

COMPREHENSIVE HEALTH ONLINE FEEDBACK



In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the unedited comments and suggestions that were submitted for Comprehensive Health. Each feedback item is prefaced with either **Revise**, **Remove**, **Move**, or **Comment**. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

Prepared Graduate Competencies

PGC: Apply knowledge and skills to engage in lifelong healthy eating

Comment: keep

Revise: The student should recognize that quite often the prescriptions by various government agencies, which are risk averse, and other so called authoritative sources may not be reliable when analyzing knowledge and skills to engage in lifelong healthy eating. Antifragile: Things That Gain from Disorder by Nassim Nicholas Taleb see page 296 A "Balanced Meal" Another example of missing the hidden dimension, that is, variability: we are currently told by the Soviet-Harvard U.S. health authorities to eat set quantities of nutrients (total calories, protein, vitamins, etc.) every day, in some recommended amounts of each. Every food item has a "percentage daily allowance." Aside from the lack of empirical rigor in the way these recommendations are currently derived (more on that in the medical chapters), there is another sloppiness in the edict: an insistence in the discourse on the regularity. Those recommending the nutritional policies fail to understand that "steadily" getting your calories and nutrients throughout the day, with "balanced" composition and metronomic regularity does not necessarily have the same effect as consuming them unevenly or randomly, say by having a lot of proteins one day, fasting completely another, feasting the third, etc. This is a denial of hormesis, the slight stressor of episodic deprivation. For a long time, nobody even bothered to try to figure out whether variability in distribution -- the second-order effect -- mattered as much as the long term composition. Now research is starting to catch up to such a very, very simple point. It turns out that the effect of variability in food sources and the nonlinearity in the physiological responses is central to biological systems. Consuming no protein at all on Monday and catching up on Wednesday seemingly causes a different -- better -- physiological response, possibly because the deprivation, as a stressor, activates some pathways that facilitate the subsequent absorption of the nutrients (or something similar). <https://www.forbes.com/sites/moneybuilder/2013/01/23/nassim-talebs-antifragile-celebrates-randomness-in-people-markets/#dd2a5f77a9d3> <http://articles.latimes.com/2012/dec/20/entertainment/la-ca-jc-nassim-nicholas-taleb-20121223> <http://www.barnesandnoble.com/w/antifragile-nassim-nicholas-taleb/1110867836#productInfoTabs>

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

Revise: Healthy Sexual relationships only occur in a heterosexual marriage relationship.

Revise: Include teaching on the benefits of marriage and sexual abstinence before.

Comment: important content. This should go beyond superficial biology of reproductive system

Comment: keep

Comment: Please do your utmost to ensure schools are teaching students about effectively, proactively and unashamedly using contraceptives to prevent unwanted pregnancy and disease. I also support a frank discussion about abortion, based on scientific and public health data, in schools. Thanks!

Revise: The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when learning how to apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on "service-learning," which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as "civic engagement," service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations . These are indeed forms of "civic engagement," but they are far from being a genuine substitute for learning how to be a full participant in our republic https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf

Remove: Political Agenda This is not the role of schools, this is the role of parents.

PGC: Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Comment: keep

Revise: The student will understand and avoid instances where fears, not based on solid risk analysis, have prescriptions for healthy living that don't make sense when applying knowledge and skills related to health promotion, disease prevention, and health maintenance See Page 44 "The present obsession with nut allergies in the United States may be a case in point. The number of schools declaring themselves to be entirely "nut free" is by all accounts rising. Nuts and staples like peanut butter are prohibited from campus, and so are homemade baked goods and any foods without detailed ingredient labels. ... Approximately, 3.3 million Americans are allergic to nuts, and even more 6.9 million, are allergic to seafood. However, all told, serious allergic reactions to foods cause just two thousand hospitalizations per year (out of more than thirty million hospitalizations nationwide). And, at most, only 150 people (both children and adults) die each year from food allergies. Compare that to the fifty people who die each year from bee stings, the hundred who die from lightning strikes, and the forty-five thousand who die from motor vehicle accidents. <http://www.ny-times.com/2009/10/04/books/review/Stossel-t.html> Connected; The Surprising Power of Our Social Networks and

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

Comment: How is there not an applied standard for Preschool students? This is one of the primary times when they learn to "use their words" to problem solve and to learn to share with others. To me, these are exemplars of these beginning skills.

Comment: Students should also be given resources for health maintenance and improvement, including mental health.

Comment: keep

Comment: I would love to see a top level PGC in Mindfulness. There's a steadily growing body of research that shows meditation/mindfulness practices for mental/emotional as well as physical benefits, especially

in children. There are so many kids that would handle anxiety and pressures of high speed modern life so much better if they were given these simple tools. Meditation (and more specifically, situational awareness/mindfulness of the present) has been a lifelong practice for me and helped me through all of life's challenges, helped me with empathy with others, and even helped avoiding accidents and injury... yet I had to learn it completely outside of the school system.

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

Revise: suggest including reference to marijuana too

Comment: keep

Revise: The student will ensure that they don't use papers which lack a scientific basis or have been retracted when applying knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs. From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increasing, as more-vigilant scrutiny by the community may be a contributing factor. http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NASEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89 http://physics.nyu.edu/sokal/franklin_review_BtH.pdf Compounding Error: The Afterlife of Bad Science Authors and affiliations Jaime A. Teixeira da Silva Email author Judit Dobránszki Judit Dobránszki, Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers "poses significant risks for authors, editors, journals, and publishers" as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made "quickly and completely," urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review. https://www.nas.org/articles/spring_2017_academic_questions <http://link.springer.com/article/10.1007%2Fs12129-017-9621-0> Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics https://www.researchgate.net/profile/Judit_Dobranszki

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

Comment: important content

Revise: Strongly encourage adding diversity and disability awareness (which would help to decrease bullying): Apply knowledge and skills that promote healthy, violence-free relationships, and diversity and disability awareness

Comment: keep

Revise: The student should recognize that there are universal norms accepted around the world and that the norms promoted by these standards of learning are statistical outliers and the lesson here are unlikely to result in applying knowledge and skills that promote healthy, violence-free relationships - See the Righteous Mind The student should learn that power of social conformity can create situations where groups will on command intentionally inflict harm on others. See Connected The student should learn that the New Civics now taught in some public Colorado universities sets up the potential for individuals to become conformists and willing to inflict harm on others. See Making Citizens: How American Universities Teach Civics See page 98 of The Righteous Mind: Why Good People are Divided by Politics and Religion. "In 2010, the cultural psychologist Joe Heine and Ara Norenzayan published a profoundly important article titled The Weirdest People in the World?" The authors pointed out that nearly all research in psychology is conducted on a very small subset of the human population: people from cultures that are Western, educated, industrialized, rich, and democratic (forming the acronym WEIRD). They then reviewed dozens of studies showing that WEIRD people are statistical outliers; they are the least typical, least representative people you could study if you want to make generalizations about human nature. Even within the West, Americans are more extreme outliers than Europeans, and within the United States, the educated upper middle class (like my Penn sample) is the most unusual of all. In all likelihood, all of these sections need to be revised.

<https://www.wsj.com/articles/SB10001424052702303830204577446512522582648> He Knows Why We Fight <http://www.nytimes.com/2012/03/25/books/review/the-righteous-mind-by-jonathan-haidt.html> See page 212 of Connected Stanley Milgram, famous for the six-degrees-of-separation study and the sidewalk study discussed in chapter 1, did yet another, even more famous, piece of work. Beginning in 1961 at Yale University, shortly after the start of the trial of Nazi war criminal Adolf Eichman in Jerusalem, and in response to ongoing curiosity after World War II about how people could be induced to "-follow orders" to brutalize other human beings, he designed an experiment to evaluate obedience. In an experiments students playing the part of teachers were induced to administer an electrical shock other students playing the part of learner when the learner gave an incorrect answer. The National Association of Scholars studies finds that the New Civics seeks to indoctrinate students into conformity where there is only one right answer to issues. The study shows that public Colorado universities seek to recruit public school students into projects where "they teach college students how to organize protests, occupy buildings, and stage demonstrations." This is a hauntingly similar parallel to the activities of Nazi Brown Shirts in the 1930's. Personal conversations and classes with Samson Ben Knoll Professor Menlo College. He was a German Jew who escaped Nazi Germany after Hitler came to power and observed the events first hand. Also, he served in US Army Intelligence in World War II and debriefed concentration camp inmates after World War II. <http://www.nytimes.com/2009/10/04/books/review/Stossel-t.html> Connected; The Surprising Power of Our Social Networks and How They Shape Our Lives - How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do Making Citizens: How American Universities Teach Civics National Association of Scholars January 2017

Remove: Political Agenda This is not the role of schools, this is the role of parents.

PGC: Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Revise: we do not teach injury prevention and they want CPR in fitness classes

Comment: keep

Comment: I hope the department will urge schools to teach CPR and other vital first aid to students from an early age. Emergencies can be daunting, but with regular practice and review, many students would be capable of providing care. They may save a life.

Comprehensive Health High School

Standard: 2. Physical and Personal Wellness in Health

GLE: 1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet

(PGC Feedback) **Revise:** add more to this. Like transformative experiences through content that will influence life decisions and choices.

Comment: keep

Remove: Students have been working on this standard since elementary school. I think the standard should be removed.

Evidence Outcome: Use nutritional evidence to describe a healthy diet and an unhealthy diet

Comment: keep

Evidence Outcome: Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis

Revise: Analyze and describe the relationship among healthy eating, physical activity, STRESS, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis
GENERAL COMMENT: IT IS CRITICAL FOR A BALANCED AND EFFECTIVE UNDERSTANDING OF HEALTH TO INCLUDE A DISCUSSION OF ENVIRONMENTAL STRESS ON THE METABOLIC FUNCTIONS.

Comment: keep

Evidence Outcome: Describe the importance of eating a variety of foods to balance nutrient and caloric needs

Comment: keep

Evidence Outcome: Explain the effects of disordered eating and eating disorders on healthy growth and development

Move: This seems to fit better in the mental health part of the curriculum as it is related to a mental health disorder

Comment: keep

Evidence Outcome: Analyze the relationship between eating behavior and metabolism

Comment: keep

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

GLE: 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices

(PGC Feedback) **Comment:** keep

Comment: keep

Evidence Outcome: Analyze advertising claims for nutrition supplements and weight-loss products

Comment: this is very important as they analyze and reflect on content and events.

Evidence Outcome: Analyze how family, peers, and the media influence food choices

Comment: important to keep the social and emotional piece of eating.

Evidence Outcome: Analyze the influence of media on the selection of products and services related to weight management

Comment: keep

Evidence Outcome: Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior

Comment: keep very important for self realization

Evidence Outcome: Analyze how a positive or a negative body image can influence eating behavior

Comment: keep

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

GLE: 3. Demonstrate ways to take responsibility for healthy eating

(PGC Feedback) Comment: keep

Revise: add more description of accountability.

Evidence Outcome: Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet

Comment: keep

Evidence Outcome: Use information on food labels to make healthy eating choices

Comment: keep

Evidence Outcome: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner

Comment: keep

Evidence Outcome: Set a goal to improve one's personal food choices that lead to a healthier diet

Comment: keep

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

GLE: 4. Use a decision-making process to make healthy decisions about relationships and sexual health

(PGC Feedback) Comment: keep

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Comment: keep

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family

Comment: keep

Evidence Outcome: Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity

Comment: keep

Evidence Outcome: Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity

Comment: keep

Evidence Outcome: Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods

Revise: d. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods AS WELL AS MENSTRUAL-FERTILITY CYCLE SCIENTIFIC METHODS SUCH AS SYMPTO-THERMAL METHOD. GENERAL COMMENTS: SYMPTO-THERMAL METHOD HAS BEEN PROVEN - 99% EFFECTIVE AND HAS NO DRUG COMPLICATIONS. I WAS SHOCKED TO DISCOVER THIS METHOD AS IT IS NOT TAUGHT BY THE AVERAGE GYNECOLOGIST, NOR HEALTH ED PROGRAM. IT IS EFFECTIVE IN THE PLANNING OF CONCEPTION (BOTH IN AVOIDING CONCEPTION, AS WELL AS SUCCESSFULLY CONCEIVING WHEN MEDICAL PROGNOSIS TO CONCEIVE IS SLIM.) SEXUAL REPRODUCTIVE HEALTH UNDERSTANDING SHOULD GO BEYOND DISEASE AND PREGNANCY PREVENTION AND GIVE STUDENTS A SCIENTIFIC UNDERSTANDING OF THE BIOLOGICAL FUNCTIONS AND HOW SCIENCE HAS OPTIONS AVAILABLE THAT ALLOW THE PATIENT TO AVOID DRUGS OR MEDICAL PROCEDURES.

Comment: keep

Evidence Outcome: Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.

Comment: I was shocked to discover the graphic photos used to communicate the dangers of STDs and would like to request that such graphic photos be restricted due to their disturbing nature. STD education can be communicated without traumatizing the children.

Comment: keep

Revise: The student should understand why the current state of knowledge and technology makes the term "safe sex" false labeling as far as the current technology for risk mitigation other than celibacy before marriage. The student will explain why this statement can't be met "Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy." When talking about safe sex and the use of a condoms, various authoritative sources say that they are 98% reliable. We can use the binomial distribution to calculate the probability of "safe sex" after 25 sexual encounters. Page 536 Statistics: An Introductory Analysis 2nd Edition by Taro Yamane Pub. 1967 Probability (k=25 successes) = Combinatorial (n=25, k=25) x .98 to 25th power x .02 to the zero power. This equals Probability (k = 25 successes) = $1 \times .98$ to the 25 power x 1 Probability (k= 25 successes) = .6034 or 60.34 % chance of no pregnancy after 25 sexual encounters correctly using a condom. This is mathematically correct but misleading because a woman's chance of pregnancy only occurs a few days of the month when she is fertile. <http://stattrek.com/probability-distributions/binomial.aspx> Binomial Distribution and how to input into Excel Spreadsheet But term "safe sex" is misleading when speaking about sexually transmitted diseases. The CDC has no established rate for what level of protection a condom provides against sexually transmitted diseases. <https://www.cdc.gov/condomeffectiveness/docs/condomfactsheetinbrief.pdf> CDC Fact Sheet Correct and Consistent Use of Condoms See page 86 of Connected: How Your Friends' Friends' Friends' Affect Everything You Feel, Think, and Do Using data from a group of sexually active teenagers in Jefferson High School in Colorado Springs, the authors mapped out the network where an epidemic of STD infections occur. You can't determine your risk unless you have a birds eye view of the entire network. On page 87, they write, "As far as you know, you have merely have had sex with three partners, just like person A. Without such a complete view of the network, there is really no way for you to acquire that perspective. <http://www.nytimes.com/2009/10/04/books/review/Stossel-t.html> Connected; The Surprising Power of Our Social Networks and When talking about safe sex and the use of a condoms, various authoritative sources say that they are 98% reliable. We can use the binomial distribution to calculate the probability of

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Evidence Outcome: Analyze when it is necessary to seek help with or leave an unhealthy situation

Comment: keep

Evidence Outcome: Analyze risks of sharing personal information thru modern technology

Comment: keep

Evidence Outcome: Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals

Comment: keep

Evidence Outcome: Examine the responsibilities of parenthood

Comment: keep

Evidence Outcome: Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures

Revise: ADD K. DESCRIBE THE DIFFERENT METHODS OF ABORTION AND THE POTENTIAL EFFECTS THIS HAS ON THE EMOTIONAL AND PHYSICAL HEALTH OF THE FEMALE.

Comment: keep

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

GLE: 5. Support others in making positive and healthful choices about sexual activity

(PGC Feedback) Comment: keep

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Comment: keep

Evidence Outcome: Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active

Comment: keep

Evidence Outcome: Communicate the benefits of avoiding or reducing the risk of unplanned pregnancy and sexually transmitted diseases, including HIV

Comment: keep

Evidence Outcome: Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active

Comment: keep

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

GLE: 6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly

(PGC Feedback) Comment: keep

Comment: keep

Evidence Outcome: Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness

Comment: keep

Comment: keep

Evidence Outcome: Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness

Comment: keep

Evidence Outcome: Explain the importance of health screenings, immunizations, checkups, i and other examinations that are necessary to maintain overall health and wellness

Comment: keep

Revise: There is an assumed benefit of immunizations when many communities, including Boulder and Colorado Springs have a diverse range of opinions based on new information being presented by the scientific community.

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

Standard: 3. Emotional and Social Wellness in Health

GLE: 1. Analyze the interrelationship of physical, mental, emotional, and social health

(PGC Feedback) Comment: keep

Comment: keep

Evidence Outcome: Analyze the characteristics of a mentally and emotionally healthy person

Comment: keep

Evidence Outcome: Describe how mental and emotional health can affect health-related behaviors

Comment: keep

Evidence Outcome: Evaluate effective strategies for dealing with stress

Comment: keep

Evidence Outcome: Analyze the causes, symptoms, and effects of depression and anxiety

Comment: Keep

Inquiry Questions:

Comment: Keep

Relevance and Application:

Comment: Keep

Nature Of:

Comment: Keep

Standard: 4. Prevention and Risk Management in Health

GLE: 1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs

Revise: Comprehend concepts that impact of individuals' use or nonuse of alcohol, drugs or pornography. general comment: pornography is a destructive and addictive behavior that young people engage in for much the same reasons as alcohol and drugs and must be addressed as a health risk for the individual and their social interactions.

Evidence Outcome: Analyze healthy alternatives to substance use

Revise: Analyze healthy alternatives to substance use OR OTHER ADDICTIVE BEHAVIORS.

Evidence Outcome: Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs

Revise: Analyze the consequences of using weight-loss pills and products, birth control pills, as well as and performance-enhancing drugs

Evidence Outcome: Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use

Revise: Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, PORNOGRAPHY and tobacco use

Inquiry Questions:

Revise: 5. How can a person's decision to use/abuse tobacco, alcohol, PORNOGRAPHY or drugs affect other people (e.g., friends, families, strangers)?

Relevance and Application:

Revise: 2. Rules and community laws related to the sale and use of tobacco, alcohol, PORNOGRAPHY and other drug products are based on the potential DANGERS OF THEIR use. 4. Human trafficking is related to pornography use.

GLE: 10. Advocate for changes in the home, school, or community that would increase safety

Evidence Outcome: Advocate for changes at home, in school, or in the community that would increase safety - such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools

Comment: This should be covered prior to ninth grade. Not sure why it is in this section...seems too elementary.

GLE: 2. Analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, and other drugs

Revise: Analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, PORNOGRAPHY and drugs

Evidence Outcome: Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use

Revise: Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, PORNOGRAPHY and drug use

Evidence Outcome: Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs

Revise: Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, PORNOGRAPHY and drug use

Evidence Outcome: Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs

Revise: Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, PORNOGRAPHY and drugs

Inquiry Questions:

Revise: Why would I choose not to use alcohol, tobacco, PORNOGRAPHY and drugs when it sometimes feels like "everyone is doing it"?

Relevance and Application:

Revise: 1. Financial interests based in agriculture, lobbying, manufacturing and distribution support targeted marketing to maintain or increase sales of alcohol, tobacco AND PORNOGRAPHY. 2. Normal and daily socializing may present access to alcohol, tobacco, PORNOGRAPHY and drugs. 4. COULD THERE BE A RELATIONSHIP BETWEEN PRESCRIPTION DRUGS AND ILLEGAL DRUG USE? general comment: prescription drugs can lead to addictions which contributes to drug abuse. The dangers of sharing, selling drugs acquired through prescriptions. The danger of medical professionals abusing drugs they have access to through their profession -- see increased popularity of methadone clinics to address these sorts of addictions.

GLE: 3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs

Revise: Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, PORNOGRAPHY or other drugs

Evidence Outcome: Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs

Revise: Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, PORNOGRAPHY and drugs

Evidence Outcome: Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs

Revise: Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, PORNOGRAPHY and drugs

Inquiry Questions:

Revise: 2. Are some strategies more effective than others in getting people to stop pressuring you to use tobacco, alcohol, PORNOGRAPHY or drugs? 3. What could you say or do to convince a friend not to try or use tobacco, alcohol, PORNOGRAPHY or drugs?

GLE: 4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free

Revise: Develop self-management skills to improving health by staying tobacco, alcohol, PORNOGRAPHY and drug-free

Evidence Outcome: Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs

Revise: Develop a personal plan to improve health by staying free of alcohol, tobacco, PORNOGRAPHY and drugs

Evidence Outcome: Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs

Revise: Make a personal commitment to avoid situations that put a person at risk due to SEXUAL PROMISCUITY OR the presence of alcohol and other drugs

Inquiry Questions:

Revise: 1. Under what circumstances, if any, is it "ok" to use alcohol, tobacco, PORNOGRAPHY or drugs? 2. If you make a commitment to remain or become tobacco, alcohol, PORNOGRAPHY and drug free, what support will you need to be successful? 3. How can remaining alcohol, PORNOGRAPHY and drug free help you achieve your goals for the future? 4. HOW CAN PROMISCUOUS SEXUAL ACTIVITY OR EXPERIMENTATION LEAD TO PORNOGRAPHY?

Relevance and Application:

Revise: 1. Groups in neighborhoods and around the world exist to support alcohol, PORNOGRAPHY and drug-free living. 3.The use of alcohol, tobacco, PORNOGRAPHY and other drugs has short- and long-term psychological and social effects on self and others.

GLE: 5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence

Revise: general comment: vulnerability, underlie... are not a value neutral words. revise: Analyze the factors that influence community and societal beliefs REGARDING violence, and describe relationships, attitudes, behavior, and CONTRIBUTING to violence .

Evidence Outcome: Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes

Revise: Analyze the consequences of prejudice, discrimination, bias, racism, BIGOTRY, sexism, and hate crimes

Inquiry Questions:

Revise: General comment: the underlying premise in this health class is that violence is bad and should be avoided at all costs -- this conflicts with the scientific viewpoint of survival of the fittest taught in science. 3. Is society desensitized to violence? GENERAL COMMENT: WHAT SOCIETY? COMPARED TO WHAT? THE ROMANS ENJOYED WATCHING SPORTS THAT WERE PLAYED TO THE DEATH, IN NOT SO DISTANT PAST PUBLIC EXECUTIONS WERE CONDUCTED, PEOPLE WERE BEATEN AS PUNISHMENT AND DUAL TO THE DEATH WAS CONSIDERED ACCEPTABLE. REVISE: 3. DOES WATCHING VIOLENCE OR PLAYING VIOLENT VIDEO GAMES DESENSITIZE THE HUMAN BRAIN FROM VIOLENCE? 4. CAN THE USE OF PORNOGRAPHY CONTRIBUTE TO HUMAN TRAFFICKING? 5. IS VIEWING VIOLENCE DIFFERENT FROM DOING VIOLENCE? COMPARE THE VIOLENCE SOLDIERS OF WWI AND WWII EXPERIENCED WITH THAT OF TODAY'S SOLDIER. IS THERE AN EMOTIONAL EFFECT AS A RESULT OF THE FACT THAT THIS GENERATION NO LONGER KILLS WHAT WE EAT AND THAT THE AVERAGE PERSON HAS NEVER HELD OR FIRED A WEAPON COMPARED TO THE PIONEER AND FARMING GENERATIONS OF AMERICA? HOW DOES THIS CULTURAL AND LIFESTYLE CHANGE EFFECT THE AVERAGE PERSON'S ABILITY TO PROCESS EXPERIENCES OF VIOLENCE (including wartime)- IS THERE MORE

LIKELIHOOD TOWARDS PTSD? 6. DOES THE LACK OF VIOLENCE IN SOCIETY CONTRIBUTE TO A LACK OF RESILIENCE AND INABILITY TO HANDLE AND PROCESS CONFLICT?

Relevance and Application:

Revise: 3. PORNOGRAPHY CONTRIBUTES TO THE HUMAN TRAFFICKING INDUSTRY AND SUPPORTS THE ABUSE OF HUMAN RIGHTS FOR SEXUAL GRATIFICATION.

Nature Of:

Revise: GENERAL COMMENT: #1 this is not a true statement. This promotes a particular political ideology. 1. UNDERSTANDING AND RESPECTING BOUNDARIES is the first line of violence-free behavior. General comment: #3 THIS IS NOT A TRUE STATEMENT. Laws are not written to prevent violence, This is a value biased and politically biased view. Laws protect rights of self defense and defense of property and defense of others, governments engage in police and military activity to protect good order and discipline-- not prevent violence. REVISE: 1. 3. Federal, state, and local laws are often written to maintain order and discipline.

GLE: 6. Analyze the underlying causes of self-harming behavior and harming others, and identify steps involved in seeking help

Evidence Outcome: Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others

Revise: Add: D. DISTINGUISH BETWEEN LEGITIMATE SELF-DEFENSE TO PROTECT SELF FROM VIOLENCE AND INAPPROPRIATE VIOLENCE TOWARDS OTHERS. GENERAL COMMENT: SELF DIRECTED VIOLENCE CAN INCLUDE CHOOSING TO ENTER INTO OR TOLERATE ABUSIVE RELATIONSHIPS. RESPECTING ONE'S OWN HEALTH INCLUDES A HEALTHY UNDERSTANDING OF BOUNDARIES AND THE APPROPRIATENESS OF ENFORCING THOSE BOUNDARIES INCLUDING SELF-DEFENSE WHEN NECESSARY. NO ONE HAS THE DUTY TO ALLOW THEMSELVES TO BE HARMED OR VIOLATED. ONE OF THE SADDEST THINGS I HAVE WITNESSED IS A CHILD OR VULNERABLE PERSON WHO UNDERSTANDS THE WRONGFULNESS OF VIOLENCE, AND CHOOSES TO ALLOW HIM/HERSELF TO BE ABUSED RATHER THAN DEFEND THEIR BOUNDARIES BECAUSE THEY HAVE BEEN TAUGHT VIOLENCE IS WRONG. THE EMPHASIS OF THE WRONGFULNESS OF VIOLENCE RESULTS IN A CONFUSION ABOUT THE APPROPRIATENESS OF SELF-DEFENSE AND CREATES A DUTY TO BE A VICTIM. EDUCATORS HAVE A DUTY TO TEACH PROPER JUDGEMENT AND APPROPRIATE LEVELS OF PROTECTING ONE-SELF. ZERO TOLERANCE FOR VIOLENCE DOES NOT END VIOLENCE, IT OFTEN RESULTS IN PUNISHING VICTIMS OF VIOLENCE AND CREATES CONFUSION AND HOPELESSNESS IN VICTIMS.

Inquiry Questions:

Revise: 3. CAN OVEREMPHASIS ON RACISM, CONDEMNATION OF AMERICAN CAPITALISM, CULTURE AND CONDEMNATION OF CONSUMER LIFESTYLE (BECAUSE OF GLOBAL FOOTPRINT) CONTRIBUTE TO IDENTITY CRISIS IN INDIVIDUALS THAT COULD LEAD TO SELF HARM? general comment: a dr. of psychology made a public comment in our board meeting that he is observing these factors as significant causes of self-harm in his patients. As educators, we must be careful to balance the information we give children so that they can digest it without it being self-destructive.

GLE: 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them

Evidence Outcome: Analyze the effects of emotional abuse

Move: this seems like it should go under the social/emotional wellness piece.

Comprehensive Health Eighth Grade

Standard: 2. Physical and Personal Wellness in Health

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

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Explain why individuals have the right to refuse sexual contact

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Seek support to be sexually abstinent

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Develop personal standards for dating situations

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Inquiry Questions:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Relevance and Application:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Nature Of:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

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

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy

Revise: include product reliability

GLE: 3. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs)

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Standard: 4. Prevention and Risk Management in Health

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

Remove: Too much already in 8th grade. Can't find the time to fit this one in.

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

Move: This could be a 6th grade standard and learn to stop bullying at the start of middle school.

Comprehensive Health Seventh Grade

Standard: 2. Physical and Personal Wellness in Health

GLE: 3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe the emotional effects of breaking up in a dating relationship

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Explain the role of dating in personal growth

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Inquiry Questions:

Remove: This discussion belongs to the parents.

Remove: Political Agenda This is not the role of schools, this is the role of parents.

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

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe how personal, peer, and family values influence decisions about sexual and reproductive health

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Analyze the discrepancies between perceived and actual sexual activity

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Inquiry Questions:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Relevance and Application:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Nature Of:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

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

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe the effects of HIV infection on the body

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Explain how HIV is and is not contracted

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Define common STDs

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Inquiry Questions:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Relevance and Application:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Nature Of:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Standard: 3. Emotional and Social Wellness in Health**GLE: 2. Develop self-management skills to prevent and manage stress**

Move: To a sixth grade unit for the students to understand how to manage stress at the start of middle school.

Comprehensive Health Sixth Grade**Standard: 2. Physical and Personal Wellness in Health****GLE: 1. Access valid and reliable information, products, and services to enhance healthy eating behaviors**

Move: This could be more of an 8th grade unit to lead into high school.

GLE: 2. Access valid and reliable information regarding qualities of healthy family and peer relationships

(PGC Feedback) Revise: Take out sexual and reproductive health. Our students are not mature enough to handle learning about the other reproductive system. Most parents are not comfortable having their sixth grade student learning about the sexual or reproductive health. Sexual and reproductive health is more of a 8th grade unit.

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Relevance and Application:

Revise: balance real-life interpersonal skills apart from technology, the dangers of technologically initiated relationships where anonymity causes some to behave without appropriate social filters.

GLE: 3. Comprehend the relationship between feelings and actions

(PGC Feedback) Revise: Take out sexual and reproductive health. 6th grade students are not mature enough to talk about and understand sexual relationships. Move this to 7th or 8th grade.

(PGC Feedback) Remove: Political Agenda This is not the role of schools, this is the role of parents.

Comment: This standard for 6th grade relates more to emotions of angry, happiness, sadness, frustration rather than relating it to sex.

Evidence Outcome: Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Discuss possible physical, social, and emotional impacts of adolescent sexual activity

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Evidence Outcome: Describe the need to have clear expectations, boundaries, and personal safety strategies

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Inquiry Questions:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Relevance and Application:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

Nature Of:

Remove: Political Agenda This is not the role of schools, this is the role of parents.

GLE: 4. Analyze how positive health behaviors can benefit people throughout their life span

Revise: no one avoids mortality by healthy eating; this is a quality - of -life discussion. 100% of people who eat healthy die.

Comprehensive Health Fifth Grade

Standard: 3. Emotional and Social Wellness in Health**GLE: 1. Analyze internal and external factors that influence mental and emotional health**

Evidence Outcome: Explain how families and peers can influence mental and emotional health

Revise: Add - explain how problem solving can support mental and emotional health

Comprehensive Health Fourth Grade

Standard: 3. Emotional and Social Wellness in Health**GLE: 1. Identify positive behaviors that support healthy relationships**

Evidence Outcome: Identify the positive ways that peers and family members show support, care, and appreciation for one another

Revise: Add - identify potential problems and problem solving strategies within relationships

Standard: 4. Prevention and Risk Management in Health**GLE: 3. Demonstrate skills necessary to prevent a conflict from escalating to violence**

Evidence Outcome: Explain the dangers of having weapons at home, in school, and in the community

Revise: this needs more balance to discuss the importance of weapons in a self-defense context. Weapons are important equalizers for the small, the weak, the otherwise vulnerable.

Comprehensive Health Third Grade

Standard: 3. Emotional and Social Wellness in Health**GLE: 1. Utilize knowledge and skills to treat self and others with care and respect**

Evidence Outcome: Express intentions to treat self and others with care and respect

Revise: Add - identify problems, expected reactions, and solutions

Standard: 4. Prevention and Risk Management in Health**GLE: 1. Examine the dangers of using tobacco products or being exposed to second-hand smoke**

Comment: This is just a general comment and I don't know where it fits but there are a lot of people who believe vaping isn't as problematic to one's health. I don't know the research so won't comment on that. Would this be a place/time to introduce the idea that smoking can take different forms? Also, and this is

weird territory, the issue of parents who smoke pot. I think keeping the broad idea on "smoking" might skirt some of that territory.

GLE: 2. Describe pro-social behaviors that enhance healthy interactions with others

Evidence Outcome: Describe some of the ways that young children can be helpful intentionally

Revise: By the time a child is 9, I don't think of them as "young" children - they are in middle childhood. I would also suggest deleting the word "intentionally." Perhaps instead, "helpful to others" might be inserted.

Evidence Outcome: Describe the importance of self-control and ways to manage anger

Revise: Anger is not the only emotion that should be managed. Perhaps broaden the language to include frustration, disappointment, or simply to manage one's emotions.

Inquiry Questions:

Revise: I get that in the movie the eye color issue worked, but in Colorado, we have a lot of diversity in skin color so it would be more realistic to use this as an example.

GLE: 3. Identify ways to prevent injuries at home, in school, and in the community

Evidence Outcome: Demonstrate safe pedestrian and bicycle behaviors

Revise: I think kids begin using their bicycles earlier and would encourage introducing this at a younger age.

Inquiry Questions:

Revise: Why is it important to pre-plan for safety? What are some of the different ways you can avoid getting hurt at home or school?

Nature Of:

Revise: It seems like the intent of this item isn't only to address unsafe conditions, but also unexpected events (e.g., fires, natural disasters). Consider rephrasing this component to recognize both.

Comprehensive Health Second Grade

Standard: 4. Prevention and Risk Management in Health

GLE: 1. Identify the dangers of using tobacco products and being exposed to second-hand smoke

Evidence Outcome: Describe the benefits of not using tobacco

Revise: Describe the benefits of not smoking or using any tobacco products?

Inquiry Questions:

Revise: What can you do if someone is smoking and it is bothering you? I think a question like this might give kids lots of options for what they can do - ask person to stop; go to their room and open a window; if in a public place, see if their family can move to another location away from the smoke, etc.

Comprehensive Health First Grade

Standard: 4. Prevention and Risk Management in Health

GLE: 1. Demonstrate strategies to avoid hazards in the home and community

Evidence Outcome: Demonstrate how to call 911 or other emergency numbers for help in a situation involving fires

Revise: In situations involving any emergency. It might also be a good place to explore the concept of what is/isn't an emergency.

Inquiry Questions:

Revise: It seems like what to/what not to eat is important at preschool. The majority of poisonings happen at ages 1 and 2 followed by ages 3 and 6 (not counting adolescents) according to statistics. Perhaps introduce earlier and then reiterate again as kids get older. Possible inquiry questions - why should a helmet be worn when bicycling? Why shouldn't you play with matches? Some kids won't know what camping is.

Comprehensive Health Kindergarten

Standard: 2. Physical and Personal Wellness in Health

GLE: 1. Identify the major food groups and the benefits of eating a variety of foods

Evidence Outcome: Identify foods and beverages that are healthy choices for teeth and bones

Move: qwdqwd

GLE: 2. Explain how personal hygiene and cleanliness affect wellness

Revise: Demonstrate how to manage personal hygiene and cleanliness.

Inquiry Questions:

Comment: I think it is not too early to help kids think about "sleep health" - How do you get a good night's sleep? What makes you fall asleep? What is your bedtime routine?

Standard: 3. Emotional and Social Wellness in Health

GLE: 1. Exhibit understanding that one's actions impact others

(PGC Feedback) Revise: This should begin in preschool. Preschool students can learn about emotions, how to recognize them in self and others, and some basic ways of regulating them, as well a basic "friendship skills". These skills can be further developed in kindergarten.

Move: Consider moving this GLE to the E.O. level The GLE becomes: Demonstrate ways to effectively communicate personal needs and respect others.

Comment: good content. Again, this can begin in preschool

Evidence Outcome: Demonstrate ways to show respect, consideration, and care for others

Comment: Include another area - identify problems between self and peer or within a group

Evidence Outcome: Explain the importance of respecting the personal space and boundaries of others

Revise: Since this one is very similar to the items on Prevention and Risk Management in Health could this item be changed to reflect more what it means to get along with others (e.g., Students can explain the ways that they show other students that they want to be friends, or they want to work together)?

Evidence Outcome: Explain that feelings influence behavior

Revise: and understanding of others (i.e. perspective taking)

Inquiry Questions:

Comment: I might start at a more basic level. What are some different feelings? In my work with children, many of them simply don't have a feelings vocabulary and so aren't able to articulate some of these things yet.

Relevance and Application:

Remove: This is an inadequate explanation of family. How can you measure an academic standard in a non-school environment you do not control? Personal space is a public concept, not a family concept.

Comment: The first one is a little odd. At age 5-6 (kindergarten), children may still be bathed by their opposite gendered parent, sleep in a room with their opposite gendered sibling, and "snuggle" with their parents. I think I might introduce the idea of personal space with family vs. people you know in the community (e.g., teacher) vs. people you don't know and how these are different.

Nature Of:

Comment: Good content area

Standard: 4. Prevention and Risk Management in Health

GLE: 1. Identify the importance of respecting the personal space and boundaries of self and others

Revise: Seems to overlap with the previous one. Perhaps removed from the previous and put all of those items here. I also notice that a lot of the emphasis is on physical - what about the verbal ways that you might intrude on someone's space through hurtful statements?

Inquiry Questions:

Comment: Respect is a difficult concept for a 5 year old. I think using things in the continuum of friend vs. bully is a way to start introducing the concept of respect.

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

Comment: This may be introduced later, but what about bike safety (e.g., wearing a helmet)? Also, where does wearing a seatbelt come in?

GLE: 3. Demonstrate effective communication skills in unsafe situations

Evidence Outcome: Demonstrate the ability to call 911 or other emergency numbers for help

Comment: Do they need to be able to say their address as well?

Comprehensive Health Preschool

Standard: 2. Physical and Personal Wellness in Health

GLE: 1. Develop self-management skills and personal hygiene skills to promote healthy habits

Relevance and Application:

Revise: I'm not sure individuals from lower SES have access to these updated facilities. I think just noting the importance of washing your hands using soap when at home or in public is sufficient.