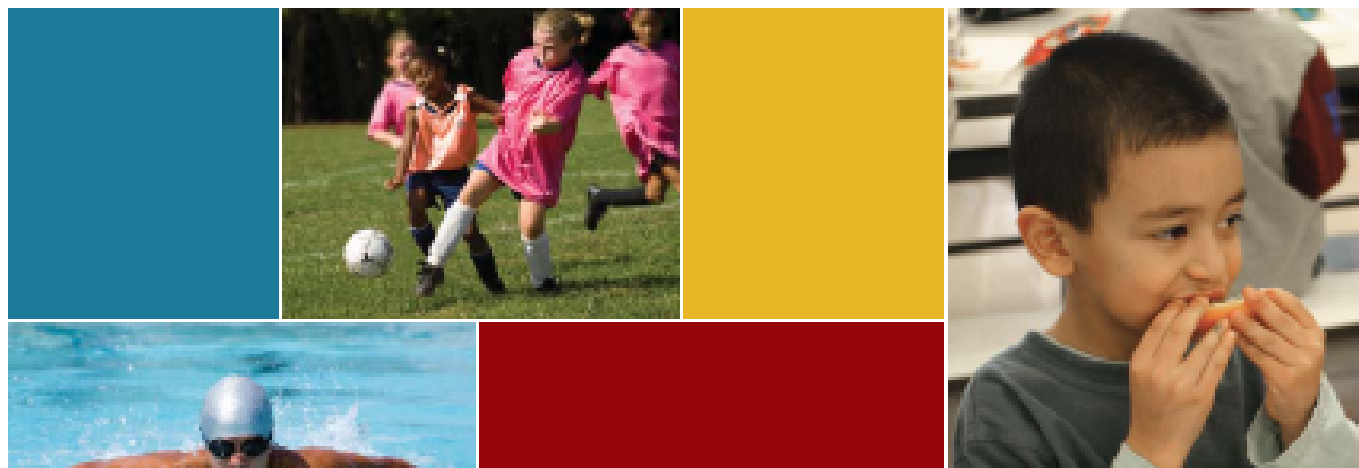


Colorado Academic  
STANDARDS

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:

<b>Area</b>		
<b>Summary of changes</b>		
	<b>Current Standards</b>	<b>Proposed Revisions</b>
<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:**

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Parent  
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Physical Education Teacher  
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Medical Director  
Leprino Foods Company  
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Physician, Kaiser Permanente  
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Chris Strater  
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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?*

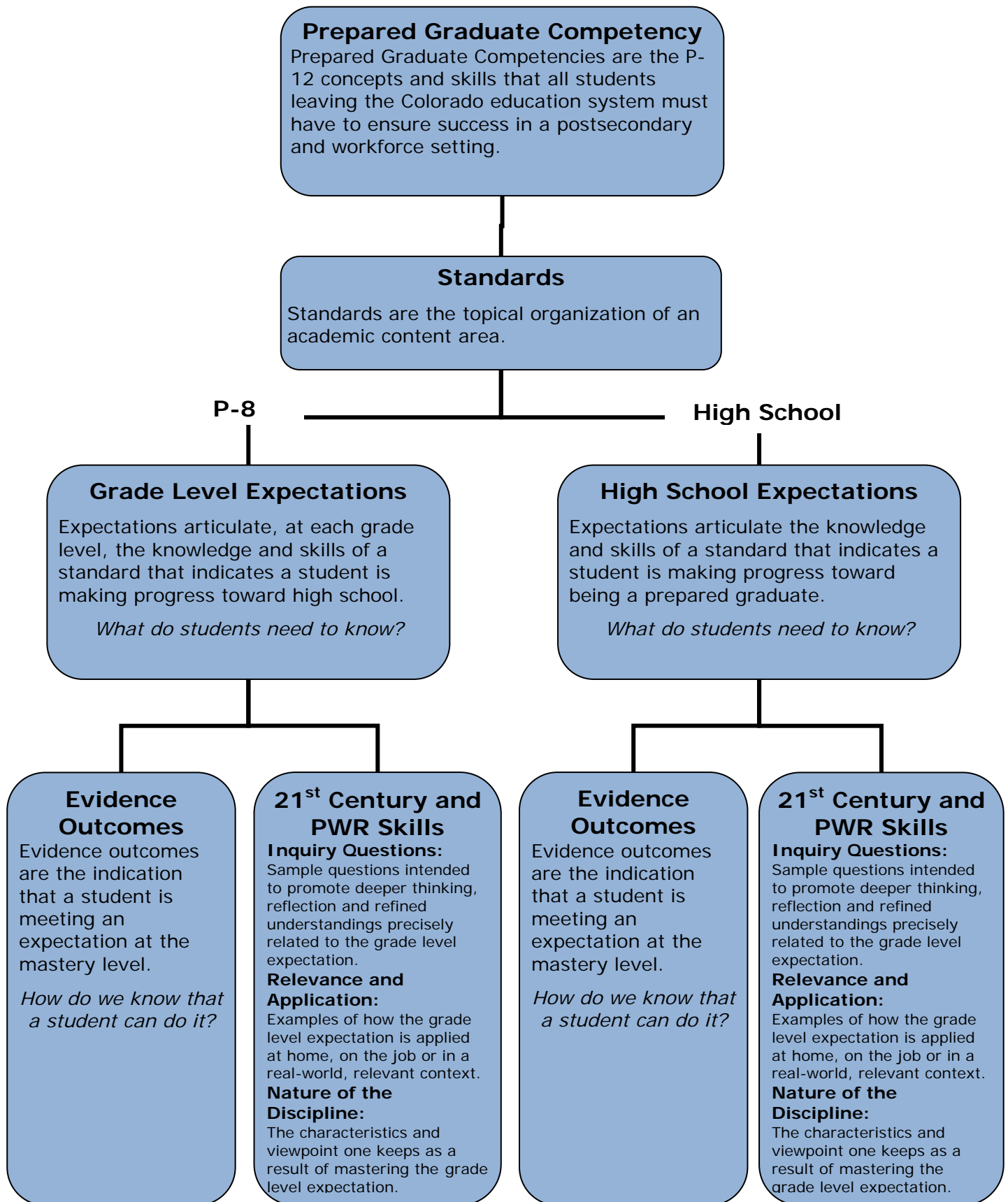
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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

**Concepts and skills students master:**

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.

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.

*What do students need to know?*

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

#### High School

Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet</li> <li>2. Analyze how family, peers, media, culture, and technology influence healthy eating choices</li> <li>3. Demonstrate ways to take responsibility for healthy eating</li> <li>4. Use a decision-making process to make healthy decisions about relationships and sexual health</li> <li>5. Support others in making positive and healthful choices about sexual activity</li> <li>6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly</li> </ol>
Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Analyze the interrelationship of physical, mental, emotional, and social health</li> <li>2. Set goals, and monitor progress on attaining goals for future success</li> <li>3. Advocate to improve or maintain positive mental and emotional health for self and others</li> </ol>
Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. The impact of individuals' use or nonuse of alcohol or other drugs</li> <li>2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs</li> <li>3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs</li> <li>4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free</li> <li>5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence</li> <li>6. Analyze the underlying causes of self- harming behavior, harming others and steps involved in seeking help</li> <li>7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them</li> <li>8. Access valid information and resources that provide information about sexual assault and violence</li> <li>9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence</li> <li>10. Advocate for changes in the home, school, or community that would increase safety</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: High School

#### Concepts and skills students master:

1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet

#### Evidence Outcomes

##### Students can:

- a. Use nutritional evidence to describe a healthy diet and an unhealthy diet
- b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis
- c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs
- d. Explain the effects of disordered eating and eating disorders on healthy growth and development
- e. Analyze the relationship between eating behavior and metabolism

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

##### Inquiry Questions:

- How do you define "healthy eating"?
- If everyone had a healthy diet, how would diseases would be impacted?
- Can frequent exercise make up for poor food habits (or vice versa)? Why or why not?

##### Relevance and Application:

- Nutritionists evaluate the diets and eating behaviors of others, and recommend strategies for improving health.
- Restaurants and food companies respond to concerns among consumers about healthful food choices, and create menus and products to address those concerns.
- Community leaders advocate for nutritious foods in public programs such as food banks and school lunch programs.

##### Nature of Health:

- Healthful living requires an individual to act on available information about good nutrition, even it means breaking comfortable habits.

**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: High School**

**Concepts and skills students master:**

2. Analyze how family, peers, media, culture, and technology influence healthy eating choices

**Evidence Outcomes**

**Students can:**

- a. Analyze advertising claims for nutrition supplements and weight-loss products
- b. Analyze how family, peers, and the media influence food choices
- c. Analyze the influence of media on the selection of products and services related to weight management
- d. Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior
- e. Analyze how a positive or a negative body image can influence eating behavior

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

**Inquiry Questions:**

- What might a media campaign to promote healthy eating look like?
- If there were no food advertising, how might your diet be different?
- How does body image affect behavior?
- How can you determine which claims about nutrition supplements and weight-loss, if any, are true? What criteria can you use, and what supporting evidence should you seek?
- How can personal economics influence food choices?

**Relevance and Application:**

- Diet analysis software helps people to create healthy diets by providing extensive nutritional information.
- School and community policies such as replacing soda machines with water and high-quality juices can influence healthy or unhealthy eating.
- Food availability subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices.

**Nature of Health:**

- Healthful living requires an individual to critically analyze all available information about good nutrition, and make healthy, informed choices based on that information.

**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: High School**

**Concepts and skills students master:**

**3. Demonstrate ways to take responsibility for healthy eating**

**Evidence Outcomes**

**Students can:**

- a. Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet
- b. Use information on food labels to make healthy eating choices
- c. Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner
- d. Set a goal to improve one's personal food choices that lead to a healthier diet

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

**Inquiry Questions:**

- How can you use "Nutrition Facts" labels and federal nutrition standards and guidelines such as the Dietary Guidelines for Americans or My Pyramid to help to make nutritious food choices as well as establish healthy eating habits?
- From a health perspective, how can you become a "wise" shopper?

**Relevance and Application:**

- "Nutrition Facts" labels provide information that aid in making healthy choices.
- Current research on how heredity and individual metabolism impacts caloric needs is revolutionizing the wellness industry.
- Specific diet plans found in popular magazines, books, Internet sites, and infomercials should be carefully evaluated for health benefits or consequences.

**Nature of Health:**

- Dietary requirements vary for individuals based on age, activity level, metabolism, and health.
- Healthy eating can influence physical, emotional, and mental health in a variety of positive ways.

**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: High School**

**Concepts and skills students master:**

**4. Use a decision-making process to make healthy decisions about relationships and sexual health**

**Evidence Outcomes**

**Students can:**

- a. Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family
- b. Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity
- c. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity
- d. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods
- e. Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.
- f. Analyze when it is necessary to seek help with or leave an unhealthy situation
- g. Analyze risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals
- h. Examine the responsibilities of parenthood
- i. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures

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

**Inquiry Questions:**

- How can a personal decision to become sexually active affect one's future goals and options?
- How does one know when one is ready to become a parent?
- What kind of work is involved in being a parent?
- In order to achieve lifelong sexual and reproductive health, what should I plan for?
- Why are relationships important?
- How do we learn to understand and respect diversity in relationships?
- How do we know when a relationship is not worth saving?
- How do we know when someone is being truthful online?

**Relevance and Application:**

- Family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual to individual, family to family, and culture to culture.
- Various factors often create discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- Cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexual and reproductive health.
- Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
- Culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- Prenatal exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards may affect the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.

**Nature of Health:**

- Decision-making can be affected by a variety of influences that may or may not be in a person's best interest.
- Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.



## 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: High School

#### Concepts and skills students master:

##### 5. Support others in making positive and healthful choices about sexual activity

#### Evidence Outcomes

##### Students can:

- Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active
- Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV
- Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active

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

##### Inquiry Questions:

- Why would someone engage in intimate behaviors without first having the emotional safety to talk about it?
- What support do you need to assist you in making healthy decisions about sexual activity?
- Why would a teenager choose to delay sexual activity?

##### Relevance and Application:

- Cultural and religious beliefs, popular trends, fads, and current and emerging technological advances influence sexual and reproductive health.
- Advocating to others at school or in the community regarding positive and healthful choices about sexual activity creates an environment of open communication.

##### Nature of Health:

- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
- Reliable personal and professional resources are available to assist with sexual and reproductive health problems.

**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: High School**

**Concepts and skills students master:**

6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly

**Evidence Outcomes**

**Students can:**

- a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness
- b. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness
- c. Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain

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

**Inquiry Questions:**

- Would one still need a doctor if one always ate "healthy," and always maintained an active lifestyle?
- What could happen if everyone's medical records were open for public viewing?
- How does one's neighborhood impact one's health?
- What are the obstacles to accessing health care?
- Should medical research focus on promoting wellness or finding cures for known diseases?

**Relevance and Application:**

- Individuals who lack access to health care and adequate wellness information may be at risk for developing illnesses.
- Socioeconomic status and educational attainment impact health.
- Public health policies are designed to protect the health of a community and can include laws pertaining to air quality, food protection, solid waste management, hazardous waste management, and water quality.
- Behavioral and environmental factors can contribute to major chronic diseases.

**Nature of Health:**

- Quality of life is linked to our personal investment in health and wellness.
- Self-evaluation and self-regulation contribute to well-being.

# 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: High School**

**Concepts and skills students master:**

1. Analyze the interrelationship of physical, mental, emotional, and social health

**Evidence Outcomes**

**Students can:**

- a. Analyze the characteristics of a mentally and emotionally healthy person
- b. Describe how mental and emotional health can affect health-related behaviors
- c. Evaluate effective strategies for dealing with stress
- d. Analyze the causes, symptoms, and effects of depression and anxiety

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

**Inquiry Questions:**

- How do you recognize stress in others and respond with kindness and respect, and offer assistance?

**Relevance and Application:**

- Individual, family, school, peer, and community factors can affect physical, mental, emotional and social health.
- Consistent access to real-time technologies can influence a person's stress level.
- There are strategies that can relieve stress.

**Nature of Health:**

- One's overall well being and learning are affected by physical, mental and emotional health.

**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: High School**

**Concepts and skills students master:**

2. Set goals, and monitor progress on attaining goals for future success

**Evidence Outcomes**

**Students can:**

- a. Analyze why setting a personal goal contributes to mental and emotional wellness
- b. Define a clear, attainable personal goal
- c. Describe steps needed to reach personal goals

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

**Inquiry Questions:**

- How can planning affect my future?
- How does future orientation and goal setting increase one's mental, emotional and social well-being?
- Why is achieving a goal gratifying?

**Relevance and Application:**

- Setting goals can influence a person's health.
- Individual, family, school, and peer factors influence goal setting.

**Nature of Health:**

- The ability to plan and set realistic goals can lead to a sense of well being and positive mental health.

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

<b>Prepared Graduates:</b>	
➤ Utilize knowledge and skills to enhance mental, emotional, and social well-being	
<b>Grade Level Expectation: High School</b>	
<b>Concepts and skills students master:</b>	
3. Advocate to improve or maintain positive mental and emotional health for self and others	
<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. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others</li> <li>b. Demonstrate support and respect for diversity</li> <li>c. Advocate for positive and respectful school environment that supports pro-social behavior</li> <li>d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• Why are some people embarrassed or afraid to speak up on behalf of others?</li> <li>• Why do we have biases?</li> <li>• What if I found out my best friend was involved in something I had been raised to believe was not right?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• The Internet and other digital communications devices allow people from different countries to correspond and learn about each other's lives and culture.</li> <li>• Specialized support groups offer respectful assistance to those experiencing medical, mental, emotional, or addiction-related challenges.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Mental and emotional health sometimes seems like a personal issue but others can support and advocate for improved mental and emotional health.</li> </ul>

# 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

#### Prepared Graduates:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

#### Grade Level Expectation: High School

##### Concepts and skills students master:

1. The impact of individuals' use or nonuse of alcohol or other drugs

##### Evidence Outcomes

###### Students can:

- a. Analyze healthy alternatives to substance use
- b. Predict the potential effects of an individual's substance abuse on others
- c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs
- d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use
- e. Describe the harmful effects of binge drinking
- f. Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis

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

###### Inquiry Questions:

- Why does it matter whether or not I understand there are relationships between risky behaviors?
- What could happen if I relied on substances to solve situational needs that confronted me (weight, trying to improve athletic performance, adrenalin rush...)
- Why is a person more likely to engage in risky behaviors when under the influence of alcohol or drugs than when sober?
- What kinds of risks do people sometimes take when under the influence of alcohol or drugs?
- How can a person's decision to use/abuse tobacco, alcohol, or drugs affect other people (e.g., friends, families, strangers)?

###### Relevance and Application:

- There are physical, financial, social, and psychological cost of addiction.
- Rules and community laws related to the sale and use of tobacco, alcohol, and other drug products are based on the potential risks of drug and alcohol use.
- Alcohol, tobacco and other drug use is related to the major causes of death, including driving a motor vehicle, and disease in the United States.

###### Nature of Health:

- There are common indicators, stages, and influencing factors of chemical dependency.
- Knowledge about alcohol, tobacco, and other drugs inform decision making related to personal wellness and the wellness of others.



**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>
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**Grade Level Expectation: High School**

<b>Concepts and skills students master:</b> <p>2. Analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, and other drugs</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. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use</li> <li>b. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</li> <li>c. Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• Why would I choose not to use alcohol, tobacco, and other drugs when it sometimes feels like "everyone is doing it"?</li> <li>• How do I make the "right" decisions?</li> <li>• Is the teen brain the same as an adult brain?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Financial interests based in agriculture, lobbying, manufacturing and distribution support targeted marketing to maintain or increase sales of alcohol and tobacco.</li> <li>• Normal and daily socializing may present access to alcohol, tobacco and drugs.</li> <li>• As society changes and new drugs are developed, knowledge and skills about drugs will need to be learned.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Culture, media and social pressures influence health decision-making related to alcohol, tobacco, and other drug use.</li> <li>• Effective decision-making and communication skills and accurate information about tobacco, alcohol, and drugs can help people make healthy choices that benefit themselves and others.</li> </ul>

**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: High School</b>	
<b>Concepts and skills students master:</b> <p>3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs</p>	
<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. Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs</li> <li>b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs</li> <li>c. Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What would I say if my best friend wanted to drive home after drinking alcohol at a party?</li> <li>• Are some strategies more effective than others in getting people to stop pressuring you to use tobacco, alcohol, or other drugs?</li> <li>• What could you say or do to convince a friend not to try or use tobacco, alcohol, or other drugs?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Communication skills will need to change as communication technology changes.</li> <li>• Automobile technologies exist to prevent the starting of an ignition if alcohol is present in the driver.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Knowledge and skills about alcohol, tobacco, and other drugs are needed to inform decision making related to personal wellness and the wellness of others.</li> </ul>

**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: High School</b>	
<b>Concepts and skills students master:</b> <p>4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free</p>	
<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. Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs</li> <li>b. Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors</li> <li>c. Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs</li> <li>d. Predict how a drug-free lifestyle supports the achievement of short- and long-term goals</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• Under what circumstances, if any, is it "ok" to use alcohol, tobacco, or other drugs?</li> <li>• If you make a commitment to remain or become tobacco, alcohol, and drug free, what support will you need to be successful?</li> <li>• How can remaining alcohol and drug free help you achieve your goals for the future?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Groups in neighborhoods and around the world exist to support alcohol and drug-free living.</li> <li>• Many athletes promote and demonstrate examples of how clean lifestyles bring success.</li> <li>• The use of alcohol, tobacco, and other drugs has short- and long-term psychological and social effects on self and others.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Effective strategies can be learned to develop and promote healthy behaviors and to avoid, reduce, and cope with, risky, or potentially unsafe situations.</li> <li>• Choosing a drug-free lifestyle can lead to a variety of health benefits, and can help a person set and achieve important personal goals and lead a fulfilling life.</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: High School**

**Concepts and skills students master:**

5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate tolerance for individual differences</li> <li>b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes</li> <li>c. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence</li> <li>d. Demonstrate the ability to take the perspectives of others in a conflict situation</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>• Under what circumstances is conflict necessary?</li> <li>• What are strategies for preventing a conflict from escalating?</li> <li>• Is society desensitized to violence?</li> <li>• Are all prejudices wrong?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>• Police responsible for stopping and reducing crime often measure related symptoms and contributing behaviors which lead to fights, bullying, and assaults.</li> <li>• Blogs, websites and social networks provide vast opportunities to see the perspectives of others in a conflict situation.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>• Personal responsibility is the first line of violence-free behavior.</li> <li>• Individual differences are linked to personal perspectives.</li> <li>• Federal, state, and local laws are often written to prevent violence.</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: High School**

**Concepts and skills students master:**

6. Analyze the underlying causes of self-harming behavior and harming others, and identify steps involved in seeking help

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Analyze the signs and symptoms of people who are in danger of harming themselves or others</li> <li>b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem</li> <li>c. Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>• Why might someone think it is necessary to feel pain to feel alive?</li> <li>• Under what circumstances should you maintain a confidence with someone who may be at risk of hurting himself or others?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>• School and community resources for adolescent mental and emotional health services provide support for those in need.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>• Knowledge about self harming behaviors informs decision making related to personal wellness and the wellness of others.</li> </ul>

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

<b>Prepared Graduates:</b> ➤ Apply knowledge and skills that promote healthy, violence-free relationships	
<b>Grade Level Expectation: High School</b>	
<b>Concepts and skills students master:</b> 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	
<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. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence</li> <li>b. Analyze situations that could lead to pressure to have sex</li> <li>c. Summarize why individuals have the right to refuse sexual contact</li> <li>d. Analyze the effects of emotional abuse</li> <li>e. Analyze how media messages normalize violence</li> <li>f. Explain the risks associated with choosing friends who use substances and violence to solve problems</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• Is emotional abuse as harmful as physical abuse?</li> <li>• What are the short- and long-term effects of emotional abuse and physical abuse?</li> <li>• Are the friends and relationships you keep a reflection of yourself or just a collection of people to keep you company?</li> <li>• How do I know what personal boundaries to set in relationships?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• School and community resources for domestic violence, abuse and rape are available to those in need.</li> <li>• Power and control differences affect personal relationships.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations.</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: High School**

**Concepts and skills students master:**  
 8. Access valid information and resources that provide information about sexual assault and violence

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence</li> <li>b. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• Who can I trust to talk to about sexual assault and personal violence?</li> <li>• Under what circumstances should you maintain a confidence with someone who has been sexually assaulted?</li> <li>• When is it most important to turn to adult resources and/or school or community authorities for help?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• School and community resources are available to assist individuals with problems related to violence.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> <li>• The school and community provide valuable resources to support adolescent mental and emotional health, including providing immediate aid, protection, or shelter following an act of violence.</li> </ul>

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

<b>Prepared Graduates:</b> ➤ Apply knowledge and skills that promote healthy, violence-free relationships	
<b>Grade Level Expectation: High School</b>	
<b>Concepts and skills students master:</b> 9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	
Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence</li> <li>b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence</li> <li>c. Demonstrate strategies that could be used to prevent a conflict from starting or escalating</li> <li>d. Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways</li> <li>e. Demonstrate verbal and nonverbal ways to stop or prevent hazing</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• How can I stop violence and still keep my friends?</li> <li>• How can I tell if someone needs help?</li> <li>• What are different strategies for helping someone who may be at risk of being a victim of violence?</li> <li>• When does good-natured teasing become hazing?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Effective conflict resolution strategies—both verbal and non-verbal are learned over time when the temptation to accept pressure is resisted.</li> <li>• Hostage negotiators utilize conflict resolution strategies to avoid violence and the escalation of conflict.</li> <li>• Effective refusal skills can be used to resist pressures to engage in unhealthy behaviors and situations.</li> </ul>
	<b>Nature of Health:</b> <ul style="list-style-type: none"> <li>• Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</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: High School**

**Concepts and skills students master:**

10. Advocate for changes in the home, school, or community that would increase safety

**Evidence Outcomes**

**Students can:**

- a. Determine situations and environments that could lead to unsafe risks that cause injuries
- b. Explain ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles, and jet skis, including cell phone use and texting
- c. Advocate for others to not use alcohol or other drugs when biking, driving, or riding in a car
- d. Advocate for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools

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

**Inquiry Questions:**

- What can you do to increase the chances of being safe?
- What conditions are most likely to increase the risk of injury? Which are under your control?
- Why does risky behavior sometimes seem fun?

**Relevance and Application:**

- Insurance companies advocate for safe practices.
- Employers reward employees at work for reduced injuries and constantly remind workers to be safe.
- Underwriters Laboratory is the nation's authority on product safety and preventable injury concerns.

**Nature of Health:**

- Advocating for better results is a trait which serves others.
- Effective strategies can be learned for avoiding and reducing the risk of harm in unhealthy or potentially unsafe situations.



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