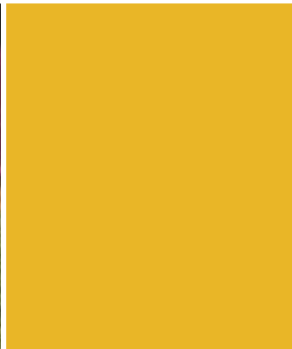


**Eighth Grade**

**Comprehensive Health**



# Colorado Academic Standards Comprehensive Health and Physical Education Standards

"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 21<sup>st</sup> 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.

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.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

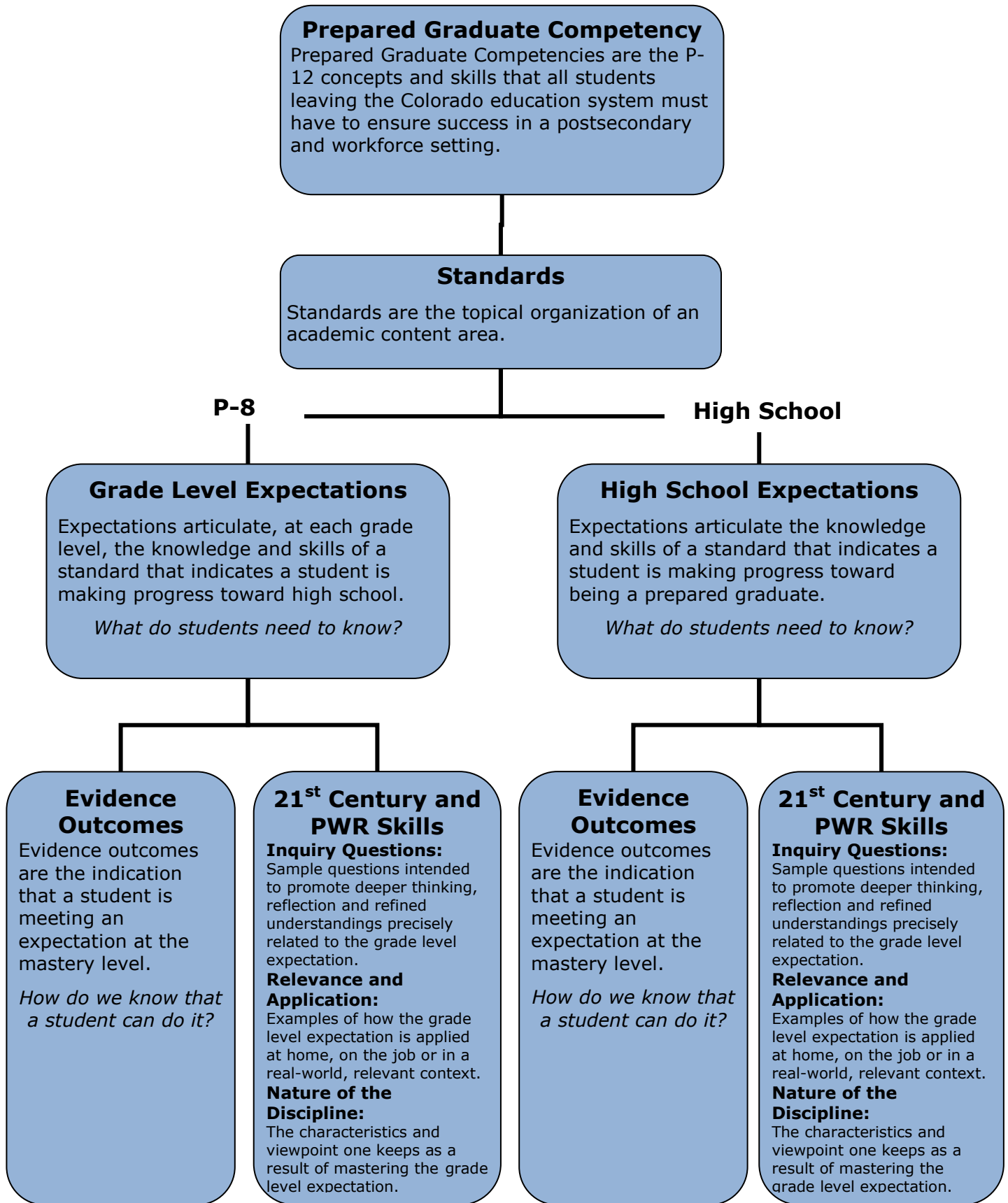
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## **Prepared Graduate Competencies in Comprehensive Health and Physical Education**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in Movement Competence and Understanding:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

### **Prepared Graduates in Physical and Personal Wellness:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

### **Prepared Graduates in Emotional and Social Wellness:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

### **Prepared Graduates in Prevention and Risk Management:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

# **Colorado Academic Standards Comprehensive Health and Physical Education**

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

**1. Movement Competence and Understanding (Physical Education)**

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 (Shared Standard)**

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. Emotional and Social Wellness (Shared Standard)**

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 (Shared Standard)**

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 standards are organized in the following manner:

- **Physical Education Standards**
  1. Movement Competence and Understanding
  2. Physical and Personal Wellness
  3. Emotional and Social Wellness
  4. Prevention and Risk Management
  
- **Comprehensive Health Education Standards**
  2. Physical and Personal Wellness
  3. Emotional and Social Wellness
  4. Prevention and Risk Management

# Comprehensive Health

## Grade Level Expectations at a Glance

**Standard                      Grade Level Expectation**

<b>Eighth Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active</li> <li>2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy</li> <li>3. Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs)</li> <li>4. Promote and enhance health through disease prevention</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Access valid school and community resources to help with mental and emotional health concerns</li> <li>2. Internal and external factors influence mental and emotional health</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs</li> <li>2. Access valid sources of information about alcohol, tobacco, and other drugs</li> <li>3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free</li> <li>4. Analyze the factors that influence violent and non-violent behavior</li> <li>5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior</li> </ol>



## **21<sup>st</sup> Century Skills and Readiness Competencies in Comprehensive Health and Physical Education**

### **Colorado's Description of 21st Century Skills**

Colorado's description of 21<sup>st</sup> century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21<sup>st</sup> century skills, as follows:

#### Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

#### Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

#### Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

#### Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

#### Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

## 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.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Physical and Personal Wellness standard are:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Content Area: Comprehensive Health and Physical Education**

**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health (DOK 1-3)
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances (DOK 1-3)
- c. Explain why individuals have the right to refuse sexual contact (DOK 1-4)
- d. Seek support to be sexually abstinent (DOK 1-4)
- e. Develop personal standards for dating situations (DOK 1-4)

**Inquiry Questions:**

1. How do health practices in adolescence affect lifelong health?
2. What is the difference between 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?

**Relevance and Application:**

1. Contrasting historical analyses of different societal mores related to sexual activity with today's environment provides information on how a culture perceives and values sexual relationships.

**Nature of Health:**

1. Learning about sexuality and discussing sexual issues is critical for health.
2. External pressures and opportunities that present themselves may influence a person's sexual decision-making and activity.
3. Taking responsibility for one's own health requires verbal and nonverbal communication skills that can help to resist unwanted sexual activity and support positive health choices.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy (DOK 1-2)
- b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy (DOK 1-2)
- c. Describe the risk relationship between using alcohol and other drugs and sexual activity (DOK 1-3)
- d. Demonstrate peer resistance skills and personal boundary behavior (DOK 1-4)

**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?

**Relevance and Application:**

1. Age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception.
2. Policies or practices in different cultures impact the number of unintended pregnancies.

**Nature of Health:**

1. Current and future personal wellness is dependent on a person’s ability to apply health-related concepts and skills in everyday situations.
2. Standing up for yourself and what you believe can affect your physical, mental, emotional, and social health.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 3. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs)

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and Chlamydia (DOK 1-2)</li> <li>b. Explain that some STDs are asymptomatic (DOK 1-2)</li> <li>c. Summarize which STDs can be cured, prevented by vaccine, and be treated (DOK 1-2)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How would I identify reliable sources of medically accurate information?</li> <li>2. Why is it important to seek medical attention if you think you may have been exposed to an STD?</li> <li>3. How can you find more information about STDs?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Medical advances for the prevention and treatment of STDs continue to evolve.</li> <li>2. Society has viewed persons diagnosed with STDs differently throughout history.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Current and emerging diagnostic, prevention, and treatment strategies can help people to live healthier and longer lives than ever before.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 4. Promote and enhance health through disease prevention

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Explain contributing factors to health status (DOK 1-4)</li> <li>b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status (DOK 1-4)</li> <li>c. Explain the body’s response to disuse and other stressors (DOK 1-3)</li> <li>d. Explain how the immune system functions to prevent and combat disease (DOK 1-3)</li> <li>e. Describe the potential health consequences of popular fads or trends (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why are some people healthier than others?</li> <li>2. What might happen if there were a cure for cancer and genetic diseases?</li> <li>3. When might stress be beneficial?</li> <li>4. Why do some people get sick more than others?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Popular fads or trends have potential social and health consequences.</li> <li>2. Advances in genetics and science influence health outcomes.</li> <li>3. Global travel affects disease transmission and outbreaks.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Health and wellness is a personal and a global issue dependent on behavior choices, scientific advances, and ever-changing information.</li> <li>2. Decisions made today may affect personal health in the future.</li> </ul>

### 3. Emotional and Social 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.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduates in the Emotional and Social Wellness standard are:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings



**Content Area: Comprehensive Health and Physical Education**  
**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**  
 ➤ Utilize knowledge and skills to enhance mental, emotional, and social well-being

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 1. Access valid school and community resources to help with mental and emotional health concerns

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary (DOK 1-3)
- b. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person’s desire to seek help (DOK 1-3)
- c. Explain when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety (DOK 1-4)

**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 to tell speak to about problems?
3. Under what circumstances might you strongly encourage a friend to seek help for his problem? Should you ask a trusted adult for advice if your friend refuses to get help?

**Relevance and Application:**

1. Laws have been enacted to protect patient confidentiality.
2. Stereotypes exist about people with mental disabilities and illness.

**Nature of Health:**

1. Everyone experiences times of stress and anxiety, it is important to ask for help when needed.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**  
 ➤ Utilize knowledge and skills to enhance mental, emotional, and social well-being

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 2. Internal and external factors influence mental and emotional health

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Analyze how culture, media, and others influence personal feelings and emotions (DOK 1-4)</li> <li>b. Describe how personal and family values and feelings influence choices (DOK 1-4)</li> <li>c. Describe strategies to minimize negative influences on mental and emotional health (DOK 1-3)</li> <li>d. Analyze internal factors that contribute to mental and emotional health (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How can too much time on the internet or watching TV affect mental and emotional health?</li> <li>2. How can I avoid negative peer pressure that goes against my personal values?</li> <li>3. Does everyone have bias?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Alcohol and other drug use can interfere with a person’s ability to effectively deal with emotional and mental health issues.</li> <li>2. Heredity plays a major role in the development of certain mental illnesses.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Overall health is enhanced when one learns how to cope with influences on their mental and emotional health.</li> </ul>

# 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.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduates in the Prevention and Risk Management standard are:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 1. Analyze influences that impact individuals' use or nonuse of alcohol, tobacco, and other drugs

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs (DOK 1-3)</li> <li>List the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow (DOK 1)</li> <li>Describe addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable (DOK 1)</li> <li>Determine situations that could lead to the use of alcohol and other drugs (DOK 1-3)</li> <li>Describe how mental and emotional health and life circumstances can affect alcohol or other drug use (DOK 1-3)</li> <li>Discuss the harmful effects of using weight-loss products (DOK 1-2)</li> <li>Describe the health risks associated with using performance-enhancing drugs (DOK 1-2)</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>How can depression, anxiety, and other mental problems influence a person's decisions related to tobacco, alcohol, and drug use?</li> <li>Why are tobacco, alcohol, and some drugs addictive?</li> <li>What does it take to overcome addiction to these substances?</li> <li>Is the teen brain more susceptible to addictions than the adult brain?</li> <li>What is the relationship between using drugs and alcohol and involvement in sexual activity?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>Support groups exist to clarify, inform and support individuals who are influenced by addictive substances.</li> <li>Substances that promise health benefits (i.e. weight loss or enhanced performance) must be evaluated carefully before use.</li> </ol> <p><b>Nature of Health:</b></p> <ol style="list-style-type: none"> <li>Overcoming addictions to tobacco, alcohol, or drugs requires making a firm commitment to be substance free, taking purposeful action to quit, establishing a network for support, and getting professional help if needed.</li> <li>Research has established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> </ol>

**Content Area: Comprehensive Health and Physical Education**

**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

2. Access valid sources of information about alcohol, tobacco, and other drugs

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs (DOK 1-3)
- b. Analyze the accuracy of images of alcohol and tobacco use conveyed in the media, including advertisements (DOK 1-3)

**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?

**Relevance and Application:**

- 1. Through varied technologies, there exists a proliferation of accurate and inaccurate health information.
- 2. Websites post research which is both informative and biased.
- 3. Community groups can provide a network of support for individuals trying to abstain from alcohol, tobacco, and other drug use.

**Nature of Health:**

- 1. Analyzing the validity of information is a lifelong practice.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations (DOK 1-4)</li> <li>b. Analyze choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family (DOK 1-4)</li> <li>c. Express intentions to be alcohol, tobacco, and drug free (DOK 1-4)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why should I care about being alcohol, tobacco, and drug free?</li> <li>2. Do you create situations or are you merely a participant in them?</li> <li>3. How do you express your values about other things to others which are firmly held intentions?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Alcohol, tobacco, and other drug use affects a person’s friends and family to the degree that anonymous and supportive groups meet in order to overcome it.</li> <li>2. Decisions about alcohol abuse are a daily challenge for some people and drugs have been created to make nausea occur when alcohol enters the system.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Decision-making about health is affected by a variety of influences.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**  
 ➤ Apply knowledge and skills that promote healthy, violence-free relationships

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 4. Analyze the factors that influence violent and nonviolent behavior

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Identify media and cultural messages that could lead to different types of violence, including sexual violence (DOK 1-3)</li> <li>b. Examine the presence of violence in the media and its possible effects on violent behavior (DOK 1-3)</li> <li>c. Describe external influences that could lead to violence (DOK 1-3)</li> <li>d. Identify verbal and nonverbal communication that constitutes sexual harassment (DOK 1-2)</li> <li>e. Recognize behaviors that are perceived as sexually coercive (DOK 1-2)</li> <li>f. Explain that rape and sexual assault should be reported to a trusted adult (DOK 1-3)</li> <li>g. Understand that sexual assault is a crime and must be reported (DOK 1)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Is peaceful behavior the same as non-violent? Why or why not?</li> <li>2. Would a media-free life diminish assaults?</li> <li>3. What would I do if I saw someone being sexually harassed?</li> </ul> <hr/> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Sexual violence and harassment are unacceptable behaviors that result in legal consequences.</li> <li>2. Technology has changed the way sexual exploitation and harassment occurs.</li> </ul> <hr/> <p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Culture, media and social influences affect violent and non violent behavior.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**

**Standard: 4. Prevention and Risk Management in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim (DOK 1-3)
- b. Stand up for those being bullied (DOK 1-4)
- c. Advocate for a positive and respectful school environment that supports pro-social behavior (DOK 1-4)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How do I know if someone is being bullied?
- 2. What if my friend is a bully?

**Relevance and Application:**

- 1. Positive behavior support and other school and community programs advocate for pro-social behavior.

**Nature of Health:**

- 1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.



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