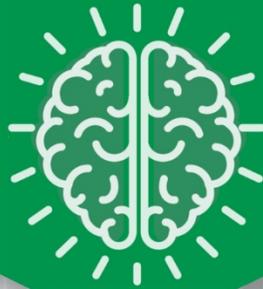




★  
Colorado  
Academic Standards

# Comprehensive Health



Preschool – Second Grade



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

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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 is no 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<br>Grade Level, Standard Category   |  |             |
|--|--|--|
| <b>Prepared Graduates:</b><br>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><br>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><br>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><br>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.<br><br>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.

### Preschool Learning and Development Expectation:

1. Distinguish between healthy and unhealthy foods.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Distinguish food on a continuum from most healthy to least healthy.
- b. Demonstrate the ability to identify and choose a healthy food choice.
- c. Recognize the benefits of choosing a healthy food.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/Adults May:*

1. Model and talk about eating healthy foods and how healthy foods make you feel.
2. Support children in discovering different food preferences represented by the families in the classroom and community.
3. Talk about the different foods groups and what food groups we need more or less of in a day.
4. Provide a variety of healthy food choices for children to taste and also allow for children to decline eating.
5. Support alternative healthy food during celebrations and non-food rewards.

6. Ensure that a variety of healthy foods are provided during celebrations and special events.
7. Portion plates are provided in the dramatic play area along with a variety of play foods including foods from different cultures, especially those foods representative of the classroom and community.
8. Provide cooking experiences that children participate in.

#### *Examples of Learning/Children May:*

1. During snack time the child comments on the apple on the plate by saying “Look, Mr. Bob, we have a healthy snacks today. There’s some carrots and hummus.”
2. During snack time, Ms. Ling talks with children about the different choices for snack and how a food like an apple gives us more energy and helps us grow.
3. Children sort food items into food groups.
4. During read aloud the adult reads a book on bread from all around the world. The adult asks the children what type of bread the children eat in their home. The children respond with “bagels, tortillas, naan, rice, etc.”
5. In the science area, children point to the food chart visual and recognize and comment on the less healthy foods saying “we eat a little of these items to be healthy.”





### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

2. Develop self-management skills and personal hygiene skills to promote healthy habit.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Complete personal care tasks such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and choosing appropriate clothing for the weather.
- b. Prevent or reduce the spreading of germs such as covering the mouth for coughing and sneezing, not putting toys in the mouth, and not sharing drinks and food.
- c. Understand that personal hygiene is an important step in the prevention of disease and illness.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/Adults May:*

1. Introduce how to use different technology such as “hands-free” water faucets, soap and towel dispensers and toilets.
2. Post a visual on the steps for hand washing.
3. Ensure toilets, drinking water and hand washing facilities are easily accessible to children and staff. Sinks and toilets are either child-sized or made accessible by non-slip stools.

4. Model washing their hands with soap and water before feeding, preparing or serving food.
5. Adults supervise and assist children with washing hands, handling food and brushing teeth developing classroom and personal routines as appropriate.
6. Ensure soap and disposable towels are provided within a child’s reach at all sinks to promote independence.
7. Ensure extra jackets, gloves, hats, and boots are kept on hand so that children who arrive without appropriate attire will still be able to participate.

#### *Examples of Learning/Children May:*

1. Independently brush their teeth after eating using the proper steps.
2. Mr. Bob supports Matab in thinking what clothing she needs for the weather outside today.
3. Mrs. Ramirez reminds Abraham to wash his hands before going to the snack center.
4. Abraham refers to the hand washing chart as he independently goes through and follows the hand washing steps.
5. During the cooking activity, Almir reminds the other children to wash their hands before they start the activity.
6. After breakfast, Miss Lupe places toothpaste in small cups for the children. The children are called over in pairs to brush their teeth as she assists and supervises them.





## Prepared Graduates:

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

## Preschool Learning and Development Expectation:

- Children develop healthy relationships and interactions with adults and peers.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Communicate with familiar adults and accept or request guidance.
- Cooperate with others.
- Develop friendships with peers.
- Establish secure relationships with adults.
- Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.
- Resolve conflict with peers alone and/or with adult intervention as appropriate.
- Recognize and label others' emotions.
- Express empathy and sympathy to peers.
- Recognize how actions affect others and accept consequences of one's action.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

- Model positive ways to interact with others.
- Provide opportunities for children to understand and discuss their feelings and those of others (i.e. show empathy).

- Help children see the effect of their behavior on others and help them resolve conflicts.
- Model asking for and understanding viewpoints and opinions of others. For example, a teacher may kneel between two children in conflict over classroom materials and comment, "I'm looking at Jason's face and I notice his tight lips and wonder if he is angry."
- Accept silence and quiet observation as a proper way for some children to participate, especially when they first join your class.
- Embed learning of friendships skills such as taking turns, exchanging toys, entering a playgroup, and resolving conflict daily in the classroom.
- Comments on a specific behavior using positive descriptive praise. ("You stayed with the puzzle until you finished! That is great persistence-sticking with a difficult activity.")

*Examples of Learning/ Children May:*

- During large group time, the adult asks Lamar and Antonia to share how they solved their problem of both children wanting to use the tree blocks to build. Lamar responds "We used our solutions and took turns!"
- During a small group activity the adult asks children to provide examples of when a friend helped you. Jamie responds "Edgar helped me zip up my coat. He is good at zipping."
- The adult role plays, with puppets, a scenario of a child taking a toy from another child. The adult asks "How might that make Gwen feel, when Gabby took away her toy?" Nicholas responds with "Gwen would feel sad."





### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

- Children develop self-concept and self-efficacy skills.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Identify personal characteristics, preferences, thoughts and feelings.
- Demonstrate age-appropriate independence in a range of activities, routines and tasks.
- Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrate age appropriate independence in decision-making regarding activities and materials.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

- Encourage children to try new things by sharing and learning together.
- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.
- Observe for children's interests and plan learning activities to support them.
- Support children's awareness of pride in their cultural heritage (e.g., adult learns and utilizes child's home language, adult reads multicultural books).

- Listen to what children are saying and show you value their opinions by acknowledging them and building on their ideas.
- Provide choices in materials and activities to further learning at the child's developmental level (e.g., open-ended art materials, knobbed puzzles, child-sized manipulatives).
- Accept silence or quiet observation as a proper way for some children to participate, especially when they first join your class.
- Use open-ended questions such as " What would happen if...? "," How would you feel if...? "," What would you do if...? "

#### *Examples of Learning/ Children May:*

- Provide opportunities for children to understand similarities and differences with each other.
- During the preschool day, children put on their coat, hat and gloves, wash their hands and serve themselves a snack. When needed, an adult scaffolds children's abilities to be independent.
- As part of planning time, Marek discusses his plan for work time.
- During large group time, the adult provides opportunities for community building. Abby talks about her favorite pet kitty. Marco shares his favorite ice cream and Leo talks about his nana in Arizona.





### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

- Children develop self-regulation skills.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Recognize and label emotions.
- Handle impulses and behavior with minimal direction.
- Follow simple rules, routines and directions.
- Shift attention between tasks and move through transitions with minimal direction from adults.
- Attend to free play activities for longer periods of time.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

- Make a cozy, safe area where children can be alone if they wish.
- Establish, explain and model flexible routines (e.g., a naptime routine, snack and meal routines, transitions, and small group time expectations) in terms children can understand including songs, rhymes, and pictures.
- Be aware that children from different cultures may interpret a single action by an adult to have different meanings. For example, an adult may point a finger to signal where she wants the child to go, but some children may think she is reprimanding them, singling them out for some reason, or saying she wants “one” of something (since she has one finger out).

- Provide physical environments, schedules, social stories, solution tools, routines that promote self-regulation and self-control.
- Provide physical environments, daily schedules, and a variety of open-ended materials that support children in spending the majority of their day in purposeful, unstructured play to ensure children have ample opportunity to make choices and direct their own play.
- Modify the environment for children who have sensory issues and may be affected by noise, lights or movement.

*Examples of Learning/ Children May:*

- Listen to/discuss books about emotions and respond to situations in stories that evoke emotions.
- Identify emotions in photographs of other children and adults.
- Create drawings, paintings, collages or a class book about emotions.
- Engage in decision making throughout the day including choice of materials, centers and play partners.
- Practice waiting for short periods of time such as waiting for a turn to pour milk at a meal or waiting for a peer to finish using the scissors while rolling and cutting play-dough.





### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

4. Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- b. Refrain from disruptive behavior, aggressive, angry, or defiant behaviors.
- c. Adapt to new environments with appropriate emotions and behaviors.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

1. Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers.
2. Be aware that ways of expressing feelings, such as excitement, anger, happiness, frustration and sadness, differ in various cultures.
3. Observe for and verbally describe strategies that children are already using to express and manage emotions. Provide constructive and connected learning experiences that build upon those strategies.

#### *Examples of Learning/ Children May:*

1. Talk about and model ways children can express emotions without harming themselves, others, or property (e.g., using calm down techniques such as cozy corner, breathing exercises, using pounding toys, manipulating playdough or talking to an adult).
2. Reflect on personal experiences that evoked strong emotions.
3. Experiment with new materials and activities without fear of making mistakes.
4. Act out powerful emotions (e.g., fear, anger) through dramatic play.
5. Engage with peers and teachers appropriately, demonstrating socially acceptable behaviors.





### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

1. Identify ways to be safe while at play.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. State how to be a safe walking across the street.
- b. Follow basic health and safety rules inside and outside the classroom.
- c. Communicate to a parent or trusted adult if something is not safe.
- d. Communicate and understanding the importance of health and safety routines and rules.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

1. After breakfast, Miss Lupe places toothpaste in small cups for the children. The children are called over in pairs to brush their teeth as she assists and supervises them.
2. Identify situations in the classroom, school, and community that may be unsafe and discuss how to make them safe or prevent injuries.
3. Provide opportunities for children's participation in creating safety rules.
4. Provide accommodations and adaptations for children with disabilities in the classroom and outside so all children can participate in the activities.
5. Establish routines that instill responsibility for keeping the learning environment clean and safe.
6. During the day, the adult reminds the children of specific rules.

#### *Examples of Learning/ Children May:*

1. Chu communicates to the adult that he found glass on the playground.
2. Ruby reminds Vlad to wear his helmet when riding the tricycle so that his head is safe if he falls.
3. During the class meeting, children contribute ideas on how to safely use the playground equipment.
4. On the way to the library, Miss Emelia reminds the children (as a group) to stop at the crosswalk, then asks the lead child to check both ways for oncoming traffic before walking across the street.
5. During a class meeting, Mr. Ben and the preschool children create a list of safe ways to use the playground equipment as well as discussing why certain types of play might be more likely to cause injuries. Together they decide that not walking too close to the swings is an important rule. Thomas suggests that they create a line in front of the swings using a jump rope so that everyone knows not to come too close.
6. Paul waits for Sarah to move away from the base of the slide before he slides down.





### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

2. Identify the importance of respecting the personal space and boundaries of self and others.

#### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Begin to understand the importance of personal space.
- b. Explain the importance of personal space in the classroom and around others.
- c. Explain that each person has the right to tell others not to touch his or her body.
- d. Identify “appropriate” and “inappropriate” touches.
- e. Identify characteristics of a trusted adult.
- f. Seek out a parent or trusted adult for support in resolving an unwanted action or feeling they have experienced.

#### Examples of High-Quality Teaching and Learning Experiences

##### *Supportive Teaching Practices/ Adults May:*

1. Model respect for individuals by asking permission to hug, hold hands, help with personal hygiene and dressing.
2. Adults are aware of children at all times and intervene when there is unwanted physical touching between children.
3. During large group, the adult helps define children’s personal space by providing individual carpet square.
4. The adult is careful to encourage children’s participation in group activities, but respects a child’s right to decline.
5. Read stories/discuss standing up for yourself and seeking out adult support when needed.

##### *Examples of Learning/ Children May:*

1. During outdoor time, Dowa says to Malia “I don’t like you pulling my arm.”
2. During large group time, the children grab their carpet square and use them to define their personal space.
3. Ask the adult for help with a conflict or tell the adult about something they have experienced that they didn’t like.





## Prepared Graduates:

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

## Grade Level Expectation:

1. Identify the major food groups and the benefits of eating a variety of foods.

## Evidence Outcomes

### *Students Can:*

- a. Recognize major food groups.
- b. Identify foods and beverages that are healthy choices.
- c. Explain how food is fuel and that different activities need different fuel.
- d. Explain the health benefits of choosing healthy foods and beverages.

## Academic Context and Connections

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

1. Compare how automobiles run on gasoline as fuel, humans rely on food as fuel. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explore why different people like different foods (culture, geography, family). (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Describe how foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health. (Entrepreneurial Skills: Inquiry/Analysis)

### *Inquiry Questions:*

1. How do healthy foods help your body?
2. How does food fuel our bodies?
3. What would happen to your body if you ate only cookies and candy?

### *Health Skills:*

1. Decision-Making





### Prepared Graduates:

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

### Grade Level Expectation:

2. Explain how personal hygiene and cleanliness affect wellness.

### Evidence Outcomes

#### *Students Can:*

- a. Describe how proper hand washing is important to being healthy.
- b. Explain why bathing and hygiene are important for good health.
- c. Explain positive outcomes from brushing and flossing teeth daily.
- d. Demonstrate steps for proper hand washing, brushing, and flossing of teeth.
- e. Explain why sleep and rest are important for proper growth and good health.

### Academic Context and Connections

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

1. Predict how lack of sleep affects concentration and mood. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explore how hygiene promotes good health and reduces the spread of germs. (Entrepreneurial Skills: Creativity/Innovation)
3. Analyze how individual behaviors can affect others. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What does it mean to have good hygiene?
2. How would your teeth look and feel if you did not brush them?
3. What if nobody ever washed their hands?
4. How does sleep affect the way 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. Recognize the relationship between emotions and actions.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.
- b. Identify a variety of emotions.
- c. Recognize that feelings influence actions.
- d. Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

### Academic Context and Connections

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

1. Explore how feelings affect behavior at home and at school. (Personal Skills: Self-Awareness)
2. Analyze how emotions influence behavior and how physical feeling are important to emotional and mental health. (Personal Skills: Self-Awareness)
3. Demonstrating how effective communication skills can support students working together. (Civic/Interpersonal Skills: Collaboration/Teamwork)

#### *Inquiry Questions:*

1. How does the way I feel change how I act?
2. How do my actions affect others?

#### *Health Skills:*

1. Interpersonal Communication
2. Self-Management/Personal Responsibility



## Prepared Graduates:

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

## Grade Level Expectation:

2. Demonstrate how to effectively communicate and cooperate with others.

## Evidence Outcomes

### *Students Can:*

- a. Demonstrate effective listening skills.
- b. Demonstrate effective verbal and nonverbal communication skills.
- c. Demonstrate sharing with peers.
- d. Demonstrate strategies to cooperate with others.

## Academic Context and Connections

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

1. Collaborating with others, people must be able to listen and communicate effectively. (Civic/Interpersonal Skills: Collaboration/Teamwork)

### *Health Skills:*

1. Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

1. Explain the importance of respecting the personal space and boundaries of self and others.

### Evidence Outcomes

#### *Students Can:*

- Identify “appropriate” and “inappropriate” touches.
- Identify characteristics of a trusted adult.
- Demonstrate how to tell a parent or trusted adult if inappropriate touching occurs to self or others.
- Explain the importance of personal space in the classroom and around others.

### Academic Context and Connections

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

- Explore how situations, settings, cultures and individuals have varied rules about personal space. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine how boundaries are applied to nations, cities and people. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Demonstrate and understanding of why individuals have the right to personal space and boundaries. (Civic/Interpersonal Skills: Character)
- Identify when it is appropriate and demonstrate how to communicate with a trusted adult. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

- What is personal space?
- Why might one person’s personal space be different from another person’s?
- What would it be like if nobody respected anybody else?
- What is privacy?
- Can verbal comments intrude on your personal space?

#### *Health Skills:*

- Accessing Information
- Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

2. Explain safe behavior as a pedestrian and with motor vehicles.

### Evidence Outcomes

#### *Students Can:*

- a. Explain safe behavior when getting on and off and while riding on school buses.
- b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle.
- c. Recognize and describe the meaning of traffic signs.
- d. Describe how rules at school can help to prevent injuries.
- e. Demonstrate safe pedestrian behaviors.

### Academic Context and Connections

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

1. Examine how crosswalk and traffic signs change based on new research about how children see and react to symbols. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how vehicles and streets are places with hazards and require careful attention. (Personal Skills: Personal Responsibility)
3. Identify personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What are some things that can happen if everyone runs around and pushes each other?
2. What would it be like if there weren't any rules for cars or pedestrians?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate effective communication skills in unsafe situations.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate verbal and nonverbal ways to ask a parent or trusted adult for help about an unsafe situation.
- b. Describe how to call 911 or other emergency numbers for help.
- c. Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon.
- d. Identify unsafe or risky situations around the home, school, and community.

### Academic Context and Connections

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

1. Identify how other forms of technology can be used to communicate in an emergency situation. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply effective communication skills in an emergency situation using both verbal, nonverbal, and various technologies. (Civic/Interpersonal Skills: Communication)
3. Identify how personal strategies that can be used to develop, avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What would happen if you were lost and you didn't know how to ask for help?
2. What would you do if you found a gun?
3. In addition to a phone, how else could you get help when you are at home? In a car?
4. Without using words, what are ways you could let someone know you need help?

#### *Health Skills:*

1. Interpersonal Communication
2. Self-Management/Personal Responsibility
3. Accessing Information





### Prepared Graduates:

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

### Grade Level Expectation:

1. Identify a variety of foods from the different food groups that are vital to promote good health.

### Evidence Outcomes

#### *Students Can:*

- a. Categorize foods into the major food groups.
- b. Identify a variety of foods in each of the food groups that are healthy choices.
- c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives.

### Academic Context and Connections

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

1. Compare how different tastes, colors, smells, and textures of foods provide sensory experiences that add or take away from enjoying what we eat. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how eating a variety of nutritious foods helps to maintain a healthy body. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why is it helpful to know which major food group a food belongs to?
2. What if all the foods you ate came from only one food group?
3. What if all foods looked and tasted exactly the same?

#### *Health Skills:*

1. Decision-Making





## Prepared Graduates:

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

## Grade Level Expectation:

2. Demonstrate health-enhancing behaviors to prevent injury or illness.

## Evidence Outcomes

### *Students Can:*

- a. Describe ways to prevent harmful effects of overexposure to the sun and loud noise.
- b. Describe the symptoms that occur with a cold and/or flu.
- c. Demonstrate ways to prevent the spread of germs that cause common, infectious diseases.
- d. Describe steps to treat a wound, insect bite or sting to reduce chances of infection.

## Academic Context and Connections

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

1. Explore how you can protect the eyes from injury and damage.  
(Entrepreneurial Skills: Creativity/Innovation)
2. Predict why soaps and tissues help prevent the spread of germs.  
(Entrepreneurial Skills: Creativity/Innovation)
3. Determine what products scientists have developed to limit sun exposure.  
(Entrepreneurial Skills: Creativity/Innovation)

### *Inquiry Questions:*

1. What are some activities that increase your risk of sun damage?
2. What if we lived in a place that had loud noises all the time?
3. How does a person get a cold?
4. Why do surgeons scrub their hands and put on gloves prior to surgery?
5. Why do we clean our wounds before putting a bandage on?

### *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. Demonstrate how to express emotions in healthy ways.

### Evidence Outcomes

#### *Students Can:*

- a. Explain possible causes for a variety of emotions.
- b. Identify appropriate ways to express emotions and cope with strong feelings.
- c. Demonstrate effective listening skills and verbal/nonverbal communication skills.
- d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry.
- e. Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs.

### Academic Context and Connections

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

1. Examine how people express their emotions in a variety of ways. (Civic/Interpersonal Skills: Character)
2. Explain how playing games with others can be one way to learn how to express emotions. (Personal Skills: Self-Awareness)
3. Expressing emotions in appropriate ways is a lifelong skill for school, work, and family. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. How does a person control their feelings?
2. Why is it important to be a good listener?
3. How can I show someone I am listening to them?
4. Why is it hard to stop arguing with someone else when you disagree?

#### *Health Skills:*

1. Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

2. Identify parents, guardians, and other trusted adults as resources for information about health.

### Evidence Outcomes

#### *Students Can:*

- a. Identify trusted adults at home and at school.
- b. Identify trusted adults who promote health such as health care providers.
- c. Demonstrate the ability to talk about feelings with parents and other trusted adults.
- d. Demonstrate the ability to ask for help from a parent and/or trusted adults.

### Academic Context and Connections

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

1. School, health care sites, community, and spiritual centers are places where help might be found. (Professional Skills: Self-Advocacy)
2. Asking for help and health information is a lifelong skill. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. Who are your trusted adults?
2. Why should you ask an adult for help?

#### *Health Skills:*

1. Accessing Information
2. Interpersonal Communication
3. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

1. Explain why bullying is harmful and how to respond appropriately.

### Evidence Outcomes

#### *Students Can:*

- a. Understand why it is wrong to tease others.
- b. Identify why making fun of others is harmful to self and others.
- c. Explain what to do if you or someone else is being bullied.
- d. Describe the difference between bullying and having a strong disagreement between people.
- e. Describe the difference between telling and tattling.
- f. Describe how you would advocate for yourself and others in a bullying situation.

### Academic Context and Connections

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

1. Identify certain times and situations when a parent or adult needs to be told about another person's behaviors. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. If it's just "making fun" then how can it be harmful?
2. How do you feel when someone disagrees with you?
3. What do you do when someone disagrees with you?
4. What are some good reasons to tell the teacher what another student is doing?
5. Why is it important to stand up for yourself?

#### *Health Skills:*

1. Interpersonal Communication
2. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate strategies to avoid hazards in the home and community.

### Evidence Outcomes

#### *Students Can:*

- Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community.
- Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles).
- Explain why using medicines without adult permission can be harmful.
- Describe how to safely ride a bike, skateboard, and scooter as well use inline skates.
- Demonstrate strategies to avoid fires and burns (Stop, drop, and roll).
- Demonstrate how to call 911 or other emergency numbers for help in dangerous situations.
- Identify safety rules and strategies to avoid hazards in the home and community, such as, fire, severe weather, power lines, and pool use.
- Identify safety rules around modern technology, including the internet.

### Academic Context and Connections

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

- Explain why everyone has a responsibility to practice strategies to prevent fires from starting and to prevent fire from spreading. (Personal Skills: Personal Responsibility)
- Explore how professional responders practice how to quickly help in an emergency. (Professional Skills: Career Awareness)
- Compare and contrast different types of hazards that children in other countries or communities may need to be aware of. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Identify concepts and skills to avoid potential hazards and respond appropriately. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- Why is it important to know the difference between what we can and cannot ingest?
- Why is it important to follow traffic signs and pedestrian safety rules when riding a bike, skateboard, scooter, or inline skates?
- What could happen if you were camping, there was a campfire, and everyone decided to leave and go for a hike without putting the fire out first?
- Why is it important to wear safety equipment?
- How do you know when an emergency is occurring?

#### *Health Skills:*

- Self-Management/Personal Responsibility
- Interpersonal Communication:





### Prepared Graduates:

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

### Grade Level Expectation:

1. Identify eating and drinking behaviors that contribute to maintaining good health.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the importance of choosing healthy foods and beverages.
- b. Identify the benefits of drinking plenty of water.
- c. Describe the benefits of eating breakfast every day.
- d. Identify a variety of healthy snacks.
- e. Understand that the body exhibits signals that tell people when they are hungry and when they are full.
- f. Identify the recommended serving size and sugar content found on a nutritional label.

### Academic Context and Connections

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

1. Explain why water is essential for optimal body functioning. (Entrepreneurial Skills: Inquiry/Analysis)
2. Critique why a healthy diet, which includes eating breakfast, helps provide the energy you need to move, think clearly, and solve problems throughout the day. (Entrepreneurial Skills: Inquiry/Analysis)
3. Compare a healthy, balanced diet which includes eating appropriate portion sizes from multiple food groups throughout the day to a diet that is not balanced. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why do many people claim that breakfast is the most important meal of the day?
2. Why is it important to pay attention to your body when it feels hungry or full?
3. What are the benefits to your of body drinking water?
4. Where would you find nutritional information when a label is not available?
5. Why is it important to know the recommended serving size of foods and beverages?

#### *Health Skills:*

1. Decision-Making
2. Accessing Information





### Prepared Graduates:

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

### Grade Level Expectation:

2. Recognize basic childhood chronic diseases.

### Evidence Outcomes

#### *Students Can:*

- a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy.
- b. Communicate concern to a parent or trusted adult when a person is having an allergic reaction or difficulty breathing.
- c. Identify the purpose of vaccinations.

### Academic Context and Connections

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

1. Identify common food allergies and the importance of understanding how to decrease exposure to allergens. (Personal Skills: Self-Awareness)
2. Determine the signs of someone who is having difficulty breathing or is not responding, and how to seek help. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. How can you tell if someone is having an allergic reaction?
2. What actions might you take if you saw a person who was having trouble breathing?

#### *Health Skills:*

1. Interpersonal Communication:
2. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

1. Utilize knowledge and skills to develop a positive self-concept.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the characteristics of someone who has personal qualities that are important to you.
- b. Identify the personal traits that best represent who you are and why they are important.
- c. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- d. Express intentions to treat self with care and respect.

### Academic Context and Connections

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

1. Explain how positive qualities and traits of a person can help someone have a better understanding of their own self. (Personal Skills: Self-Awareness)
2. Identify some ways to express emotions appropriately, and how to treat yourself and others with respect. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. What does self-respect look like?
2. What if no one respected your space, property, or feelings?
3. What would you do to treat yourself with care and respect?
4. Would eating ice cream demonstrate care and respect for yourself?

#### *Health Skills:*

1. Self-Management/Personal Responsibility



### Prepared Graduates:

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

### Grade Level Expectation:

- Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.

### Evidence Outcomes

#### *Students Can:*

- Summarize the importance of respecting the personal space and boundaries of others.
- Discuss the importance of thinking about the effects of one's actions on other people.
- Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.
- Describe the benefits of a friendship.
- Describe how to make and maintain friendships.

### Academic Context and Connections

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

- Demonstrate how people can show respect to others (e.g., respect their personal space and boundaries). (Personal Skills: Self-Awareness)
- Identify how qualities of healthy relationships, like cooperation and respecting others can help people develop and maintain friendships. (Civic/Interpersonal Skills: Collaboration/Teamwork)

#### *Inquiry Questions:*

- Do my actions always affect others?
- Do I have to be friends with everyone?
- Are all friendships the same?
- How do we know how other people are feeling?

#### *Health Skills:*

- Interpersonal Communication:
- 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 the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

### Evidence Outcomes

#### *Students Can:*

- Describe the dangers of using tobacco or non-prescribed marijuana.
- State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana.
- Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

### Academic Context and Connections

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

- Determine the impact of tobacco and marijuana on the body's ability to function normally. (Professional Skills: Self-Advocacy)
- Explain how secondhand smoke impacts air quality. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Evaluate how effective communication skills enhance a person's ability to express wants and defend their beliefs. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

- Why do people choose to smoke when they know it is bad for them?
- Why is it important to be able to refuse something that you do not want?
- What might happen if I saw a friend pick up a cigarette and I didn't say anything...I just walked away?
- What can you do if someone is smoking and it is bothering you?

#### *Health Skills:*

- Interpersonal Communication
- 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. Identify safe and proper use of household products.

### Evidence Outcomes

#### *Students Can:*

- Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).
- Explain that taking medications incorrectly can be harmful, including vitamins.
- Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.
- Identify the dangers of edible marijuana or tobacco products.

### Academic Context and Connections

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

- Explain the role of a pharmacist and how they protect individuals from unsafe substances or mistaken consumption of medications. (Entrepreneurial Skills: Inquiry/Analysis)
- Identify what new technologies are being developed to prevent unintentional poisoning. (Entrepreneurial Skills: Inquiry/Analysis)
- Examine why medicines must be used correctly in order to be safe and have maximum benefit. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

- What could happen if there were not any labels on medicines, foods, vitamins, or other household products?
- What are the warning symbols that indicate that a product or substance may be harmful? (e.g., poison, flammable, marijuana)
- How can you identify the intended purpose of a household product?
- How do you know the difference between food that is safe to eat and an edible tobacco or marijuana product?

#### *Health Skills:*

- Accessing Information





### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate how to respond appropriately to various types of bullying.

### Evidence Outcomes

#### *Students Can:*

- Identify examples of physical bullying.
- Identify examples of social bullying (e.g., rumors, gossiping, excluding others).
- Describe the difference between verbal and nonverbal bullying (e.g., dirty looks, sticking out the tongue).
- Identify why making fun of others is harmful to self and others.
- Explain how to advocate for yourself and someone else who is being bullied.

### Academic Context and Connections

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

- Identify the professionals who can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults. (Professional Skills: Self-Advocacy)
- Discuss why tolerance, appreciation, and understanding of diversity are important skills to learn and practice. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

- Why are people mean and cruel to other people?
- How do people respond to others who are mean and cruel?
- Is being mean to a friend different from being mean to someone else?

#### *Health Skills:*

- Interpersonal Communication:
- Advocacy for Self and Others:





### Prepared Graduates:

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

### Grade Level Expectation:

4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate how to make a decision to call 911 or other emergency numbers for help.
- b. Demonstrate effective refusal skills to avoid unsafe situations.
- c. Describe the use of safety equipment for specific activities and sports such as biking.
- d. Identify ways to reduce or prevent the risk of injuries around water.
- e. Develop an awareness of how modern technology can create a distraction that leads to unsafe situations (e.g., looking down in a crowd, unaware of traffic, awareness of others).

### Academic Context and Connections

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

1. Explore how first responders personnel consider situations from a variety of aspects. (Professional Skills: Career Awareness)
2. Develop a plan for preventing injuries through preparation and communication. (Civic/Interpersonal Skills: Communication)
3. Explore how Coast Guard and lifeguards are equipped to prevent and provide help in a water safety situation. (Professional Skills: Career Awareness)
4. A 911 operator is trained to send help in an emergency and provide help over the phone. (Professional Skills: Career Awareness)
5. Take personal responsibility to use safety equipment, such as helmets, knee pads, and life jackets, to help prevent unintentional injuries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How do I know when to call 911?
2. What do individuals do when they need to communicate and they cannot speak?
3. What are the decisions made by emergency workers?
4. What happens if a player does not wear a helmet or knee pads?
5. Why is it important to be careful around water?
6. Why do lifeguards say “walk don’t run” at swimming pools?
7. Why is looking down at your phone or tablet while walking in a parking lot dangerous?

#### *Health Skills:*

1. Interpersonal Communication:
2. Self-Management/Personal Responsibility
3. Decision-Making

