



★
Colorado
Academic Standards

Comprehensive Health



Second Grade



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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Purpose of Comprehensive Health and Physical Education

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

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

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It 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. 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 eating and drinking behaviors that contribute to maintaining good health.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Decision-Making
2. Accessing Information





Prepared Graduates:

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

Grade Level Expectation:

2. Recognize basic childhood chronic diseases.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Interpersonal Communication:
2. Advocacy





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Self-Management/Personal Responsibility



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

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



Prepared Graduates:

6. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

- Interpersonal Communication
- Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

2. Identify safe and proper use of household products.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Accessing Information





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Interpersonal Communication:
2. Advocacy for Self and Others:





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

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

