



★
Colorado
Academic Standards

Comprehensive Health



Health Promotion



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Comprehensive Health Standards Review and Revision Committee

Chairperson

Jaime Grimm-Rice
Health Education Content Specialist
Jeffco Public Schools

Members

Jaime Brenner
Social Emotional Learning Specialist
Jeffco Public Schools

Rebecca Bundick
Health Educator

Desiree Crocker
Physical Education and Health Education
Teacher
Aurora Public Schools

Julie Cyrulik
Health Coordinator/Health Educator
Cherry Creek Schools

Finessa Ferrell
Health & Wellness Director
The Colorado Education Initiative

Cynthia Hazel
Chair, Department of Teaching and Learning
Professor, Child, Family, and School Psychology
University of Denver

Jim Karas
RMC Trainer/Consultant
RMC Health

Kathy Kopp
Health/Wellness Coordinator and Health
Teacher
East Grand School District

Andrea McCraine
Early Childhood Special Education Teacher
Fountain-Fort Carson School District 8

Deanne Romero
Health Educator
Adams 12 Five Star Schools

Katrina Ruggles
Health Teacher/Counselor
Center School District

Kelli Sisson
Teacher on Special Assignment with the District
Curriculum, Instruction, and Assessment
Department
Harrison School District 2

Shawn St. Sauveur
Wellness Coordinator/High School Health
Teacher
Colorado High School Charter

Brad Wiidakas
Wellness Instructor (Integrated Health/PE)
Douglas County School District

State Board of Education and Colorado Department of Education

Colorado State Board of Education

Angelika Schroeder (D, Chair)
2nd Congressional District
Boulder

Joyce Rankin (R, Vice Chair)
3rd Congressional District
Carbondale

Steve Durham (R)
5th Congressional District
Colorado Springs

Valentina (Val) Flores (D)
1st Congressional District
Denver

Jane Goff (D)
7th Congressional District
Arvada

Rebecca McClellan (D)
6th Congressional District
Centennial

Debora Scheffel (R)
4th Congressional District
Parker

Colorado Department of Education

Katy Anthes, Ph.D.
Commissioner of Education
Secretary to the Board of Education

Melissa Colsman, Ph.D.
Associate Commissioner of Education
Student Learning Division

Floyd Cobb, Ph.D.
Executive Director
Teaching and Learning Unit

CDE Standards and Instructional Support Office

Karol Gates
Director

Carla Aguilar, Ph.D.
Music Content Specialist

Ariana Antonio
Standards Project Manager

Joanna Bruno, Ph.D.
Science Content Specialist

Lourdes (Lulu) Buck
World Languages Content Specialist

Donna Goodwin, Ph.D.
Visual Arts Content Specialist

Stephanie Hartman, Ph.D.
Social Studies Content Specialist

Judi Hofmeister
Dance Content Specialist
Drama and Theatre Arts Content Specialist

Jamie Hurley, Ph.D.
Comprehensive Health Content Specialist
Physical Education Content Specialist

Raymond Johnson
Mathematics Content Specialist

Christine Liebe
Computer Science Content Specialist

Vince Puzick
Reading, Writing, and Communicating Content Specialist

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:

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

Preschool Learning and Development Expectation:

2. Develop self-management skills and personal hygiene skills to promote healthy habit.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Complete personal care tasks such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and choosing appropriate clothing for the weather
- b. Prevent or reduce the spreading of germs such as covering the mouth for coughing and sneezing, not putting toys in the mouth, not sharing drinks and food
- c. Understand that personal hygiene is an important step in the prevention of disease and illness.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Introduce how to use different technology such as “hands-free” water faucets, soap and towel dispensers and toilets.
2. Post a visual on the steps for hand washing.
3. Ensure toilets, drinking water and hand washing facilities are easily accessible to children and staff. Sinks and toilets are either child-sized or made accessible by non-slip stools.

4. Model washing their hands with soap and water before feeding, preparing or serving food.
5. Adults supervise and assist children with washing hands, handling food and brushing teeth developing classroom and personal routines as appropriate.
6. Ensure soap and disposable towels are provided within a child’s reach, at all sinks to promote independence
7. Ensure extra jackets, gloves, hats, and boots are kept on hand so that children who arrive without appropriate attire will still be able to participate.

Examples of Learning/Children May:

1. Independently brush their teeth after eating using the proper steps.
2. Mr. Bob supports Matab in thinking what clothing she needs for the weather outside today.
3. Mrs. Ramirez reminds Abraham to wash his hands before going to the snack center.
4. Abraham refers to the hand washing chart as he independently goes through and follows the hand washing steps.
5. During the cooking activity, Almir reminds the other children to wash their hands before they start the activity.
6. After breakfast, Miss Lupe places toothpaste in small cups for the children. The children are called over in pairs to brush their teeth as she assists and supervises them.





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 and Real-World Application:

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

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:

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:

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

Grade Level Expectation:

3. Explain how the dimensions of wellness are interrelated and impact personal health.

Evidence Outcomes

Students Can:

- a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
- b. Define wellness.
- c. Assess how modern technology can impact your social, emotional, and physical health and wellness.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain how personal behaviors that address the physical, social and emotional dimensions have a long-term effect on wellness. (Personal Skills: Self-Awareness)
2. Apply health-related concepts and skills in everyday lifestyle behaviors. (Personal Skills: Initiative/ Self-Direction)
3. Evaluate the use of modern technology on the long-term effects on wellness. (Professional Skills: Use Information and Communication Technologies)

Inquiry Questions:

1. What is wellness?
2. What are the benefits and consequences of our choices in terms of wellness?
3. Why does wellness sometimes require that we make changes to our current behaviors, relationships, or actions?
4. Can social media impact how you feel?

Health Skills:

1. Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

4. Analyze how positive health behaviors can benefit people throughout their lifespan.

Evidence Outcomes

Students Can:

- a. Explain the concept of nutrient-rich foods being balanced with physical activity.
- b. Analyze the short- and long-term benefits and consequences of healthy eating and physical activity.
- c. Summarize personal strategies for reducing environmental dangers to health (e.g., sun damage to skin, hearing, and vision damage).
- d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze how person's level of physical activity and nutritional choices drastically impacts physical, mental, social and emotional health. (Entrepreneurial Skills: Creativity/Innovation)
2. Analyze how positive health behaviors are needed to maintain or improve a person's physical, mental, social and emotional well-being. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. What positive behaviors can benefit a person's health?
2. Why are there so many health problems in the U.S. caused by poor nutrition and inactivity in spite of available information?
3. Why are there different levels of recommended physical activity for different ages and different activity levels?

Health Skills:

1. Self-Management/Personal Responsibility
2. Decision-Making





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:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. Why are some people healthier than others?
2. What might happen if there were a cure for cancer and genetic diseases?
3. When might stress be beneficial?
4. Why do some people get sick more than others?

Health Skills:

1. Self-Management/Personal Responsibility

