



Colorado  
Academic Standards

# Comprehensive Health



# Eight Grade



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Comprehensive Health Standards Review and Revision Committee

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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 person<sup>1</sup>, 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.<sup>2</sup>

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 21<sup>st</sup> 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.

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

<sup>2</sup> 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 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. Describe the influences that impact healthy food choices.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Debate if food choices have an impact on the environment. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Determine how individuals must identify which food choices lead to their optimal health and weight goals. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What is a “healthy” weight?
2. How can a healthy diet for one person be unhealthy for another?
3. Why do people on restrictive diets often end up gaining more weight?
4. What internal/external factors influence food choices?

#### *Health Skills:*

1. Analyzing Influences
2. Decision-Making



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

2. 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. Define sexual consent and explain why individuals have the right to refuse sexual contact.
- d. Seek support to be sexually abstinent.
- e. Develop personal standards for dating situations.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare and contrast how historical societal norms related to sexual activity with today's culture provides information on how a culture perceives and values sexual relationships. (Entrepreneurial Skills: Inquiry/Analysis)
2. Discuss how consent is an on-going process and important to remember when establishing personal boundaries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How do health practices in adolescence affect lifelong health?
2. What is the difference among affection, love, commitment, and sexual attraction?
3. What characteristics do you find most appealing in a dating relationship?
4. Why would you choose to be sexually abstinent?
5. What advice would you give to a friend who is being pressured to become sexually active?
6. How can media affect relationships and sexual health (e.g., sexually explicit content, sexual norms and values)?

#### *Health Skills:*

1. Decision-Making
2. Interpersonal Communication



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

3. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.

### Evidence Outcomes

#### *Students Can:*

- 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.
- e. Examine how healthy relationships can impact one's risk for avoiding STDs.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examine how age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how personal self-awareness can enhance positive health practices. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. To what extent can we keep ourselves disease-free?
2. 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?
3. What advice would you give to a friend who is being pressured to do something he or she does not want to do?
4. Why is it important to stand up for what you believe?
5. Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?
6. How can media affect relationships and sexual health (e.g., sexually explicit content, sexual norms, and values)?

#### *Health Skills:*

1. Self-Management/Personal Responsibility



## Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

## Grade Level Expectation:

4. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs).

### Evidence Outcomes

#### *Students Can:*

- 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.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Explore how medical advances for the prevention and treatment of STDs continue to evolve. (Professional Skills: Information Literacy)
2. Examine how society has viewed persons diagnosed with STDs differently throughout history. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Evaluate current trends with the incident rates of STDs to establish a relevant understanding of risk to one's health. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How would I identify reliable sources of medically accurate information?
2. Why is it important to seek medical attention if you think you may have been exposed to an STD?
3. How can you find more information about STDs?

#### *Health Skills:*

1. Accessing Information

### Prepared Graduates:

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

### Grade Level Expectation:

5. Promote and enhance health through disease prevention.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Analyze how popular fads or trends have potential social and health consequences. (Entrepreneurial Skills: Inquiry/Analysis)
- Asses how advances in genetics and science influence health outcomes.(Entrepreneurial Skills: Inquiry/Analysis)
- Predict how global travel affects disease transmission and outbreaks.(Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *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?

#### *Health Skills:*

- Self-Management/Personal Responsibility



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Explain that why 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 and how to seek help for mental and emotional health problems: such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders.
- d. Determine valid and reliable mental and emotional health resources.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Discuss why laws have been enacted to protect patient confidentiality. (Civic/Interpersonal Skills: Character)
2. Explore why stereotypes exist about people with mental disabilities and illness. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Recognize the cause and effect of self-harming behaviors, depression, and suicide. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. Why is it sometimes hard to talk about emotional concerns?
2. When you need to talk about problems, how do you know who to trust or speak to about problems?
3. Under what circumstances might you strongly encourage a friend to seek help for his problem? Should you ask a parent or trusted adult for advice if your friend refuses to get help?
4. How can adolescent development (e.g., hormonal changes, brain development, etc.) impact their social and emotional health?

#### *Health Skills:*

1. Accessing Information



### Prepared Graduates:

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

### Grade Level Expectation:

- Analyze internal and external factors that influence mental and emotional health.

### Evidence Outcomes

#### *Students Can:*

- Analyze how culture, media, and others influence personal feelings and behaviors.
- Describe how personal and family values and feelings influence choices.
- Describe strategies to minimize negative influences on mental and emotional health.
- Analyze internal factors that contribute to mental and emotional health.
- Identify the factors that could negatively influence a person's well-being with regard to depression, suicide, and/or self-harm.
- Identify internal and external influences on one's body image.
- Describe the signs, symptoms, and consequences of common eating disorders.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Hypothesize how alcohol and other drug use can interfere with a person's ability to effectively deal with emotional and mental health issues. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
- Examine societal, factors and physical factors play a role in the development of certain mental illnesses. (Entrepreneurial Skills: Inquiry/Analysis)
- Examine how a constant infusion of technology influences social and emotional health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

- How can too much time with media (e.g., TV, social media, video games, screen time) affect a person's social and emotional health?
- How can I avoid negative peer pressure that goes against my personal values?
- How can biases influence our choices?

#### *Health Skills:*

- Analyzing Influences

### 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. Analyze influences that impact individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- Analyze potential risks and protective factors (e.g., personal, family, and peer) that could impact drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Determine situations that could lead to the drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Describe how mental and emotional health and life circumstances can affect the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Support groups exist to clarify, inform and support individuals who are influenced by addictive substances. (Professional Skills: Information Literacy)
- Current cultural fads that promise benefits (e.g. weight loss, performance enhancement, energy drinks, etc.) must be evaluated carefully before use. (Entrepreneurial Skills: Inquiry/Analysis)
- Understand that caffeine is a drug and is addictive. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- How can depression, anxiety, and other mental problems influence a person's decisions related to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco?
- Why are marijuana, illegal drugs, prescription drugs, alcohol, and tobacco 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?

#### *Health Skills:*

- Analyzing Influences



### 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:

2. Access valid sources of information about use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the validity of information, products, and services related to the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- b. Analyze the accuracy of images of use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco conveyed in the media, including advertisements.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Through varied technologies, there exists a proliferation of accurate and inaccurate health information. (Professional Skills: Use Information and Communication Technologies)
2. Identify community groups can provide a network of support for individuals trying to abstain from alcohol, tobacco, and other drug use. (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

1. How can you tell the difference between valid and invalid sources of information about alcohol, tobacco, and other drugs?
2. Why is it important to understand that media messaging has embedded values and points of view?
3. Should alcoholic beverage companies be allowed to sponsor athletic events? Why or why not?

#### *Health Skills:*

1. Accessing Information







### 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:

3. Demonstrate decision-making skills to be drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- Use a decision-making process to avoid using drugs in a variety of situations (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Analyze choices about using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco and how these choices can affect friends and family.
- Develop personal plans to be and drug free.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explore how new technology have been developed to support recovery from addiction and drug overdose. (Entrepreneurial Skills: Creativity/Innovation)
- Analyze how creating a personal plan and setting goals can support healthy decisions. (Personal Skills: Initiative/Self Directions)
- Describe why it is important to explore potential options and outcomes to a decision prior to making the decision. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

- Why should I care about being alcohol, tobacco, marijuana 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?
- How has technology impacted or changed drug use?

#### *Health Skills:*

- Decision-making



### Prepared Graduates:

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

### Grade Level Expectation:

4. Analyze the factors that influence violent and nonviolent behavior.

### Evidence Outcomes

#### *Students Can:*

- Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence.
- Examine the presence of violence in the media and its possible effects on violent behavior.
- Describe how one's beliefs, values, and familial and peer relationships could promote relational violence.
- Identify verbal and nonverbal communication that constitutes sexual harassment.
- Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.
- Explain why and how rape and sexual assault should be reported to a parent or trusted adult and appropriate legal authorities.
- Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community.
- Determine who (adults) to report potentially unsafe behaviors/situations to both inside and outside of school.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Sexual violence and harassment are unacceptable behaviors that result in legal consequences. (Civic/Interpersonal Skills: Civic Engagement)
- Technology has changed the way sexual exploitation and harassment occurs. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine various social and cultural norms regarding sexual violence and harassment. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

- Is peaceful behavior the same as nonviolent? Why or why not?
- Would a media-free life diminish assaults?
- What would I do if I saw someone being sexually harassed or assaulted?
- Why is it important to report potentially unsafe behaviors/situations?

#### *Health Skills:*

- Analyze Influences



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify pro-social behaviors in the school and community.
- b. Examine the consequences of unaddressed behaviors that do not respect others, the school, or the community environment.
- c. Advocate for a positive and respectful school environment that supports pro-social behavior.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify positive behavior support and other school and community programs advocate for pro-social behavior. (Entrepreneurial Skills: Creativity/Innovation)
2. Advocate for positive respectful school environments that support positive social norms. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

1. How do I know if someone is being bullied?
2. Are positive social norms static or can they change?
3. What does pro-social behavior look like in our community?
4. What effect has social media had on bullying and harassment?

#### *Health Skills:*

1. Advocacy

