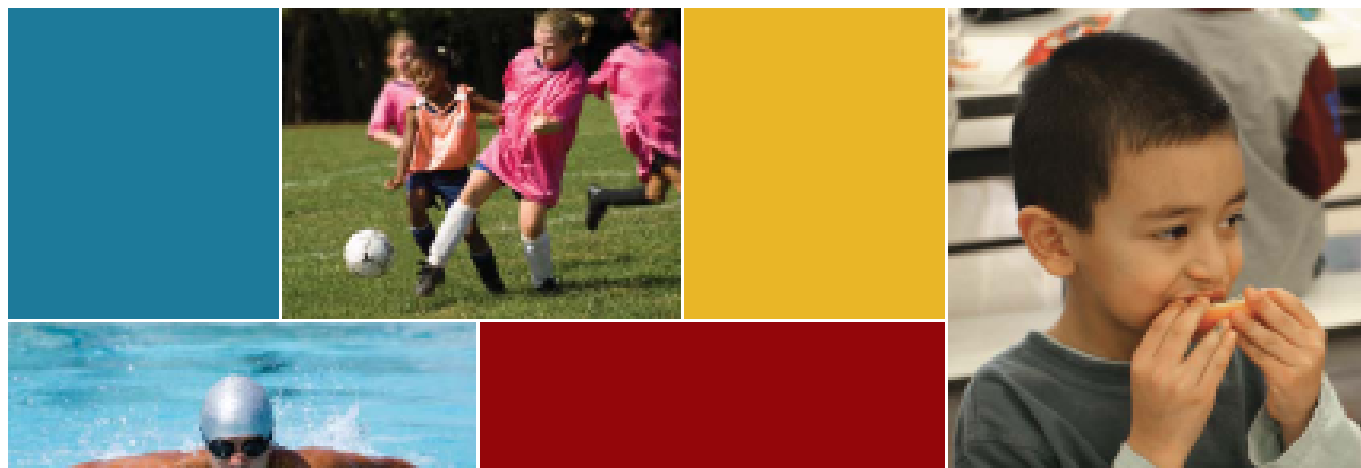


Colorado Academic  
STANDARDS

Health & Physical Education  
Comprehensive Health & Physical Education



Adopted: December 11, 2009



# Overview of Changes

## Comprehensive Health and Physical Education Standards

### Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21<sup>st</sup> century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

### Notable Changes to the Colorado Model Content Standards in Physical Education

The most evident changes to the Colorado standards are an expansion of the content area to include health education with the new name of “Comprehensive Health and Physical Education,” and a change from grade-band expectations (K-4, 5-8, and 9-12) to grade-level specific expectations through eighth grade and high school as a group (9-12). These are explained here in addition to other changes that are apparent upon comparison of the current standards and the proposed changes.

**1. Expansion of the physical education standards to include health education.**

In December 2008, the State Board of Education voted to include the concepts of health and wellness together with the physical education standards.

With the expansion, the principle of fewer standards was adjusted for this content area. Prior to the revision process, physical education had only three standards, and health education had none. The draft of the new standards contains three shared standards, plus one specific to physical education.

The name of “Comprehensive Health and Physical Education” was recommended after the development of the draft standards as it represented the concept of a preK-12<sup>th</sup> grade approach to both Health and Physical Education.

**2. Intentional opportunities for integration of health and physical education concepts and skills.**

The subcommittees in physical education and health worked within and across content areas. The purpose was to create a viable document for P-12 with a special emphasis on integration of health and physical education across all grades. Intentional opportunities for alignment and integration were created in three of the four standards.

**3. Intentional differentiation of health and physical education specific concepts and skills.**

While the coordinated, interdisciplinary approach was emphasized, there were two “big idea” areas that were content-specific to either health or physical education.

**4. Impact of standards articulation by grade level through eighth grade.**

The original Colorado Model Content Standards for physical education were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing more a specific learning trajectory of concepts and skills across grade levels from preschool to eighth grade. Articulating standards by grade level in each area affords greater specificity (clearer standards) in

describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).

5. **Articulation of high school standards.**

High school standards are not articulated by grade level, but by standard. This is intended to support district decisions about best to design curriculum and courses, whether through an integrated approach, a traditional course sequence, or alternative approaches. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option and lifelong health and wellness. The individual standards are not meant to represent a course or a particular timeframe. All high school students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for study of other advanced physical and health disciplines.

6. **Integration of P-2 Council's recommendations.**

The subcommittees integrated the P-2 building blocks into the K-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.

7. **Standards are written for mastery.**

The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction – not standards.

8. **Intentional integration of technology use, most notably at the high school level.**

The use of appropriate technology allows students access to concepts and skills in ways that mirror the 21<sup>st</sup> century lifestyle and workplace.

9. **Use of national standards for health and physical education varies in how they were incorporated into the standards template.**

The national health education standards are written as skills and were used as references for evidence outcomes. The national physical education standards are written as goals and were used as references for grade level expectations.

Below is a quick guide to other changes in the Physical Education standards:

Area	Summary of changes	
	Current Standards	Proposed Revisions
<b>Number of standards</b>	Colorado has three standards in physical education and none in health education.	The proposal is to combine and create four standards in comprehensive health and physical education. Three are shared, and physical education has one specific to the content area.
<b>Names of standards</b>	<p>Students demonstrate competent skills in variety of physical activities and sports.</p> <p>Students demonstrate competency in physical fitness.</p> <p>Students demonstrate the knowledge of factors important to participation in physical activity.</p>	<p>Movement Competence and Understanding (physical education specific)</p> <p>Physical and Personal Wellness</p> <p>Emotional and Social Wellness</p> <p>Prevention and Risk Management</p>
<b>Integration of 21<sup>st</sup> century and postsecondary workforce readiness skills</b>	<ul style="list-style-type: none"> <li>• Not deliberately addressed in original document.</li> </ul>	<ul style="list-style-type: none"> <li>• A design feature of the revision process.</li> <li>• Intentionally integrated into evidence outcomes.</li> </ul>
<b>P-2</b>	<ul style="list-style-type: none"> <li>• Standards articulated for grade band beginning with kindergarten.</li> <li>• Benchmarks articulated by grade band of K-4, with most geared to upper grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-K included.</li> <li>• Grade level expectations articulated for each elementary grade.</li> <li>• Clear expectations articulated for grades P-2.</li> </ul>
<b>Number of grade level expectations</b>	Average of six benchmarks per grade span.	Average of four grade level expectations per grade level (P-8) and high school.

## **Comprehensive Health and Physical Education Subcommittee Members**

### **Co-Chairs:**

Judy Cooper  
District  
Physical Education Curriculum Coordinator  
Jefferson County Schools  
Golden

Sharon Murray  
Business  
President  
Rocky Mountain Center for Health  
Promotion and Education  
Lakewood

### **Subcommittee Members:**

Joni Baca  
Parent  
Homemaker  
Highlands Ranch

Clayton Ellis  
High School  
Physical Education Teacher  
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Elementary School  
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Retired Health Educator  
Denver

Joneen Mackenzie  
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National Physical Education/Physical  
Activity Manager  
Alliance for a Healthier Generation  
Kremmling

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Business  
Medical Director  
Leprino Foods Company  
Denver

Dr. Sandra Stenmark  
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Physician, Kaiser Permanente  
Denver

Chris Strater  
Elementary School  
Physical Education Teacher  
Aurora Public Schools  
Aurora

Tara Trujillo  
Business  
Health Initiatives Director  
Colorado Children's Campaign  
Denver

Bridget Trujillo  
Business  
Executive Director, YMCA  
Pueblo

## **Health and Physical Education National Expert Reviewers**

### **Dr. Kymm Ballard**

Dr. Kymm Ballard is the partnership development specialist for SPARK/School Specialty. Her role is to seek and maintain partners for SPARK in efforts to provide research-based physical education to schools around the country and world. Ballard is the former physical education, athletics, and sports medicine consultant with the North Carolina Department of Public Instruction. Her professional experiences include service for more than a decade as a physical education teacher, several years as an administrator, and the co-developer of North Carolina's first high school demonstration school. Ballard's direct service to children influences her work at the national level today. She wrote, advocated for, and promoted the Healthy Active Children Policy of the North Carolina State Board of Education and the state's standards for physical education. As a result, Ballard was awarded the 2002 National P. E. 4 Life Advocate of the Year award for her work both in North Carolina and in Washington, D.C. Other recognizable awards include Ballard as North Carolina's first and only teacher to receive both the Physical Education Teacher of the Year and Health Education Teacher of the Year awards in the same year. Ballard has received the highest honor awards in North Carolina American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and in her national professional organizations. Among her most notable awards, is the Channing Mann, National Administrator of the Year from her colleagues at the National Association of Sport and Physical Education (NASPE). Moreover, at the same national conference, she was awarded the highest honor award of the Society of State Directors for Health, Physical Education, and Recreation, the Si McNeely award. Ballard also has been presented a lifetime membership to the North Carolina PTA. Just prior to leaving the North Carolina Department of Public Instruction, Ballard partnered with NCAHPERD to retool her teachers with SPARK, a statewide train-the-trainer model reaching 80 percent of the physical education teachers and 90 percent of the institutes of higher education. She now shares this philosophy and strategy for SPARK statewide as an intervention for obesity prevention and partial solution to decreasing health care costs.

A strong advocate for physical education and for providing support to help young people to make healthy lifestyle choices, Ballard provides guidance to schools and other national organizations to help them to provide resources for quality physical education programs. In addition to being the past president of the Society of State Directors for Health, Physical Education and Recreation, she also served as chair for the NASPE Public Relations Committee as well as on numerous committees representing physical educators through updates, meetings, and workshops. Ballard has been successful in helping to initiate and facilitate millions of dollars to schools to address obesity prevention.

Ballard obtained a doctorate in education in 2008 from the University of North Carolina at Greensboro with a focus on English language-learners in physical education. A 1985 graduate of Appalachian State University in physical education and health education, Ballard also holds a master's degree in physical education with a focus in sport administration, also from Appalachian.

### **Dr. Antoinette Meeks**

Dr. Antionette Meeks is the Assistant Director and Health Coordinator for the Department of Education's Office of Healthy Schools. She also focuses on school-site health promotion for staff. Her professional experiences include teacher of health and physical education, athletic coach, and district coordinator for comprehensive health education/safe and drug-free schools and the district wellness team leader for her county. Dr. Meeks was an education and training specialist for K-12 tobacco use prevention education programs and coordinator of a college focused tobacco use prevention program for Florida's successful tobacco program. She has also served as an adjunct professor at two state universities.

## References

The subcommittee used a variety of resources representing a broad range of perspectives to inform its work. Those references include:

- WestEd Colorado Model Content Standards Review
- National Standards for Physical Education
- National Health Education Standards
- Massachusetts Comprehensive Health Curriculum Framework
- North Carolina Healthful Living Standard Course of Study and Grade Level Competencies
- Singapore Health Education Syllabus (Primary and Secondary)
- Singapore Physical Education Syllabus (Primary and Secondary)
- Finland National Core Curriculum for Basic Education: Health Education and Physical Education
- California Physical Education Content Standards
- New Jersey Comprehensive Health and Physical Education Content Standards
- Colorado Comprehensive Health Education Act of 1990
- HB 07-1292 for Sex Education
- Building Blocks to the Colorado K-12 Content Standards



## **Colorado Academic Standards Comprehensive Health and Physical Education Standards**

"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

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"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

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Preparing students for the 21<sup>st</sup> 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.

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 21st 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.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

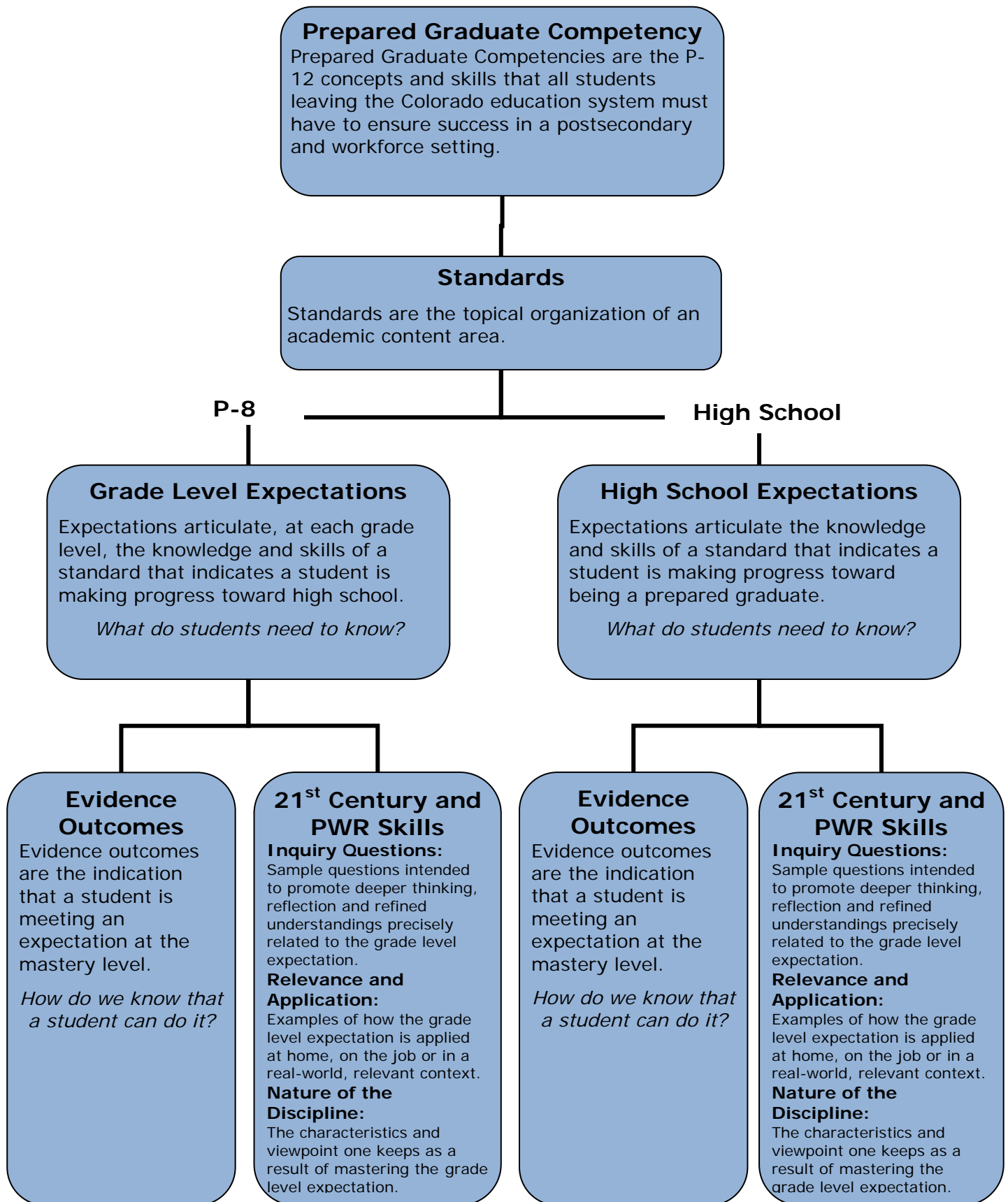
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

<p><b>Prepared Graduates:</b></p> <ul style="list-style-type: none"> <li>➤ The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting</li> </ul>
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### High School and Grade Level Expectations

<p><b>Concepts and skills students master:</b></p> <p>Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.</p> <p>Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.</p> <p><i>What do students need to know?</i></p>
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Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <p>Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.</p> <p><i>How do we know that a student can do it?</i></p>	<p><b>Inquiry Questions:</b></p> <p>Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p>
	<p><b>Relevance and Application:</b></p> <p>Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.</p>
	<p><b>Nature of the Discipline:</b></p> <p>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</p>

## **Prepared Graduate Competencies in Comprehensive Health and Physical Education**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in Movement Competence and Understanding:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

### **Prepared Graduates in Physical and Personal Wellness:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

### **Prepared Graduates in Emotional and Social Wellness:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

### **Prepared Graduates in Prevention and Risk Management:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

# **Colorado Academic Standards Comprehensive Health and Physical Education**

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

## **Movement Competence and Understanding (Physical Education)**

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.

## **Physical and Personal Wellness (Shared Standard)**

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.

## **Emotional and Social Wellness (Shared Standard)**

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.

## **Prevention and Risk Management (Shared Standard)**

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 standards are organized in the following manner:

- I. **Physical Education Standards**
  - Movement Competence and Understanding
  - Physical and Personal Wellness
  - Emotional and Social Wellness
  - Prevention and Risk Management
- II. **Comprehensive Health Education Standards**
  - Physical and Personal Wellness
  - Emotional and Social Wellness
  - Prevention and Risk Management

## **21<sup>st</sup> Century Skills and Readiness Competencies in Comprehensive Health and Physical Education**

### **Colorado's Description of 21st Century Skills**

Colorado's description of 21<sup>st</sup> century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21<sup>st</sup> century skills, as follows:

#### Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

#### Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

#### Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

#### Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

#### Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

## **Colorado's Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado's Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.



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# **COMPREHENSIVE HEALTH**

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# Comprehensive Health

## Grade Level Expectations at a Glance

### Standard

### Grade Level Expectation

#### Fifth Grade

Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to engage in healthy eating behaviors</li> <li>2. Explain the structure, function, and major parts of the human reproductive system</li> <li>3. Describe the physical, social, and emotional changes occurring at puberty Determine factors that influence the purchase of healthcare products and use of personal hygiene practices</li> <li>4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness</li> </ol>
Physical and Personal Wellness	<ol style="list-style-type: none"> <li>5. Comprehend concepts, and identify strategies to prevent the transmission of disease</li> </ol>
Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Analyze internal and external factors that influence mental and emotional health</li> </ol>
Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, prescription, and over-the-counter drugs</li> <li>2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying</li> <li>3. Demonstrate basic first aid and safety procedures</li> </ol>

# 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.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in the Physical and Personal Wellness standard are:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

## Content Area: Comprehensive Health and Physical Education

### Standard: Physical and Personal Wellness in Health

#### Prepared Graduates:

- Apply knowledge and skills to engage in lifelong healthy eating

#### Grade Level Expectation: Fifth Grade

##### Concepts and skills students master:

1. Demonstrate the ability to engage in healthy eating behaviors

##### Evidence Outcomes

###### Students can:

- a. Identify eating behaviors that contribute to maintaining good health
- b. Make a personal commitment to improve food choices
- c. Choose healthy foods and beverages instead of less healthy foods and beverages
- d. Use current federal nutrition standards and guidelines to plan healthy meals and snacks
- e. Demonstrate the ability to identify and select healthy from unhealthy foods
- f. Summarize how to request politely foods that are more nutritious

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

- What would happen if the school only served healthy meals, vending machine choices and healthy beverages?
- If broccoli were deep-fried, would it still be nutritious?
- Is sugar bad? Why, or why not?
- Why do people tend to eat too much sugar, fat, and salt?

###### Relevance and Application:

- Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods.
- As the body matures, the amount of food and key nutrients change to support healthy systems and growth.
- Food storage and processing can result in chemical changes that affect the nutritional value of food.

<p>g. Analyze the difference between disordered eating and eating disorders</p>	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>• Healthy eating is a personal responsibility and is challenged by the choices available to us.</li> </ul>
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**Content Area: Comprehensive Health and Physical Education**  
**Standard: Physical and Personal Wellness in Health**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"> <li>➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health</li> </ul>
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**Grade Level Expectation: Fifth Grade**

<b>Concepts and skills students master:</b> <p>2. Explain the structure, function, and major parts of the human reproductive system</p>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems</li> <li>b. Describe the relationship of conception to the menstrual cycle</li> <li>c. Explain that after fertilization, cells divide to create a fetus and embryo that grows and develops inside the uterus during pregnancy</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What is optimal growth and development?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• In nature, different animals have different gestation cycles.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• There are many influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment.</li> </ul>

## Content Area: Comprehensive Health and Physical Education

### Standard: Physical and Personal Wellness in Health

#### Prepared Graduates:

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

#### Grade Level Expectation: Fifth Grade

##### Concepts and skills students master:

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

##### Evidence Outcomes

###### Students can:

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

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

- Why are some aspects of puberty "embarrassing"?
- What is "normal"?

###### Relevance and Application:

- Heredity influences growth and development.
- 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.

###### Nature of Health:

- Tolerance, appreciation, and understanding of individual differences are critical during times of change.
- There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment.

## Content Area: Comprehensive Health and Physical Education

### Standard: Physical and Personal Wellness in Health

#### Prepared Graduates:

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

#### Grade Level Expectation: Fifth Grade

##### Concepts and skills students master:

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

##### Evidence Outcomes

###### Students can:

- Identify appropriate adults with whom to discuss personal health problems
- Demonstrate appropriate ways to talk to someone such as a parent or health care provider about personal health problems, issues, and concerns

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

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

###### Relevance and Application:

- Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible.
- Web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation.

###### Nature of Health:

- Interpersonal communication about health conditions and concerns is critical for prevention of disease and maintaining good health.
- Individuals need support when making decisions about when and with whom to discuss healthcare questions or concerns.



**Content Area: Comprehensive Health and Physical Education**  
**Standard: Physical and Personal Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy
- 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, and touch
- a. Describe the effects of HIV infection on the body
- b. Explain how HIV is and is not contracted
- d. Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted such as asthma, epilepsy, or AIDS

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Why did people die earlier in the early 1900s?
- How can you avoid contact with germs? How can you help your body fight germs? How can you be sure not to spread germs?

**Relevance and Application:**

- Good hygiene, such as handwashing, deters the spread of germs.
- Technological advances assist with disease tracking and prevention.

**Nature of Health:**

- Many strategies exist to prevent transfer of germs and disease transmission and to control the severity of illnesses.
- Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.

# Emotional and Social 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.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in the Emotional and Social Wellness standard are:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- responsible personal and social behavior that respects self and others in physical activity settings

Exhibit

**Content Area: Comprehensive Health and Physical Education**  
**Standard: Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

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 media and society can influence mental and emotional health
- c. Explain how families and peers can influence mental and emotional health

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- How can you control what you are feeling?
- In what ways can others affect how you feel?
- How does the media show us both appropriate and inappropriate models for feelings and emotions?

**Relevance and Application:**

- Family, peers, and the media can influence a person's mental and emotional health..
- Through 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.

	<b>Nature of Health:</b> <ul style="list-style-type: none"><li>• 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.</li></ul>
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# 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.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in the Prevention and Risk Management standard are:**

- knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs Apply
- knowledge and skills that promote healthy, violence-free relationships Apply
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Content Area: Comprehensive Health and Physical Education**  
**Standard: Prevention and Risk Management in Health**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"> <li>➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs</li> </ul>	
<b>Grade Level Expectation: Fifth Grade</b>	
<b>Concepts and skills students master:</b> <ol style="list-style-type: none"> <li>1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, prescription, and over-the-counter drugs</li> </ol>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify sources of accurate information about the effects of tobacco use and exposure to second-hand smoke</li> <li>b. Analyze the dangers of using tobacco products or being exposed to second-hand smoke</li> <li>c. Identify ways to avoid the use of tobacco products as well as exposure to other tobacco smoke</li> <li>d. Describe the proper use of over-the-counter and prescription drugs</li> </ol>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What would advertising look like if the media wasn't allowed to omit relevant, but revealing negative information about their product?</li> <li>• Are over the counter drugs safer than prescription drugs?</li> <li>• How would tobacco use or exposure, affect your ability to exercise or play sports?</li> <li>• Why might someone else who uses tobacco want others to do so as well?</li> <li>• If adults can legally drink alcohol, how can it be harmful?</li> <li>• Can your body system continue to operate with a malfunctioning part (i.e. liver)?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Technology has influenced credibility and availability of information.</li> <li>• Tobacco use is the number one behavior associated with early mortality.</li> <li>• There are varying cultural and religious beliefs surrounding alcohol and tobacco use.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Making good health decisions requires the ability to evaluate reliable resources.</li> <li>• Research has clearly established that the use of alcohol, tobacco, and other drugs has a variety of harmful effects on the human body.</li> </ul>



**Content Area: Comprehensive Health and Physical Education**  
**Standard: Prevention and Risk Management in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

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

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Identify factors that influence both violent and nonviolent behaviors and attitudes</li> <li>b. Explain the significance and impact of as well as the short- and long-term consequences of bullying</li> <li>c. Demonstrate pro-social communication skills and strategies</li> <li>d. Identify resources, including safe people or adults, regarding violence in the school and community</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• Why do people become violent?</li> <li>• What is the difference between bullying and aggression?</li> <li>• Why is it important to report incidents of bullying?</li> <li>• What types of communication can help you avoid fighting and bullying?</li> <li>• How can we demonstrate appreciation and value for differences?</li> <li>• How do I know who to tell about an unsafe situation?</li> <li>• How do people become prejudiced?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Non-violence is always an option in conflict.</li> <li>• Gangs are examples of bullying groups.</li> <li>• Bullying and violence can have long term emotional and physical consequences.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Culture, media and social influences affect violent and non violent behavior.</li> <li>• Individuals have a personal responsibility to develop, maintain, and enhance healthy behaviors.</li> <li>• Making good health decisions requires the ability to evaluate reliable resources.</li> </ul>



**Content Area: Comprehensive Health and Physical Education**  
**Standard: Prevention and Risk Management in Health**

**Prepared Graduates:**

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

**4. Demonstrate basic first aid and safety procedures**

**Evidence Outcomes**

**Students can:**

- a. Identify ways to reduce the risk of injuries from animal and insect stings as well as basic first aid procedures
- b. 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
- c. Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking
- d. Develop and apply a decision-making process for avoiding situations that could lead to injury

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Which animals and insects can be dangerous?
- What occurs when someone save another from choking?

**Relevance and Application:**

- Community resources are available for basic first aid training.
- Basic first aid training facilitates a quick response in emergency situations.
- 911 and poison control dispatchers can provide information to help in emergency situations.

**Nature of Health:**

- Knowing what to do in an emergency situation—including providing basic first aid and/or seeking help—is a lifelong skill.



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