



★  
Colorado  
Academic Standards

# Comprehensive Health



# Kindergarten



**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 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. Identify the major food groups and the benefits of eating a variety of foods.

### Evidence Outcomes

#### *Students Can:*

- a. Recognize major food groups.
- b. Identify foods and beverages that are healthy choices.
- c. Explain how food is fuel and that different activities need different fuel.
- d. Explain the health benefits of choosing healthy foods and beverages.

### Academic Context and Connections

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

1. Compare how automobiles run on gasoline as fuel, humans rely on food as fuel. (Entrepreneurial Skills: Inquiry/Analysis).
2. Explore why different people like different foods (culture, geography, family). (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Describe how foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How do healthy foods help your body?
2. How does food fuel our bodies?
3. What would happen to your body if you ate only cookies and candy?

#### *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. Explain how personal hygiene and cleanliness affect wellness.

### Evidence Outcomes

#### *Students Can:*

- a. Describe how proper hand washing is important to being healthy.
- b. Explain why bathing and hygiene are important for good health.
- c. Explain positive outcomes from brushing and flossing teeth daily.
- d. Demonstrate steps for proper hand washing, brushing, and flossing of teeth.
- e. Explain why sleep and rest are important for proper growth and good health.

### Academic Context and Connections

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

1. Predict how lack of sleep affects concentration and mood. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explore how hygiene promotes good health and reduces the spread of germs. (Entrepreneurial Skills: Creativity/Innovation)
3. Analyze how individual behaviors can affect others. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What does it mean to have good hygiene?
2. How would your teeth look and feel if you did not brush them?
3. What if nobody ever washed their hands?
4. How does sleep affect the way you feel?

#### *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. Recognize the relationship between emotions and actions.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.
- b. Identify a variety of emotions.
- c. Recognize that feelings influence actions.
- d. Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Explore how feelings affect behavior at home and at school. (Personal Skills: Self-Awareness)
2. Analyze how emotions influence behavior and how physical feeling are important to emotional and mental health. (Personal Skills: Self-Awareness)
3. Demonstrating how effective communication skills can support students working together. (Civic/Interpersonal Skills: Collaboration/Teamwork)

#### *Inquiry Questions:*

1. How does the way I feel change how I act?
2. How do my actions affect others?

#### *Health Skills:*

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





## Prepared Graduates:

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

## Grade Level Expectation:

2. Demonstrate how to effectively communicate and cooperate with others.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate effective listening skills.
- b. Demonstrate effective verbal and nonverbal communication skills.
- c. Demonstrate sharing with peers.
- d. Demonstrate strategies to cooperate with others.

### Academic Context and Connections

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

1. Collaborating with others, people must be able to listen and communicate effectively. (Civic/Interpersonal Skills: Collaboration/Teamwork)

#### *Health Skills:*

1. Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

1. Explain the importance of respecting the personal space and boundaries of self and others.

### Evidence Outcomes

#### *Students Can:*

- a. Identify “appropriate” and “inappropriate” touches.
- b. Identify characteristics of a trusted adult.
- c. Demonstrate how to tell a parent or trusted adult if inappropriate touching occurs to self or others.
- d. Explain the importance of personal space in the classroom and around others.

### Academic Context and Connections

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

1. Explore how situations, settings, cultures and individuals have varied rules about personal space. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Examine how boundaries are applied to nations, cities and people. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Demonstrate and understanding of why individuals have the right to personal space and boundaries. (Civic/Interpersonal Skills: Character)
4. Identify when it is appropriate and demonstrate how to communicate with a trusted adult. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

1. What is personal space?
2. Why might one person’s personal space be different from another person’s?
3. What would it be like if nobody respected anybody else?
4. What is privacy?
5. Can verbal comments intrude on your personal space?

#### *Health Skills:*

1. Accessing Information
2. Interpersonal Communication



### Prepared Graduates:

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

### Grade Level Expectation:

2. Explain safe behavior as a pedestrian and with motor vehicles.

### Evidence Outcomes

#### *Students Can:*

- a. Explain safe behavior when getting on and off and while riding on school
- b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle
- c. Recognize and describe the meaning of traffic signs
- d. Describe how rules at school can help to prevent injuries
- e. Demonstrate safe pedestrian behaviors

### Academic Context and Connections

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

1. Examine how crosswalk and traffic signs change based on new research about how children see and react to symbols. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how vehicles and streets are places with hazards and require careful attention. (Personal Skills: Personal Responsibility)
3. Identify personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What are some things that can happen if everyone runs around and pushes each other?
2. What would it be like if there weren't any rules for cars or pedestrians?

#### *Health Skills:*

1. Self-Management/Personal Responsibility

### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate effective communication skills in unsafe situations.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate verbal and nonverbal ways to ask a parent or trusted adult for help about an unsafe situation.
- b. Describe how to call 911 or other emergency numbers for help.
- c. Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon.
- d. Identify unsafe or risky situations around the home, school, and community.

### Academic Context and Connections

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

1. Identify how other forms of technology can be used to communicate in an emergency situation. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply effective communication skills in an emergency situation using both verbal, nonverbal, and various technologies. (Civic/Interpersonal Skills: Communication)
3. Identify how personal strategies that can be used to develop, avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What would happen if you were lost and you didn't know how to ask for help?
2. What would you do if you found a gun?
3. In addition to a phone, how else could you get help when you are at home? In a car?
4. Without using words, what are ways you could let someone know you need help?

#### *Health Skills:*

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