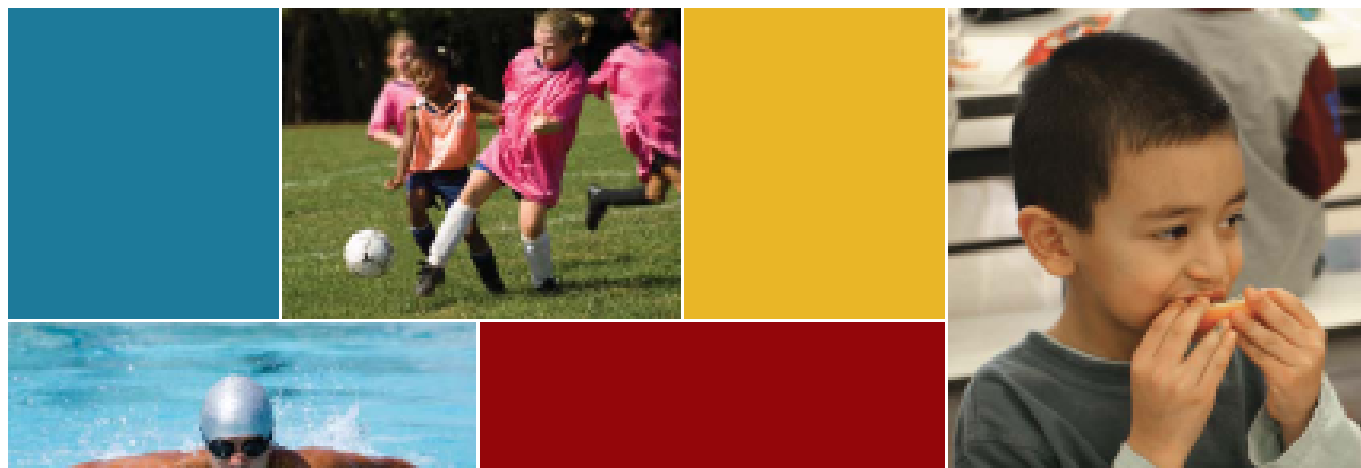


Colorado Academic
STANDARDS

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 21st 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-12th 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 21st 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
Number of standards	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.
Names of standards	<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>
Integration of 21st century and postsecondary workforce readiness skills	<ul style="list-style-type: none"> • Not deliberately addressed in original document. 	<ul style="list-style-type: none"> • A design feature of the revision process. • Intentionally integrated into evidence outcomes.
P-2	<ul style="list-style-type: none"> • Standards articulated for grade band beginning with kindergarten. • Benchmarks articulated by grade band of K-4, with most geared to upper grades. 	<ul style="list-style-type: none"> • Pre-K included. • Grade level expectations articulated for each elementary grade. • Clear expectations articulated for grades P-2.
Number of grade level expectations	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
Aurora Public Schools
Aurora

Dawn M. Fertitta
Elementary School
Physical Education Teacher
Thompson School District
Loveland

Aaron Ford
Elementary School
Physical Education Teacher
Colorado Springs School District 11
Colorado Springs

Jamie Hurley
Business
Health Education Consultant
Rocky Mountain Center for Health
Promotion and Education
Lakewood

Kathleen Kinkema
Higher Education
Professor and Coordinator of Exercise
and Sports Science Program
Western State College
Gunnison

Katy Kupecz
Business
Retired Health Educator
Denver

Joneen Mackenzie
Business
RN/Executive Director
WAIT Training
Denver

Lorez Meinhold
Business
Senior Program Officer
Colorado Health Foundation
Denver

Jennifer Perkins
Elementary School
Rhythm and Movement Teacher
Douglas County Schools
Castle Rock

Lisa K. Perry
Business
National Physical Education/Physical
Activity Manager
Alliance for a Healthier Generation
Kremmling

Dr. John Sbarbaro
Business
Medical Director
Leprino Foods Company
Denver

Dr. Sandra Stenmark
Business
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 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of "gym class" and "hygiene lessons." Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness.

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 21st 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?*

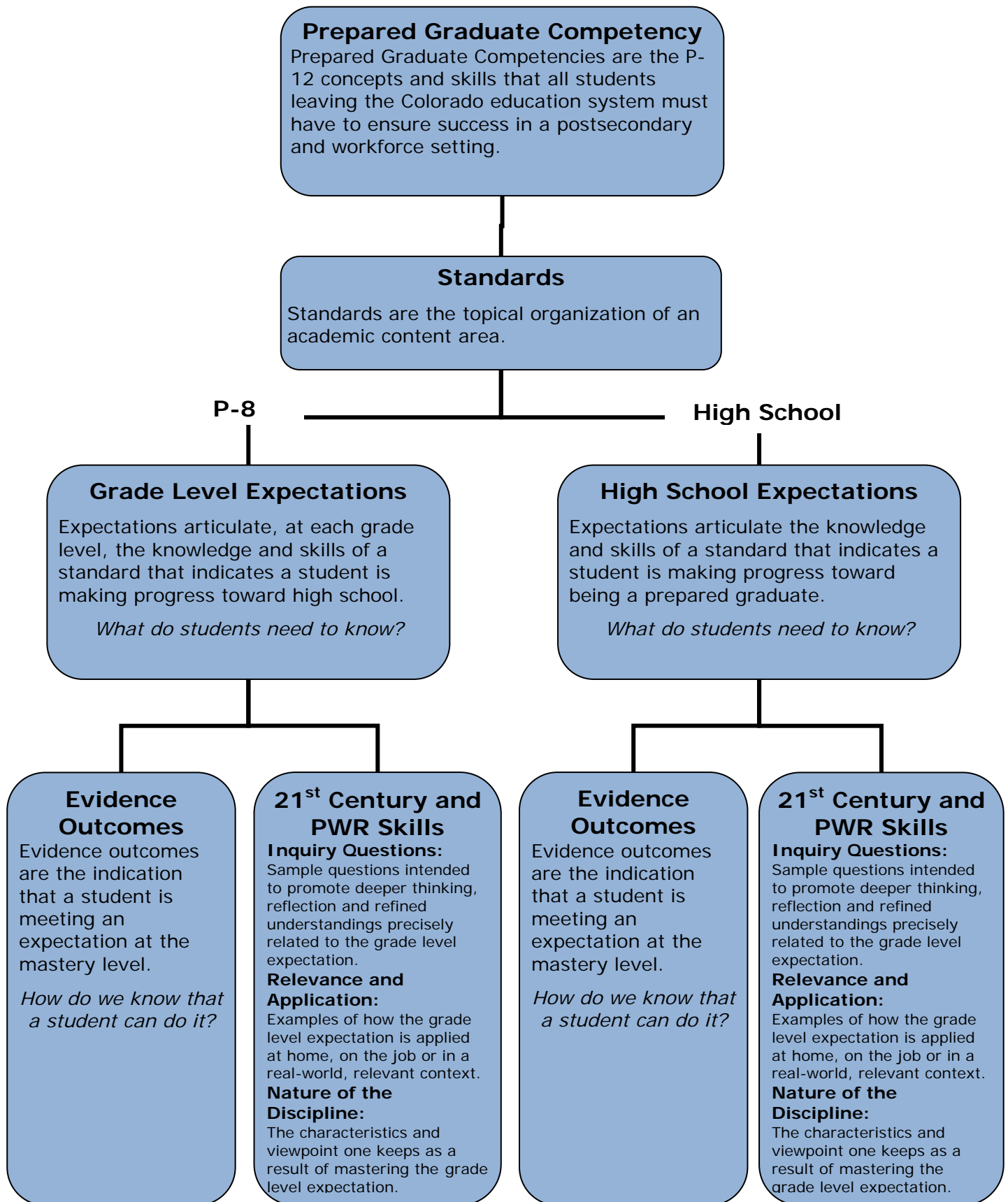
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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?*

21st 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>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ 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
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High School and Grade Level Expectations

<p>Concepts and skills students master:</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>

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</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>Inquiry Questions:</p> <p>Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p>
	<p>Relevance and Application:</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>Nature of the Discipline:</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

21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado's Description of 21st Century Skills

Colorado's description of 21st 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 21st 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.

COMPREHENSIVE HEALTH

Comprehensive Health

Grade Level Expectations at a Glance

Standard Grade Level Expectation

Eighth Grade

Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Develop strategies to resist pressures to become sexually active 2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy 3. Describe the signs and symptoms of HIV/AIDS, and other STDs <p>Promote and enhance health through disease prevention</p>
Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Access valid school and community resources to help with mental and emotional health concerns 2. Internal and external factors influence mental and emotional health
Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs 2. Access valid sources of information about alcohol, tobacco, and other drugs 3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free 4. Analyze the factors that influence violent and non-violent behavior 5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

Seventh Grade

Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Analyze factors that influence healthy eating behaviors 2. Demonstrate the ability to make healthy food choices in a variety of settings 3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating) 4. Analyze the internal and external factors that influence sexual decision-making and activity 5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)
Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate effective communication skills to express feelings appropriately 2. Develop self-management skills to prevent and manage stress
Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze the consequences of using drugs 2. Demonstrate safety procedures for a variety of situations

Comprehensive Health

Grade Level Expectations at a Glance

Standard

Grade Level Expectation

Sixth Grade

Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Access valid and reliable information, products, and services to enhance healthy eating behaviors 2. Access valid and reliable information regarding qualities of healthy family and peer relationships 3. Comprehend the relationships among feelings and actions Analyze how positive health behaviors can benefit people throughout their life span 4. their life span
Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Understand how to be mentally and emotionally healthy
Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze the factors that influence a person's decision to use or not use alcohol and tobacco 2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs 3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention 4. Demonstrate ways to advocate for safety, and prevent unintentional injuries

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 necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active

Evidence Outcomes

Students can:

- a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances
- c. Explain why individuals have the right to refuse sexual contact
- d. Seek support to be sexually abstinent
- e. Develop personal standards for dating situations

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do health practices in adolescence affect lifelong health?
- What is the difference among affection, love, commitment, and sexual attraction?
- What characteristics do you find most appealing in a dating relationship?
- Why would you choose to be sexually abstinent?
- What advice would you give to a friend who is being pressured to become sexually active?

Relevance and Application:

- Contrasting historical analyses of different societal mores related to sexual activity with today's environment provides information on how a culture perceives and values sexual relationships.

	<p>Nature of Health:</p> <ul style="list-style-type: none">• Learning about sexuality and discussing sexual issues is critical for health.• External pressures and opportunities that present themselves may influence a person's sexual decision-making and activity.• Taking responsibility for one's own health requires verbal and nonverbal communication skills that can help to resist unwanted sexual activity and support positive health choices.
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Content Area: Comprehensive Health and Physical Education
Standard: Physical and Personal Wellness in Health

Prepared Graduates: <ul style="list-style-type: none"> ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health 	
Grade Level Expectation: Eighth Grade	
Concepts and skills students master: <p>2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy</p>	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy c. Describe the risk relationship between using alcohol and other drugs and sexual activity d. Demonstrate peer resistance skills and personal boundary behavior 	Inquiry Questions: <ul style="list-style-type: none"> • To what extent can we keep ourselves disease-free? • Why might a person be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs? • What advice would you give to a friend who is being pressured to do something he or she does not want to do? • Why is it important to stand up for what you believe? • Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?
	Relevance and Application: <ul style="list-style-type: none"> • Age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception. • Policies or practices in different cultures impact the number of unintended pregnancies.
	Nature of Health: <ul style="list-style-type: none"> • Current and future personal wellness is dependent on a person's ability to apply health-related concepts and skills in everyday situations. • Standing up for yourself and what you believe can affect your physical, mental, emotional, and social health.

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

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

Concepts and skills students master: <p>3. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs)</p>
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia b. Explain that some STDs are asymptomatic c. Summarize which STDs can be cured, prevented by vaccine, and be treated 	Inquiry Questions: <ul style="list-style-type: none"> • How would I identify reliable sources of medically accurate information? • Why is it important to seek medical attention if you think you may have been exposed to an STD? • How can you find more information about STDs?
	Relevance and Application: <ul style="list-style-type: none"> • Medical advances for the prevention and treatment of STDs continue to evolve. • Society has viewed persons diagnosed with STDs differently throughout history.
	Nature of Health: <ul style="list-style-type: none"> • Current and emerging diagnostic, prevention, and treatment strategies can help people to live healthier and longer lives than ever before.

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: Eighth Grade

Concepts and skills students master:

4. Promote and enhance health through disease prevention

Evidence Outcomes

Students can:

- a. Explain contributing factors to health status
- b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status
- c. Explain the body's response to disuse and other stressors
- d. Explain how the immune system functions to prevent and combat disease
- e. Describe the potential health consequences of popular fads or trends

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why are some people healthier than others?
- What might happen if there were a cure for cancer and genetic diseases?
- When might stress be beneficial?
- Why do some people get sick more than others?

Relevance and Application:

- Popular fads or trends have potential social and health consequences.
- Advances in genetics and science influence health outcomes.
- Global travel affects disease transmission and outbreaks.

Nature of Health:

- Health and wellness is a personal and a global issue dependent on behavior choices, scientific advances, and ever-changing information.
- Decisions made today may affect personal health in the future.

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: Seventh Grade

Concepts and skills students master:

1. Analyze factors that influence healthy eating behaviors

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Analyze how family, peers, media and culture influence food choices b. Analyze how social and cultural messages about food and eating influence nutrition choices c. Analyze the influence that adults and role models have on one's food choices d. Analyze internal influences on one's food choices e. Recognize that people with eating disorders may need professional help f. Describe the signs, symptoms, and consequences of common eating disorders g. Identify internal and external influences on one's body image 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • What internal and external influences affect your eating choices? • How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices? • What would happen if your body did not tell you when you were hungry or full? • Why do people have eating disorders? <p>Relevance and Application:</p> <ul style="list-style-type: none"> • Cultural perspectives influence food choices. • Making unhealthy foods more expensive is meant to influence food choices. • A variety of strategies are used to market food products to individuals and these strategies will change as technology advances. • Portion sizes have increased over time. • It is important to recognize signs or symptoms of eating disorders and seek treatment. <p>Nature of Health:</p> <ul style="list-style-type: none"> • Healthful living requires an individual to analyze all available information about good nutrition and to use such information to make healthy choices, even when doing so 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: Seventh Grade

Concepts and skills students master:

2. Demonstrate the ability to make healthy food choices in a variety of settings

Evidence Outcomes

Students can:

- a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school
- b. Demonstrate interpersonal skills that deal with negative influences on healthy eating

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What is a healthy weight?
- How can a healthy diet for one person be unhealthy for another?
- Why do people on restrictive diets often end up gaining more weight?

Relevance and Application:

- Food choices have an impact on the environment.
- Individuals must determine for themselves which food choices lead to their optimal health and weight goals.

Nature of Health:

- Healthy eating can influence physical, emotional, and environmental health.

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

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

Concepts and skills students master: <p>3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)</p>

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Describe the characteristics of healthy relationships, and discuss factors that support and sustain them b. Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions c. Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends d. Describe the emotional effects of breaking up in a dating relationship e. Explain the role of dating in personal growth 	Inquiry Questions: <ul style="list-style-type: none"> • What is "dating"? • How might "unhealthy" family and peer relationships influence future dating relationships?
	Relevance and Application: <ul style="list-style-type: none"> • Various cultures date and select life partners differently. • Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. • Healthy relationships require many things of both people.
	Nature of Health: <ul style="list-style-type: none"> • Understanding the various aspects of human relationships assists in making healthy choices.

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

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

Concepts and skills students master: <p>4. Analyze the internal and external factors that influence sexual decision-making and activity</p>
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity b. Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity c. Describe how personal, peer, and family values influence decisions about sexual and reproductive health d. Analyze the discrepancies between perceived and actual sexual activity 	Inquiry Questions: <ul style="list-style-type: none"> • How do I discern media and cultural messages that support optimal health versus those that undermine optimal health regarding sexual decision-making and activity? • How does what my family thinks about sexual activity affect me? • How does what my friends and peers think about sexual activity affect me?
	Relevance and Application: <ul style="list-style-type: none"> • The internet and other forms of media influence sexual decision-making. • Families, peers, the media, culture, and society influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer. • Families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships.
	Nature of Health: <ul style="list-style-type: none"> • External factors and situations that present themselves as well as internal factors—such as hormones, curiosity, desire, attraction, fear, and other feelings—may influence a person's healthy decision-making and behavior.

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: Seventh Grade

Concepts and skills students master:

5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)

Evidence Outcomes

Students can:

- Describe the effects of HIV infection on the body
- Explain how HIV is and is not contracted
- Define common STDs

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Is it safe to be around people who are infected with HIV? Why or why not?
- Why is HIV/AIDS generally thought to be more dangerous than other STDs?

Relevance and Application:

- The human immunodeficiency virus affects the body's immune.
- Universal precautions are recommended for anyone who comes into contact with bodily fluids.

Nature of Health:

- Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.
- There are many different kinds of sexually transmitted diseases. Some can be treated and/or cured and some cannot, and all can lead to serious health complications.

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: Sixth Grade

Concepts and skills students master:

1. Access valid and reliable information, products, and services to enhance healthy eating behaviors

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Distinguish accurate nutrition information from inaccurate information b. Evaluate the nutrition information on food labels to compare products c. Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating 	Inquiry Questions: <ul style="list-style-type: none"> • Who has the final say on what is "healthy" food? • If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity? • Does posting nutritional information on products and in restaurants change behavior?
	Relevance and Application: <ul style="list-style-type: none"> • Advertisements are designed to sell products not necessarily to provide accurate health information. • Family members, health professionals, organizations, books, dietary guidelines, "Nutrition Facts" labels help to identify healthy food choices and eating behaviors.
	Nature of Health: <ul style="list-style-type: none"> • The ability to discriminate between false advertising and accurate information is key for lifelong healthy food choices

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

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

Concepts and skills students master: <ul style="list-style-type: none"> 2. Access valid and reliable information regarding qualities of healthy family and peer relationships

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Describe the benefits of healthy relationships b. Describe how peer relationships may change during adolescence 	Inquiry Questions: <ul style="list-style-type: none"> • How does it feel when a friendship ends? • How do I cope with conflict within my family or with my friends? • How do healthy relationships contribute to overall wellness?
	Relevance and Application: <ul style="list-style-type: none"> • Analyze how technological advances provide increased opportunities to develop relationships • Discuss the various ways we communicate with one another and how that impacts human relationships • Relationships affect your physical, mental, emotional, and social well-being.
	Nature of Health: <ul style="list-style-type: none"> • Understanding the various aspects of human relationships assists in making healthy choices

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

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

Concepts and skills students master:

3. Comprehend the relationship between feelings and actions

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity c. Describe behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy d. Describe the need to have clear expectations, boundaries, and personal safety strategies 	Inquiry Questions: <ul style="list-style-type: none"> • Is sexual health a difficult topic to discuss? • How do I figure out my personal beliefs about sexual activity? • What do you need to help you effectively communicate with a trusted adult about sexual and reproductive health?
	Relevance and Application: <ul style="list-style-type: none"> • Attitudes about sexuality are influenced by families, peers, and the media • Relationships with friends and family members can influence decision-making in positive and negative ways.
	Nature of Health: <ul style="list-style-type: none"> • Learning about sexuality and discussing sexual issues is critical for health. • There are many physical, emotional, and social implications associated with engaging in sexual activity.

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: Sixth Grade

Concepts and skills students master:

4. Analyze how positive health behaviors can benefit people throughout their life span

Evidence Outcomes

Students can:

- a. Explain the concepts of the food pyramid such as nutrient-rich foods being balanced with physical activity
- b. Analyze the short and long-term benefits and consequences of healthy eating and physical activity
- c. Summarize personal strategies for reducing Sun damage as well as hearing and vision damage
- d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are the most important determinants of mortality?
- Why are there so many health problems in the U.S. caused by poor nutrition and inactivity in spite of available information?
- What are the different energy requirements of different ages and different activity levels?

Relevance and Application:

- Physical activity improves physical, mental and cognitive health.
- Sunscreens come in different protection levels to accommodate individual skin-types and burn rate.

Nature of Health:

- People who eat a healthy diet, are physically active and do not smoke have a greatly reduced incidence of morbidity and mortality.

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: Eighth Grade

Concepts and skills students master:

1. Access valid school and community resources to help with mental and emotional health concerns

Evidence Outcomes

Students can:

- a. Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary
- b. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help
- c. Explain when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why is it sometimes hard to talk about emotional concerns?
- When you need to talk about problems, how do you know who to trust to tell speak to about problems?
- Under what circumstances might you strongly encourage a friend to seek help for his problem? Should you ask a trusted adult for advice if your friend refuses to get help?

Relevance and Application:

- Laws have been enacted to protect patient confidentiality.
- Stereotypes exist about people with mental disabilities and illness.

	Nature of Health: <ul style="list-style-type: none">• Everyone experiences times of stress and anxiety, it is important to ask for help when needed.
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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: Eighth Grade

Concepts and skills students master:

2. Internal and external factors influence mental and emotional health

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Analyze how culture, media, and others influence personal feelings and emotions b. Describe how personal and family values and feelings influence choices c. Describe strategies to minimize negative influences on mental and emotional health d. Analyze internal factors that contribute to mental and emotional health 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How can too much time on the internet or watching TV affect mental and emotional health? • How can I avoid negative peer pressure that goes against my personal values? • Does everyone have bias?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • Alcohol and other drug use can interfere with a person's ability to effectively deal with emotional and mental health issues. • Heredity plays a major role in the development of certain mental illnesses.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> • Overall health is enhanced when one learns how to cope with influences on their 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: Seventh Grade

Concepts and skills students master:

1. Demonstrate effective communication skills to express feelings appropriately

Evidence Outcomes

Students can:

- a. Demonstrate the ability to engage in active listening
- b. Practice the use of "I" statements
- c. Demonstrate negotiation skills to support the healthy expression of personal needs
- d. Demonstrate the ability to state personal needs and articulate limits
- e. Practice verbal and nonverbal ways to ask for help from trusted adults or friends

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How will I know who to trust with my personal emotional health issues?
- How can I keep my friends if I disagree with them?
- How can I express my feelings and concerns if I am shy or feel embarrassed?
- How can I be a better listener?

Relevance and Application:

- Hostage negotiators rely on using their verbal and non-verbal communications skills to diffuse dangerous situations
- Setting boundaries provides a framework for responsible decision-making and can contribute to the development of a positive self-image.

Nature of Health:

- Effective communication skills affect mental and social health, and are life-long skills.

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: Seventh Grade

Concepts and skills students master:

2. Develop self-management skills to prevent and manage stress

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Compare and contrast positive and negative ways of dealing with stress b. Define stress c. Identify personal stressors Explain the body's physical and psychological responses to stressful situations d. Develop personal strategies to deal with stressors Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • If you were angry all the time, how would your body respond? • If you were happy all the time, how would your body respond? • Why would it be important to know different ways to manage stress effectively? • Under what circumstances is stress a good thing?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • Attitude plays an important role in managing stress. • Laughter is the best medicine. • Personal stressors at home, with friends, in school and the community, and in the environment can effect one's feelings and emotions
	<p>Nature of Health:</p> <ul style="list-style-type: none"> • Healthy coping strategies exist to help people deal with stress in order to maintain emotional and physical 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: Sixth Grade

Concepts and skills students master:

1. Understand how to be mentally and emotionally healthy

Evidence Outcomes

Students can:

- a. Explain the interrelationship of physical, mental, emotional, social, and spiritual health
- b. Analyze the relationship between feelings and behavior
- c. Explain appropriate ways to express needs, wants, and feelings
- d. Explain the causes, symptoms, and effects of anxiety and depression
- e. Identify feelings of depression, sadness, and hopelessness for which someone should seek help
- f. Identify feelings and emotions associated with loss and grief

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why do feelings affect behavior?
- How can a person control their feelings?
- How can the expression of feelings or emotions help or hurt you and others?
- Are mental health problems as real/valid as other health problems?
- When is it normal to experience anxiety? Depression?

Relevance and Application:

- Role-playing activities allow individuals to explore how they might react to unfamiliar situations.
- Being aware of one's own feelings and of being sensitive to the feelings of others is important.

Nature of Health:

- Physical, mental, emotional, social, and spiritual health are interrelated.
- Mental and emotional problems are often regarded as less important than physical problems but can be just as debilitating.
- Feelings of sadness and grief are normal.

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: <ul style="list-style-type: none"> ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Eighth Grade

Concepts and skills students master: <ol style="list-style-type: none"> 1. Analyze influences that impact individuals' use or nonuse of alcohol, tobacco, and other drugs

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs b. List the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow c. Describe addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable d. Determine situations that could lead to the use of alcohol and other drugs e. Describe how mental and emotional health and life circumstances can affect alcohol or other drug use f. Discuss the harmful effects of using weight-loss products g. Describe the health risks associated with using performance-enhancing drugs 	Inquiry Questions: <ul style="list-style-type: none"> • How can depression, anxiety, and other mental problems influence a person's decisions related to tobacco, alcohol, and drug use? • Why are tobacco, alcohol, and some drugs addictive? • What does it take to overcome addiction to these substances? • Is the teen brain more susceptible to addictions than the adult brain? • What is the relationship between using drugs and alcohol and involvement in sexual activity? Relevance and Application: <ul style="list-style-type: none"> • Support groups exist to clarify, inform and support individuals who are influenced by addictive substances. • Substances that promise health benefits (i.e. weight loss or enhanced performance) must be evaluated carefully before use. Nature of Health: <ul style="list-style-type: none"> • Overcoming addictions to tobacco, alcohol, or drugs requires making a firm commitment to be substance free, taking purposeful action to quit, establishing a network for support, and getting professional help if needed. • Research has established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

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

Prepared Graduates: <ul style="list-style-type: none"> ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs 	
Grade Level Expectation: Eighth Grade	
Concepts and skills students master: <p>2. Access valid sources of information about alcohol, tobacco, and other drugs</p>	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs b. Analyze the accuracy of images of alcohol and tobacco use conveyed in the media, including advertisements 	Inquiry Questions: <ul style="list-style-type: none"> • How can you tell the difference between valid and invalid sources of information about alcohol, tobacco, and other drugs? • Why is it important to understand that media messaging has embedded values and points of view? • Should alcoholic beverage companies be allowed to sponsor athletic events? Why or why not?
	Relevance and Application: <ul style="list-style-type: none"> • Through varied technologies, there exists a proliferation of accurate and inaccurate health information. • Websites post research which is both informative and biased. • Community groups can provide a network of support for individuals trying to abstain from alcohol, tobacco, and other drug use.
	Nature of Health: <ul style="list-style-type: none"> • Analyzing the validity of information is a lifelong practice.

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

Prepared Graduates: <ul style="list-style-type: none"> ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Eighth Grade

Concepts and skills students master: <p>3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free</p>

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations b. Analyze choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family c. Express intentions to be alcohol, tobacco, and drug free 	Inquiry Questions: <ul style="list-style-type: none"> • Why should I care about about being alcohol, tobacco, and drug free? • Do you create situations or are you merely a participant in them? • How do you express your values about other things to others which are firmly held intentions?
	Relevance and Application: <ul style="list-style-type: none"> • Alcohol, tobacco, and other drug use affects a person's friends and family to the degree that anonymous and supportive groups meet in order to overcome it. • Decisions about alcohol abuse are a daily challenge for some people and drugs have been created to make nausea occur when alcohol enters the system.
	Nature of Health: <ul style="list-style-type: none"> • Decision-making about health is affected by a variety of influences.

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: Eighth Grade

Concepts and skills students master:

4. Analyze the factors that influence violent and nonviolent behavior

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify media and cultural messages that could lead to different types of violence, including sexual violence b. Examine the presence of violence in the media and its possible effects on violent behavior c. Describe external influences that could lead to violence d. Identify verbal and nonverbal communication that constitutes sexual harassment e. Recognize behaviors that are perceived as sexually coercive f. Explain that rape and sexual assault should be reported to a trusted adult g. Understand that sexual assault is a crime and must be reported 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • Is peaceful behavior the same as non-violent? Why or why not? • Would a media-free life diminish assaults? • What would I do if I saw someone being sexually harassed?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • Sexual violence and harassment are unacceptable behaviors that result in legal consequences. • Technology has changed the way sexual exploitation and harassment occurs.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> • Culture, media and social influences affect violent and non violent behavior.

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: Eighth Grade

Concepts and skills students master:

5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim b. Stand up for those being bullied c. Advocate for a positive and respectful school environment that supports pro-social behavior 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How do I know if someone is being bullied? • What if my friend is a bully?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • Positive behavior support and other school and community programs advocate for pro-social behavior.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> • Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

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

Prepared Graduates: <ul style="list-style-type: none"> ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Seventh Grade

Concepts and skills students master: <ol style="list-style-type: none"> 1. Analyze the consequences of using alcohol, tobacco, and other drugs
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Examine the social, economic, health and cosmetic consequences of alcohol, tobacco including chewing tobacco), and other drug use, Explain how alcohol, tobacco, and other drugs are addictive Explain family rules, school policies, and community laws related to the sale and use of alcohol, tobacco, and other drugs Explain how alcohol, tobacco, and other drugs alter the body and the brain Describe how exercise, nutrition, and positive relationships can mitigate the use of alcohol, tobacco, and other drugs Analyze the effects of alcohol, tobacco, and other substances on a person's ability to make decisions 	Inquiry Questions: <ul style="list-style-type: none"> • Would people still use tobacco if it did not have an addictive quality? • What are the cosmetic effects of using tobacco? • Why does someone become addicted? • Who benefits from the sale of cigarettes?
	Relevance and Application: <ul style="list-style-type: none"> • Researchers have found that drug use in adolescence rewires the brain, making them more susceptible to addiction. • There are social, emotional, and financial consequences to addiction.
	Nature of Health: <ul style="list-style-type: none"> • Research has clearly established that use of alcohol, tobacco, and other drugs have a variety of harmful effects on the human body

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: Seventh Grade

Concepts and skills students master:

2. Demonstrate safety procedures for a variety of situations

Evidence Outcomes

Students can:

- a. Describe first-response procedures needed to treat injuries and other emergencies
- b. Identify accepted procedures for emergency care and lifesaving care
- c. Identify methods of preventing injuries, e.g. transportation, climate
- d. Describe actions to take during severe weather or trauma-related emergencies
- e. Analyze the role of peers, family, and media in causing or preventing injuries

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are the challenges of creating an emergency plan?
- What are the creative ideas that can emerge from building an emergency plan?
- Who can I trust to tell me how to be safe?

Relevance and Application:

- Every community has emergency plans unique its region.
- Every community or region has unique risks associated with living there.
- Individual behaviors and the environment interact to cause or prevent injuries.

Nature of Health:

- Basic first aid is a lifelong skill.

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

Prepared Graduates: <ul style="list-style-type: none"> ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Sixth Grade

Concepts and skills students master: <ol style="list-style-type: none"> 1. Analyze the factors that influence a person's decision to use or not to use alcohol and tobacco
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on alcohol and tobacco use b. Analyze external influences on alcohol and tobacco use c. Analyze the influence of exercise, nutrition, and social relationships on alcohol and tobacco d. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage tobacco and alcohol e. Identify common mixed messages about alcohol in the media such as "drink responsibly" messages f. Analyze the perception versus the reality of alcohol use in adolescents 	Inquiry Questions: <ul style="list-style-type: none"> • How does alcohol affect the body? • If everyone had the most accurate information available, would they still use alcohol or tobacco?
	Relevance and Application: <ul style="list-style-type: none"> • Historically, alcohol and tobacco were not considered harmful. • Social networks can support positive decision making.
	Nature of Health: <ul style="list-style-type: none"> • Behaviors are affected by heredity, environment and lifestyle.

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: Sixth Grade

Concepts and skills students master:

2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs

Evidence Outcomes

Students can:

- Demonstrate decision-making skills that lead to being substance-free
- Demonstrate effective, assertive refusal skills in refusing tobacco, alcohol, drugs, and other substances
- Explain how decisions about substances affect relationships
- Identify and summarize positive alternatives to substance use
- Demonstrate planning skills for avoiding alcohol, tobacco, and other drugs

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why is it important to be accountable for decisions about substance use?
- What would you say to a friend who asked you to try a cigarette when you did not want to?

Relevance and Application:

- Learning to respectfully and assertively communicate sets the foundation for healthy choices.

Nature of Health:

- Learning to respectfully and assertively communicate sets the foundation for healthy choices.
- Good decision making involves personal efficacy, accurate information, and skill development.

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: Sixth Grade

Concepts and skills students master:

3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence c. Describe strategies to avoid physical fighting and violence d. Identify a variety of nonviolent ways to respond when angry or upset e. Demonstrate the ability to identify a trusted adult to whom school or community violence should be reported f. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools g. Demonstrate ways of solving conflicts nonviolently such as conflict resolution and diffusion 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How can one person reduce violence? • What are positive and negative effects of weapons on society? • What situations lead to physical fighting and violence? • Why is it my job to stop violence?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • The presence of weapons increases the risk of serious injuries. • There are school and community resources to help with violence issues.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> • Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

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: Sixth Grade

Concepts and skills students master:

4. Demonstrate ways to advocate for safety, and prevent unintentional injuries

Evidence Outcomes

Students can:

- Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community
- Demonstrate ways to campaign to help to promote safety, and prevent unintentional injuries

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Is it possible to create schools and communities that are totally safe?
- Would it be desirable to create these totally safe communities?

Relevance and Application:

- Advocate for safe efficient transportation for all users surrounding your school.

Nature of Health:

- Helping my community through advocacy efforts for safety positively affects others and may inspire others to advocate for safety concerns

Colorado Department of Education
Office of Standards and Assessments
201 East Colfax Ave. • Denver, CO 80203 • 303-866-6929
www.cde.state.co.us