

Seventh 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

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"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

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Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no longer is 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 21st 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?*

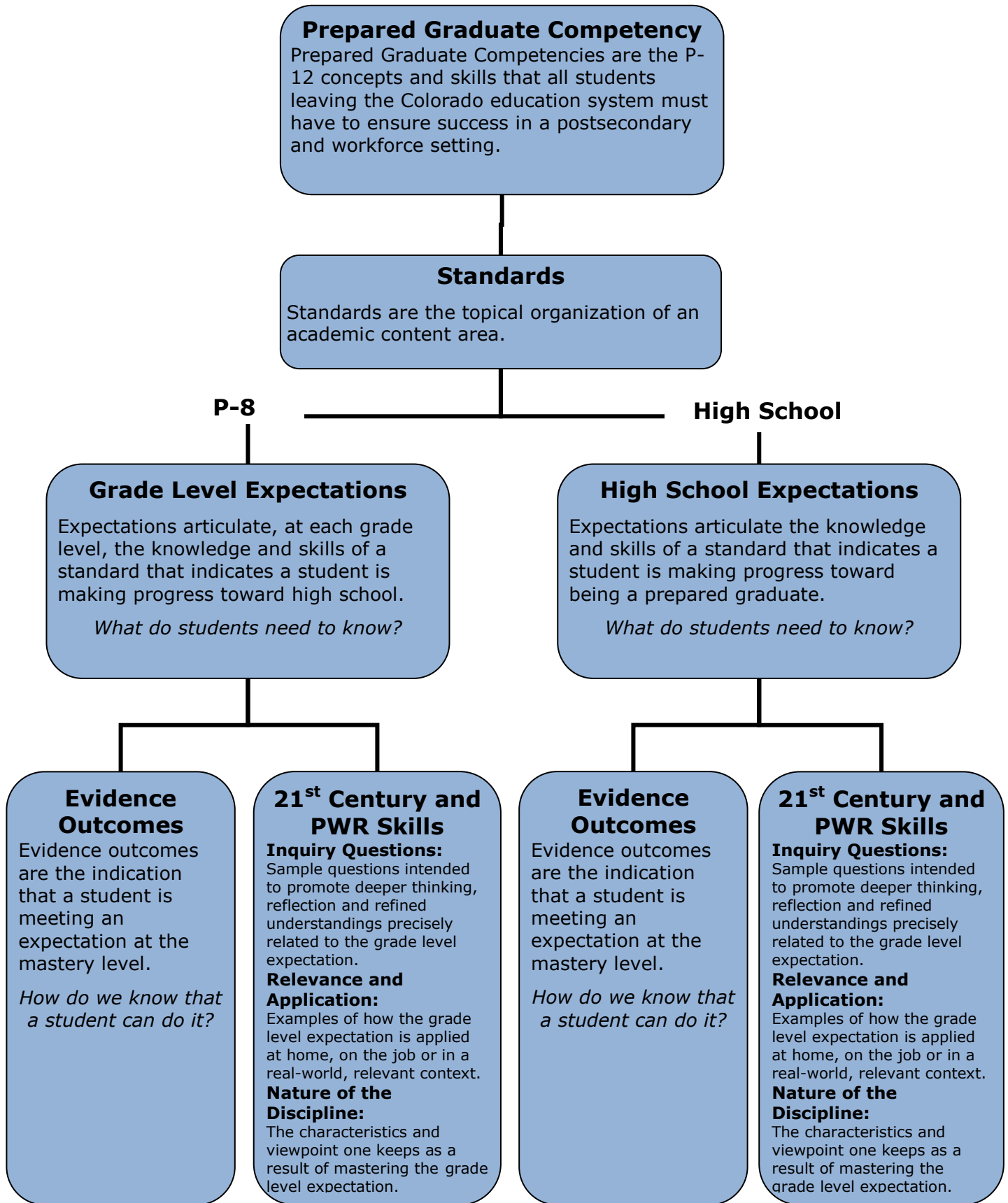
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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?*

21st 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?

21st 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**

Seventh Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Analyze factors that influence healthy eating behaviors 2. Demonstrate the ability to make healthy food choices in a variety of settings 3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating) 4. Analyze the internal and external factors that influence sexual decision-making and activity 5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate effective communication skills to express feelings appropriately 2. Develop self-management skills to prevent and manage stress
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze the consequences of using alcohol, tobacco and other drugs 2. Demonstrate safety procedures for a variety of situations

21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado's Description of 21st Century Skills

Colorado's description of 21st 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 21st 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 to engage in lifelong healthy eating

Grade Level Expectation: Seventh Grade

Concepts and skills students master:
 1. Analyze factors that influence healthy eating behaviors

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Analyze how family, peers, media and culture influence food choices (DOK 1-4) b. Analyze how social and cultural messages about food and eating influence nutrition choices (DOK 1-4) c. Analyze the influence that adults and role models have on one’s food choices (DOK 1-4) d. Analyze internal influences on one's food choices (DOK 1-4) e. Recognize that people with eating disorders may need professional help (DOK 1) f. Describe the signs, symptoms, and consequences of common eating disorders (DOK 1-2) g. Identify internal and external influences on one's body image (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What internal and external influences affect your eating choices? 2. How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices? 3. What would happen if your body did not tell you when you were hungry or full? 4. Why do people have eating disorders? <hr/> <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Cultural perspectives influence food choices. 2. Making unhealthy foods more expensive is meant to influence food choices. 3. A variety of strategies are used to market food products to individuals and these strategies will change as technology advances. 4. Portion sizes have increased over time. 5. It is important to recognize signs or symptoms of eating disorders and seek treatment. <hr/> <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Healthful living requires an individual to analyze all available information about good nutrition and to use such information to make healthy choices, even when doing so means breaking comfortable habits.

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

Prepared Graduates:
 ➤ Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Seventh Grade

Concepts and skills students master:
 2. Demonstrate the ability to make healthy food choices in a variety of settings

Evidence Outcomes	21st Century Skills and Readiness Competencies
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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 (DOK 1-3)
- b. Demonstrate interpersonal skills that deal with negative influences on healthy eating (DOK 1-3)

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?

Relevance and Application:

1. Food choices have an impact on the environment.
2. Individuals must determine for themselves which food choices lead to their optimal health and weight goals.

Nature of Health:

1. Healthy eating can influence physical, emotional, and environmental 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: Seventh Grade

Concepts and skills students master:
 3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Describe the characteristics of healthy relationships, and discuss factors that support and sustain them (DOK 1-4) b. Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions (DOK 1-4) c. Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends (DOK 1-3) d. Describe the emotional effects of breaking up in a dating relationship (DOK 1-3) e. Explain the role of dating in personal growth (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What is "dating"? 2. How might "unhealthy" family and peer relationships influence future dating relationships? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Various cultures date and select life partners differently. 2. Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. 3. Healthy relationships require many things of both people. <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Understanding the various aspects of human relationships assists in making healthy 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: Seventh Grade

Concepts and skills students master:

4. Analyze the internal and external factors that influence sexual decision-making and activity

Evidence Outcomes

Students can:

- Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity (DOK 1-3)
- Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity (DOK 1-3)
- Describe how personal, peer, and family values influence decisions about sexual and reproductive health (DOK 1-3)
- Analyze the discrepancies between perceived and actual sexual activity (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do I discern media and cultural messages that support optimal health versus those that undermine optimal health regarding sexual decision-making and activity?
- How does what my family thinks about sexual activity affect me?
- How does what my friends and peers think about sexual activity affect me?

Relevance and Application:

- The internet and other forms of media influence sexual decision-making.
- Families, peers, the media, culture, and society influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer.
- Families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships.

Nature of Health:

- External factors and situations that present themselves as well as internal factors—such as hormones, curiosity, desire, attraction, fear, and other feelings—may influence a person’s healthy decision-making and behavior.

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: Seventh Grade

Concepts and skills students master:
5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Describe the effects of HIV infection on the body (DOK 1-2)b. Explain how HIV is and is not contracted (DOK 1-2)c. Define common STDs (DOK 1)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Is it safe to be around people who are infected with HIV? Why or why not?2. Why is HIV/AIDS generally thought to be more dangerous than other STDs?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. The human immunodeficiency virus affects the body's immune.2. Universal precautions are recommended for anyone who comes into contact with bodily fluids.
	<p>Nature of Health:</p> <ul style="list-style-type: none">1. Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.2. There are many different kinds of sexually transmitted diseases. Some can be treated and/or cured and some cannot, and all can lead to serious health complications.

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: Seventh Grade

Concepts and skills students master:

1. Demonstrate effective communication skills to express feelings appropriately

Evidence Outcomes

Students can:

- a. Demonstrate the ability to engage in active listening (DOK 1-2)
- b. Practice the use of "I" statements (DOK 1-2)
- c. Demonstrate negotiation skills to support the healthy expression of personal needs (DOK 1-3)
- d. Demonstrate the ability to state personal needs and articulate limits (DOK 1-3)
- e. Practice verbal and nonverbal ways to ask for help from trusted adults or friends (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How will I know who to trust with my personal emotional health issues?
2. How can I keep my friends if I disagree with them?
3. How can I express my feelings and concerns if I am shy or feel embarrassed?
4. How can I be a better listener?

Relevance and Application:

1. Hostage negotiators rely on using their verbal and non-verbal communications skills to diffuse dangerous situations
2. Setting boundaries provides a framework for responsible decision-making and can contribute to the development of a positive self-image.

Nature of Health:

1. Effective communication skills affect mental and social health, and are life-long skills.

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: Seventh Grade

Concepts and skills students master:

- 2. Develop self-management skills to prevent and manage stress

Evidence Outcomes

Students can:

- a. Compare and contrast positive and negative ways of dealing with stress (DOK 1-3)
- b. Define stress (DOK 1)
- c. Identify personal stressors (DOK 1-2)
- d. Explain the body’s physical and psychological responses to stressful situations (DOK 1-2)
- e. Develop personal strategies to deal with stressors (DOK 1-4)
- f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. If you were angry all the time, how would your body respond?
- 2. If you were happy all the time, how would your body respond?
- 3. Why would it be important to know different ways to manage stress effectively?
- 4. Under what circumstances is stress a good thing?

Relevance and Application:

- 1. Attitude plays an important role in managing stress.
- 2. Laughter is the best medicine.
- 3. Personal stressors at home, with friends, in school and the community, and in the environment can effect one’s feelings and emotions

Nature of Health:

- 1. Healthy coping strategies exist to help people deal with stress in order to maintain emotional and 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.

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: Seventh Grade

Concepts and skills students master:
1. Analyze the consequences of using alcohol, tobacco, and other drugs

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Examine the social, economic, health and cosmetic consequences of alcohol, tobacco including chewing tobacco), and other drug use, (DOK 1-3)b. Explain how alcohol, tobacco, and other drugs are addictive (DOK 1-2)c. Explain family rules, school policies, and community laws related to the sale and use of alcohol, tobacco, and other drugs (DOK 1-2)d. Explain how alcohol, tobacco, and other drugs alter the body and the brain (DOK 1-2)e. Describe how exercise, nutrition, and positive relationships can mitigate the use of alcohol, tobacco, and other drugs (DOK 1-3)f. Analyze the effects of alcohol, tobacco, and other substances on a person’s ability to make decisions (DOK 1-4)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Would people still use tobacco if it did not have an addictive quality?2. What are the cosmetic effects of using tobacco?3. Why does someone become addicted?4. Who benefits from the sale of cigarettes?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Researchers have found that drug use in adolescence rewires the brain, making them more susceptible to addiction.2. There are social, emotional, and financial consequences to addiction.
	<p>Nature of Health:</p> <ul style="list-style-type: none">1. Research has clearly established that use of alcohol, tobacco, and other drugs have a variety of harmful effects on the human body

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

Prepared Graduates:
 ➤ Apply personal safety knowledge and skills to prevent, and treat unintentional injury

Grade Level Expectation: Seventh Grade

Concepts and skills students master:
 2. Demonstrate safety procedures for a variety of situations

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Describe first-response procedures needed to treat injuries and other emergencies (DOK 1-2) b. Identify accepted procedures for emergency care and lifesaving care (DOK 1-2) c. Identify methods of preventing injuries, e.g. transportation, climate (DOK 1-2) d. Describe actions to take during severe weather or trauma-related emergencies (DOK 1-2) e. Analyze the role of peers, family, and media in causing or preventing injuries (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What are the challenges of creating an emergency plan? 2. What are the creative ideas that can emerge from building an emergency plan? 3. Who can I trust to tell me how to be safe?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Every community has emergency plans unique its region. 2. Every community or region has unique risks associated with living there. 3. Individual behaviors and the environment interact to cause or prevent injuries.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Basic first aid is a lifelong skill.

Colorado Department of Education
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