



★
Colorado
Academic Standards

Comprehensive Health



Third 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. Demonstrate the ability to make and communicate appropriate food choices.

Evidence Outcomes

Students Can:

- a. Describe a variety of nutritious breakfast foods.
- b. Plan a meal based on the food groups.
- c. Explain the concepts of eating in moderation.
- d. Demonstrate refusal skills in dealing with unhealthy eating situations.
- e. Identify how family, peers, and media influence healthy eating.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain how eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. (Personal Skills: Personal Responsibility)
2. Analyze messages about healthy eating that are abundant and require accurate information to discern them. (Professional Skills: Information Literacy)
3. Persistence and resilience can be demonstrated through resisting unhealthy eating situations in order to focus on eating healthy. (Personal Skills: Perseverance/Resilience)

Inquiry Questions:

1. What is a healthy portion size? Can an appropriate portion size vary for individuals?
2. What kinds of foods would be best for you to eat for breakfast? Why?
3. How can students eat a balanced diet if food choices are limited at school and home?
4. How can the things that you see on television or in magazines influence your feelings and choices about food?

Health Skills:

1. Interpersonal Communication
2. Analyzing Influences



Prepared Graduates:

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

Grade Level Expectation:

1. Utilize knowledge and skills to treat self and others with care and respect.

Evidence Outcomes

Students Can:

- a. Identify the characteristics of someone who has self-respect and positive self-esteem.
- b. Acknowledge the value of personal and others' talents and strengths.
- c. Summarize the importance of respecting the personal space and boundaries of others.
- d. Discuss the importance of treating others the way you would like to be treated.
- e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Assess how being a contributor to the neighborhood is an actionable way to show care. (Civic/Interpersonal Skills: Civic Engagement)
2. Examine how individual actions can impact a school and community. (Civic/Interpersonal Skills: Character)
3. Analyze how positive self-esteem and respect for others benefits healthy relationships and strong friendships. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. What does self esteem look like?
2. What if everyone had the same talents and strengths?
3. Do we communicate with all of our friends the same way?

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. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes

Students Can:

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- b. Describe positive ways to show care, consideration, and concern for others.
- c. Identify how to show respect for individual differences.
- d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain how feelings can be expressed in verbal and nonverbal ways. (Civic/Interpersonal Skills: Communication)
2. Investigate online groups and how they can provide support and care for self and others. (Professional Skills: Self-Advocacy)
3. Demonstrate positive communication that enhances mental and emotional well being. (Civic/Interpersonal Skills: Communication)
4. Practice valuing different perspectives in order to resolve conflicts and reach workable solutions. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. How can a shy person show how they are feeling?
2. Do you express feelings to friends, family, parents, adults, or strangers in the same way?
3. Should I tell someone if they make me feel bad? How would you do that?
4. Do you ever feel embarrassed by your feelings?
5. What if we were all the same?

Health Skills:

1. Interpersonal Communication



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

Evidence Outcomes

Students Can:

- Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.
- Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.
- Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.
- Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use.
- Demonstrate the ability to assertively refuse an unwanted item.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

- Compare how drugs can be used for medicinal purposes and still be addictive and dangerous. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Explain how medical technology has identified the dangers of tobacco use. (Professional Skills: Use Information and Communications Technologies)
- Investigate how research has clearly established that tobacco has a variety of harmful effects on the body. (Professional Skills: Information Literacy)
- Demonstrate how to handle impulses and assertively refuse an unwanted item. (Personal Skills: Personal Responsibility)

Inquiry Questions:

- How does tobacco affect the body?
- What are some of the things that could happen if I just “tried” to smoke a cigarette, or chew tobacco?
- Why are drug products that look like food products especially dangerous?

Health Skills:

- Decision-Making
- Interpersonal Communication: Refusal





Prepared Graduates:

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

Grade Level Expectation:

2. Describe pro-social behaviors and skills that enhance healthy interactions with others.

Evidence Outcomes

Students Can:

- a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration and being kind.
- b. Set a goal and a plan to be helpful and supportive to another person at school or at home.
- c. Describe how responding to anger can be positive and/or negative.
- d. Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Apply pro-social behaviors when working together and collaborating. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Demonstrate self-control to manage anger. (Personal Skills: Self-Awareness)
3. Explain how tolerance, appreciation, and understanding of diversity are important when collaborating. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. How would it feel if you were teased for having a certain eye color?
2. How do you feel when you are helpful to others?
3. Why do people get angry?
4. Is anger a bad thing?
5. Is it OK to not be friends with everyone?

Health Skills:

1. Goal Setting:
2. Self Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

3. Identify ways to prevent injuries at home, in school, and in the community.

Evidence Outcomes

Students Can:

- a. Define how injuries can occur at home, in school and in the community.
- b. Create a personal safety plan and explain how it will be used at home, in school, and in the community. (e.g., bike safety, pedestrian safety and emergency situations).
- c. Identify safety rules around modern technology, including the internet.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain why safety is the responsibility of all members of a community. (Civic Interpersonal Skills: Global/Cultural Awareness)
2. Create safety plans that can save lives and prevent injuries. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. Is it important to pre-plan for safety?
2. How do pedestrians stay safe from motor vehicles and bicycles?
3. What would be important to put in a safety plan?
4. Is it safe to put your personal information on social media?

Health Skills:

1. Self-Management/Personal Responsibility

