will you take control of your own healthy eating behaviors?
2. If broccoli were deep-fried, would it still be nutritious?
3. Is sugar bad? Why or why not?
4. Why do people tend to eat too much sugar, fat, and salt?
5. Is caffeine a healthy or unhealthy ingredient in foods and drinks?

#### *Health Skills:*

1. Accessing Information
2. Decision-Making
3. Advocacy





### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

2. Explain the structure, function and major parts of the human reproductive system.

### Evidence Outcomes

#### *Students Can:*

- a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems.
- b. Describe the purpose of the menstrual cycle and its relationship to fertilization.
- c. Explain that after fertilization, cells divide to create an embryo and then a fetus that grows and develops inside the uterus during pregnancy.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze why in nature, different animals have different gestation cycles. (Entrepreneurial Skills: Inquiry/Analysis)
2. Analyze the influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. What is optimal growth and development of a fetus?
2. How do twins occur?
3. What causes acne?

#### *Health Skills:*

1. Accessing Information





### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

3. Describe the physical, social, and emotional changes that occur at puberty.

### Evidence Outcomes

#### *Students Can:*

- a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal.
- b. Identify how personal hygiene practices can impact health and safety during puberty.
- c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices.
- d. Discuss how changes during puberty affect thoughts, emotions, growth patterns, and behaviors.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Professional Skills: Information Literacy)
2. Analyze why the onset age of puberty has changed over time due to factors that include changes in nutrition, access to medical care, and exposure to chemicals in the environment. (Entrepreneurial Skills: Inquiry/Analysis)
3. Demonstrate how tolerance, appreciation, and understanding of individual differences are critical during times of change. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Analyze factors influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. Why are some aspects of puberty "embarrassing"?
2. What is "normal"?
3. During puberty, what causes body hair to grow and a male's voice to change? What causes acne?

#### *Health Skills:*

1. Analyzing Influences
2. Accessing Information





### Prepared Graduates:

3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.

### Grade Level Expectation:

4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness.

### Evidence Outcomes

#### *Students Can:*

- a. Access valid and reliable sources of information including parents or trusted adults to answer questions about personal health.
- b. Demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible. (Civic/Interpersonal Skills: Communication)
2. Identify why web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation. (Professional Skills: Information Literacy)
3. Identify why interpersonal communication about health conditions and concerns is critical for prevention of disease and maintaining good health. (Civic/Interpersonal Skills: Communication)
4. Individuals need support when making decisions about when and with whom to discuss healthcare questions or concerns. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. What could happen if I did not tell someone about my health condition?
2. Why is it important to ask for what I need?

#### *Health Skills:*

1. Accessing Information
2. Interpersonal Communication





### Prepared Graduates:

3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.

### Grade Level Expectation:

5. Comprehend concepts and identify strategies to prevent the transmission of disease.

### Evidence Outcomes

#### *Students Can:*

- a. Differentiate between communicable and non-communicable diseases.
- b. Describe how the body fights germs and diseases naturally, with medicines, and through immunization.
- c. Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, touch, and animals.
- d. Describe the effects of HIV infection on the body.
- e. Explain how HIV is and is not contracted.
- f. Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore how technological advances assist with disease tracking and prevention. (Entrepreneurial Skills: Creativity/Innovation)
2. Identify how strategies to prevent transfer of germs and disease transmission and to control the severity of illnesses are available and have changed over time. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. Why did people die at a younger age in the early 1900s?
2. How can you avoid contact with germs?
3. How can you help your body fight germs?
4. How can you be sure not to spread germs?

#### *Health Skills:*

1. Accessing Information
2. Self-Management/Personal Responsibility





### Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

### Grade Level Expectation:

1. Analyze internal and external factors that influence mental and emotional health.

### Evidence Outcomes

#### *Students Can:*

- a. Describe how feelings and emotions are portrayed in the media.
- b. Identify how society, media, and the use of modern technology can influence mental and emotional health.
- c. Explain how families and peers can influence mental and emotional health.
- d. Identify ways to counteract negative influences that impact mental and emotional health.
- e. Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how family, peers, and the media can influence a person's mental and emotional health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Creating art and reflecting on the art products and processes, people can increase awareness of self and others and better cope with stress and traumatic experiences. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Examine how mental and emotional health can be affected by many influences so it is important to be able to recognize both positive and negative influences on our feelings and behavior. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How can you control what you are feeling?
2. In what ways can others affect how you feel?
3. How does the media show us both appropriate and inappropriate models for feelings and emotions?
4. What is mental health?

#### *Health Skills:*

1. Analyzing Influences





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Demonstrate the ability to make good decisions about drug use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Identify sources of accurate information about the effects of alcohol, tobacco, and marijuana.
- b. Analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- c. Demonstrate a decision making process to make good decisions about the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- d. Describe the proper use of over-the-counter and prescription drugs.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore how technology has influenced credibility and availability of information. (Professional Skills: Information Literacy)
2. Identify key behavior associated with early mortality. (Entrepreneurial Skills: Inquiry/Analysis)
3. Compare and contrast varying cultural and religious beliefs surrounding alcohol and tobacco use. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify why making good health decisions requires the ability to evaluate reliable resources. (Professional Skills: Information Literacy)
5. Evaluate research on the benefits and harmful effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. What would advertising look like if the media wasn't allowed to omit relevant, but revealing negative information about their product?
2. Are over the counter drugs safer than prescription drugs?
3. How would tobacco use or exposure affect your ability to exercise or play sports?
4. Why might someone else who uses marijuana want others to do so as well?
5. If adults can legally drink alcohol, how can it be harmful?
6. Can your body system continue to operate with a malfunctioning part (e.g., liver)?
7. How do new technologies influence drug use?

#### *Health Skills:*

1. Accessing Information
2. Decision Making





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

### Evidence Outcomes

#### *Students Can:*

- a. Identify factors that influence both violent and nonviolent behaviors.
- b. Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.
- c. Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.
- d. Describe how to use social media to promote positive relationships.
- e. Identify resources, including safe people, parents, or adults, who can help prevent or intervene in unsafe situations in the school and community.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore how nonviolence has been used in conflicts. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Assess how bullying and violence can have long term emotional and physical consequences. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Critique how culture, media and social influences affect violent and nonviolent behavior. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Investigate why and how individuals can take personal responsibility to develop, maintain, and enhance healthy behaviors. (Personal Skills: Personal Responsibility)
5. Identify the importance of evaluating reliable sources when analyzing influences. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. Why do people become violent?
2. Why is it important to report incidents of bullying and other unsafe situations?
3. What types of communication can help you avoid conflict?
4. How can we demonstrate appreciation and value for differences?
5. How do I know who to tell about an unsafe situation?
6. What are stereotypes? Why do people stereotype others?
7. Can making assumptions about people influence behavior?

#### *Health Skills:*

1. Interpersonal Communication: Conflict Resolution/Negotiation Skills
2. Analyze Influences
3. Self - Management/Personal Responsibility





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

3. Demonstrate basic first aid and safety procedures.

### Evidence Outcomes

#### *Students Can:*

- Identify ways to reduce the risk of injuries from animal bites and insect stings.
- Explain what to do, such as calling 911 or a poison control center, if someone is injured or is poisoned by products such as household cleaners or other substances.
- Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking.
- Develop and apply a decision-making process for avoiding situations that could lead to injury.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explore community resources that are available for basic first aid training. (Professional Skills: Information Literacy)
- Knowing what to do in an emergency situation including providing basic first aid and/or seeking help is a lifelong skill that supports communities. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

- Which animals and insects can be dangerous?
- What steps should you take to save someone from choking?
- How do you decide what is dangerous to ingest?

#### *Health Skills:*

- Self-Management/Personal Responsibility
- Decision-Making

