



★
Colorado
Academic Standards

Comprehensive Health



First Grade



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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Purpose of Comprehensive Health and Physical Education

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

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

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It is no longer acceptable to think of "gym class" and "hygiene lessons." Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person¹, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.²

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.

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

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

Prepared Graduates in Comprehensive Health and Physical Education

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

Standards in Comprehensive Health and Physical Education

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

1. Movement Competence and Understanding

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

2. Physical and Personal Wellness

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

3. Social and Emotional Wellness

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

4. Prevention and Risk Management

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

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

Comprehensive Health standards:

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

Physical Education standards:

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

General Considerations for Health Education:

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

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

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Decision-Making

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

Health Skills:

1. Self-Management/Personal Responsibility

Prepared Graduates:

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

Grade Level Expectation:

1. Demonstrate how to express emotions in healthy ways.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Interpersonal Communication



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

- Who are your trusted adults?
- Why should you ask an adult for help?

Health Skills:

- Accessing Information
- Interpersonal Communication
- Advocacy



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

- Self-Management/Personal Responsibility
- Interpersonal Communication:



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Interpersonal Communication
2. Advocacy

