

COMPREHENSIVE HEALTH FALL 2017 ONLINE FEEDBACK



As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Comprehensive Health. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/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>.

Comprehensive Health Prepared Graduate Statements

PG: 1. Apply knowledge and skills to engage in lifelong healthy eating

Agree: (no comment)

Disagree: Revise SOL so that critical thinking requires students to always frame their analysis so that a proposition can be confirmed or falsified. Require the Standards of Learning to teach only a valid methodology for establishing the truth or falsity of a proposition; i.e. a valid epistemology. Revise guidelines for critical thinking to provide a requirement that any idea tested should be framed so that it can be falsified. We should have a "competency based learning" model. For instance, we can apply this requirement to the guidelines for nutrition. The Mediterranean diet is now suggested as the best diet model to follow. One should test whether the data gathered considered whether the researchers took into account the Greek Orthodox Church dietary restrictions into a test of nutrition guidelines. <https://plato.stanford.edu/entries/popper/> <https://plato.stanford.edu/entries/epistemology/> <http://www.complete-review.com/reviews/sokala/beyond.htm> Beyond the Hoax discusses some of the issues in what constitutes a valid framework of epistemology. It refutes a number of the claims of various "so-called scientists" who attempt to specify a sociology of knowledge. <https://www.ncbi.nlm.nih.gov/pubmed/15333159> <http://www.ab-bamoses.com/fasting.html> According to the fasting rules 2 x 46 weeks, Greek Orthodox have 96 days with restricted intake of certain foods on Wednesday and Friday. During the six weeks of Lent, they have even more dietary restrictions. Thus Greek Orthodox have 96 days plus 42 = 138 days with significant dietary restrictions. A naïve regression only on the food eaten is an incorrect analysis because it ignores other important variables. "Notable & Quotable: Science for Feminists: 'I offer critical science literacy as a practice that can directly challenge the epistemic authority of Science.'" From the abstract of a paper in the scholarly journal Catalyst: I argue that those of us who have left the Sciences proper and moved to feminist studies spaces have continued to do science through our teaching. In a moment when the impulse to do real science is palpating in our feminist hearts, I suggest that we critically examine the political stakes of our affective attachments and detachments from s/Science(s). I consider what it means to be attached to a Science that earned its epistemic authority through its co-constitution with colonization and slavery. . . . I offer critical science literacy as a practice that can directly challenge the epistemic authority of Science and be read as "doing science" or more broadly as "rewriting knowledge." Appeared in the October 27, 2017, print edition as 'Notable & Quotable.' The Wall Street Journal <https://www.wsj.com/articles/notable-quotable-science-for-feminists-1509059119>

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: How is the 'application' of knowledge and skills tested and by whom?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Comment: This is a fairly vague statement. There are many varying expert opinions about what constitutes healthy eating. What guidelines with the CDE use to decide what they are teaching students?

Agree: (no comment)

PG: 2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: How is application of knowledge and skills tested and by whom? Sexual and reproductive health should be considered a separate category.

Agree: (no comment)

Disagree: (no comment)

Disagree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: Students have the knowledge and skills to apply.....

Disagree: The students should learn about sex differences and strategies for reproductive success from an evolutionary perspective. See page 89 Exhibit 4.1 Evolution and Facultative Expression of Male Parenting The male and female students should discuss the topics of: Offspring survival, Mating opportunities, and Paternity Certainty. The male and female students will learn which scenario, from an evolutionary view-point, favors the formation of stable relationships with male parental involvement. The male and female students will discuss whether SNAP and previously Aid for Dependent Children supports or hinders the formation of stable long lasting marriages. Male, Female: The Evolution of Human Sex Differences, Second Edition By David C. Geary, PhD <https://apa.org/pubs/books/4318066.aspx>

Comment: What is this curriculum going to entail? There is a worrying trend in public schools embracing a leftist, cultural view of sex education encouraging risky behaviors such as anal sex. There is also a cultural trend normalizing scientifically recognized mental illness such as body dysphoria (transgenderism). In my opinion, Sex education needs to be much more balanced, age appropriate, and research based. Students should be taught about safe sex, but should also be encouraged to abstain from sex because of the risks involved for middle and high school kids. Abortion should not be taught as a viable birth control option.

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: How is application of knowledge and skills tested and by whom?

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: It is vitally important to focus on what makes a healthy immune system and how the human immune system actually works. While the common emphasis for 'disease prevention' is to promote vaccines it is important also for students to understand what health actually is and how it might be obtained.

Comment: I am assuming this topic will cover vaccines. I would like to see this topic covered more thoroughly to cover the risks as well as the benefits of vaccines. It should also cover the 1986 Childhood Vaccine Injury Act, the Vaccine Adverse Events System (VAERS), and the Vaccine Injury Court.

Agree: (no comment)

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

Comment: As a parent with 3 kids and an educator, it would be great to see comprehensive Social and Emotional Learning standards. The Collaborative for Social Emotional and Academic Learning (CASEL) has some amazing potential that is understandable/ actionable by both educators and parents. Thanks for considering this comment :)

Agree: Who provides this information?

Agree: (no comment)

Agree: It would be wonderful to have basic cooking concepts and a food and sanitation prep course for older high school students.

Agree: (no comment)

Agree: (no comment)

Agree: How is application of knowledge and skills tested and by whom? What is the distinction between "utilize" and "apply" knowledge and skills?

Agree: More emphasis on mental health and resources needs to be financed by the state.

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: Are capable of utilizing knowledge.....

Agree: While I think this is absolutely critical to comprehensive health, I think this should be a stand alone area, because if it is under comprehensive health, it might be assumed that it should only be addressed in

health class or during certain units, but it is truly an area that needs to be addressed and taught throughout a student's environment and day.

Agree: (no comment)

PG: 6. Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, marijuana, and other drugs

Agree: Who provides this information to students? Teachers, special service providers, outside resource professionals?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: How is application of knowledge and skills tested and by whom?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Comment: This topic should also cover the recognized medicinal uses of marijuana and CBD oil.

Agree: (no comment)

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

Agree: Who provides this information? Health teachers, special service providers?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: How is application of knowledge and skills tested and by whom? Would insert "promote healthy conflict resolution" before "violence free relationships."

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Disagree: The student can not be accused hate or having an unhealthy relationship when the student cites relevant disputes over science and what constitutes healthy relationships. Rationale - There has been more problems with invalid research. The National Academies of Science, Engineering, and Medicine has warned about the integrity of so-called research. The National Academies of Sciences - Engineering - Medicine U.S. Scientific Research Enterprise Should Take Action to Protect Integrity in Research; New Advisory Board on

Research Integrity Should Be Established WASHINGTON – All stakeholders in the scientific research enterprise -- researchers, institutions, publishers, funders, scientific societies, and federal agencies – should improve their practices and policies to respond to threats to the integrity of research, says a new report from the National Academies of Sciences, Engineering, and Medicine. Actions are needed to ensure the availability of data necessary for reproducing research, clarify authorship standards, protect whistleblowers, and make sure that negative as well as positive research findings are reported, among other steps. The report stresses the important role played by institutions and environments – not only individual researchers -- in supporting scientific integrity. And it recommends the establishment of an independent, nonprofit Research Integrity Advisory Board to support ongoing efforts to strengthen research integrity. The board should work with all stakeholders in the research enterprise to share expertise and approaches for minimizing and addressing research misconduct and detrimental practices. “The research enterprise is not broken, but it faces significant challenges in creating the conditions needed to foster and sustain the highest standards of integrity,” said Robert Nerem, chair of the committee that wrote the report, and Institute Professor and Parker H. Petit Professor Emeritus, Institute for Bioengineering and Bioscience, Georgia Institute of Technology. “To meet these challenges, all parties in the research enterprise need to take deliberate steps to strengthen the self-correcting mechanisms that are part of research and to better align the realities of research with its values and ideals.” 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 Fake Science : Exposing the Left's Skewed Statistics, Fuzzy Facts, and Dodgy Data EPUB by Austin Ruse If you listen to any political argument, you're eventually bound to hear something like: "The science is settled on this." Or: "Just look at the statistics!" Or: "There have been studies that say..." You'd think we were living in the golden age of science and reason. But the truth is far more sinister, says Austin Ruse. We're actually living in the age of the low information voter, easily misled by all-too-convincing false statistics and studies. In Fake Science, Ruse debunks so-called "facts" used to advance political causes one after the other, revealing how poorly they stand up to actual science. TE9UMERCbURZaVUzcUF0SGRiT-ndzOVwvcFRlc1wvdnVoWTRzYlwbvVY1WjF1Zk53dDdSQ1JzZFQ0SStueGptWGlxafdTbUY4VExoSHpIRm-hOUyJ9

Agree: (no comment)

PG: 8. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Agree: This information needs to be provided by a specialist in the field of mental health

Agree: (no comment)

Agree: (no comment)

Neutral: Amount of time in a semester to cover this information is very limited

Agree: How and by whom are these knowledge and skills evaluated? This item is overly vague. If the issue is self-harm and/or suicidal behavior, it should be labelled as such. The wording implies that the student is doing the 'treatment.' I would suggest "recognize and find alternatives to intentional or unintentional self-harm and/or suicide." Also, #5. is missing from list.

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Comment: Intentional and unintentional injury? What does this mean? Is this supposed to be talking about self harm? This topic is too vague to have any idea what it's talking about.

Agree: (no comment)

Comprehensive Health Preschool

GLE: 1. Distinguish between healthy and unhealthy foods

Comment: According to whose subjective opinion? Some doctors recommend low fat diets, others recommend low carb diets, others vegetarian. What arbitrary guidelines are going to be used?

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Distinguish food on a continuum from most healthy to less healthy.

Comment: According to whose subjective opinion? Some doctors recommend low fat diets, others recommend low carb diets, others vegetarian. What arbitrary guidelines are going to be used?

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to identify and choose a healthy food choice

Agree: (no comment)

Evidence Outcome: Recognize the benefits of choosing a healthy food

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: Would also like to see support of on-site gardens, with students learning how to properly clean food before eating.

Comment: Schools tend to have very unhealthy, high carb lunches. How are you going to reconcile the "healthy food choices" with what the kids have for lunch at school?

Comment: 1-3 are not necessarily supporting practices.

Agree: (no comment)

Examples of Learning/Children May:

Comment: Include moderation of unhealthy or semi-healthy foods. Children need to be taught the concept of smaller portions and greater variety

GLE: 2. Develop self-management skills and personal hygiene skills to promote healthy habits

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Develop an awareness to take personal responsibility of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather

Agree: (no comment)

Evidence Outcome: Prevent or reduce the spreading of germs such as covering the mouth for coughing and sneezing, not putting toys in the mouth, not sharing drinks and food.

Comment: This should be stated in the positive instead of the negative.

Agree: (no comment)

Evidence Outcome: Personal hygiene is an important step in the prevention of disease and illness.

Comment: "Understand.personal hygiene....."

Agree: (no comment)

Evidence Outcome: Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.

Agree: And why bathing on a regular basis is important

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Examples of Learning/Children May:

Agree: (no comment)

Standard: 2. Social and Emotional Wellness

GLE: 1. Children develop healthy relationships and interactions with adults and peers.

Comment: I think it goes beyond just developing....what about "Children initiate and sustain positive relationships with peers and adults."

Evidence Outcome: Communicate with familiar adults and accept or request guidance.

Agree: Corresponds with 1b and 2a on TS Gold

Evidence Outcome: Cooperate with others.

Neutral: Needs to be more specific...takes turns? Identifies one or more solution to a problem? Could correspond to Gold 3a and b; 2b, 2c, 2d,

Evidence Outcome: Develop friendships with peers.

Neutral: Again, I think this is too broad and incorporates multiple skills into one standard. Can initiate play with a peer? Can maintain a friendship over time? Could correspond to 2d on TS Gold.

Evidence Outcome: Establish secure relationships with adults.

Agree: Corresponds to 2a on TS Gold

Evidence Outcome: Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.

Agree: e. How is this different the "cooperates with peers"? I think the two could be merged into this one. This one is more specific, and the end goal is cooperation with peers.

Evidence Outcome: Resolve conflict with peers alone and/or with adult intervention as appropriate.

Comment: I think this involves two very different levels of ability- one is independent problem solving, and one is get an adult to solve a problem with a child. If the goal is to solve problems independently, maybe the standard should be to independently identify at least one solution to a given problem. And is this social situation problem solving or problem solving with a toy? Could correlate to TS Gold standards 3b, or 11c, which is under the cognitive domain.

Evidence Outcome: Recognize and label others' emotions.

Agree: g. I think this is a critical skill. Maybe add "accurately" to the end. TS Gold also talks about identifying a cause in 2b. Also, I think adding a number might be helpful. Most preschoolers come in knowing happy, sad, and mad, but we want them to get beyond those three.

Evidence Outcome: Express empathy and sympathy to peers.

Agree: h. I think "show" empathy/sympathy might be better wording in this case. Express involves speaking, but showing kids can do in a variety of ways.

Evidence Outcome: Recognize how actions affect others and accept consequences of one's action.

Neutral: i. How would a child demonstrate competency in this component?

Supportive Teaching Practices/Adults May:

Comment: I think these are good, but I wonder about #4- I don't think it's best practice to try and have a teachable moment when students have high emotions about an issue....maybe change the scenario a little bit so the other child is frustrated, not angry.

Examples of Learning/Children May:

Agree: (no comment)

GLE: 2. Children develop self-concept and self-efficacy skills.

Agree: Maybe add "positive" before self concept?

Evidence Outcome: Identify personal characteristics, preferences, thoughts and feelings.

Agree: (no comment)

Evidence Outcome: Demonstrate age-appropriate independence in a range of activities, routines and tasks.

Agree: (no comment)

Evidence Outcome: Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.

Agree: (no comment)

Evidence Outcome: Demonstrate age appropriate independence in decision making regarding activities and materials.

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Neutral: What about adding exposure to multiple types of families (divorced, same sex marriages), exposure to books about cultures that are representative of the classroom population and beyond, books about children who are transgender, incorporating pictures of families in classroom? What about how children with disabilities are active members of the classroom and included in meaningful ways? Include ideas about responsiveness of teacher when a child makes a comment about a child looking different than themselves, acting differently than they think is appropriate, etc. I think these recommendations need to reflect more responsiveness to multiple backgrounds and experiences within the classroom.

Examples of Learning/Children May:

Neutral: While I like 1, I think this section should be about what children do, not what adults do. Maybe give a specific example of a conversation children may have.

GLE: 3. Children develop self-regulation skills.

Agree: (no comment)

Evidence Outcome: Recognize and label emotions.

Neutral: Add within themselves.

Evidence Outcome: Handle impulses and behavior with minimal direction.

Disagree: What does "handling" behavior look like? I think rephrase this in a positive way, "Follows limitations and rules in given situations"

Evidence Outcome: Follow simple rules, routines and directions.

Comment: I think b and c should be one, I don't think these are different skills.

Evidence Outcome: Shift attention between tasks and move through transitions with minimal direction from adults.

Comment: I think shifting attention back and forth, and transitioning are two very separate skills, these should be divided into two if they both need to be included.

Evidence Outcome: Attend to free play activities for longer periods of time.

Comment: Longer periods of time than earlier in the year? If using longer, I think there needs to be a comparison. How does this look? Engaging in one dramatic play scene? Not wandering?

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Examples of Learning/Children May:

Comment: I think these should include examples that children might do. I am confused what this section is and how it differs from the one above...it seems like it is used differently with each standard.

GLE: 4. Children develop a healthy range of emotional expression and learn positive alternatives to aggressive or isolating behaviors.

Agree: Maybe instead of "learn alternatives..." , use learn to calm body when experiencing intense emotions.

Evidence Outcome: Express a range of emotions appropriately, such as excitement, happiness, sadness and fear.

Comment: a. change to "Express a feeling within themselves and its cause accurately."

Evidence Outcome: Refrain from disruptive behavior, aggressive, angry or defiant behaviors.

Disagree: Change to a positive, calm body down from intense feelings by using one or more strategies.

Evidence Outcome: Adapt to new environments with appropriate emotions and behaviors.

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: Add "teach how feelings can change and explicit strategies to help calm body when experiencing intense emotions."

Examples of Learning/Children May:

Comment: Again, I am confused about the purpose of this section. Some of these seem like teaching strategies, not evidence of learning....

Comprehensive Health Kindergarten

Standard: 1. Physical and Personal Wellness

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Recognize major food groups

Agree: (no comment)

Evidence Outcome: Identify foods and beverages that are healthy choices

Agree: (no comment)

Evidence Outcome: Explain how food is fuel and that different activities need different fuel

Agree: (no comment)

Evidence Outcome: Explain the health benefits of choosing healthy foods and beverages

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe how proper hand washing is important to being healthy

Agree: (no comment)

Evidence Outcome: Explain why bathing and hygiene are important for good health

Agree: (no comment)

Evidence Outcome: Explain positive outcomes from brushing and flossing teeth daily

Agree: (no comment)

Evidence Outcome: Demonstrate steps for proper hand washing, brushing, and flossing of teeth

Agree: (no comment)

Evidence Outcome: Explain why sleep and rest are important for proper growth and good health

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Comprehensive Health First Grade

Standard: 1. Physical and Personal Wellness

GLE: 2. Demonstrate health enhancing behaviors to prevent injury or illness

Evidence Outcome: Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.

Agree: (no comment)

Evidence Outcome: Identify a variety of emotions.

Agree: (no comment)

Evidence Outcome: Recognize that feelings influence actions.

Agree: (no comment)

Evidence Outcome: Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

Agree: (no comment)

Standard: 4. Prevention and Risk Management

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

Evidence Outcome: Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community

Agree: Please include the internet as a safety hazard awareness priority!!! We all know the dangers of the internet and our young children need to be taught stranger danger here especially since it is so readily accessible in every home, library and school.

Comprehensive Health Second Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Identify eating and drinking behaviors that contribute to maintaining good health

Agree: (no comment)

Evidence Outcome: Explain the importance of choosing healthy foods and beverages

Agree: (no comment)

Evidence Outcome: Identify the benefits of drinking plenty of water

Agree: (no comment)

Evidence Outcome: Describe the benefits of eating breakfast every day

Agree: (no comment)

Evidence Outcome: Identify a variety of healthy snacks

Agree: (no comment)

Evidence Outcome: Understand that the body exhibits signals that tell people when they are hungry and when they are full

Agree: (no comment)

Evidence Outcome: Identify the recommended serving size and sugar content found on a nutritional label.

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

(PG Feedback) Agree: I would add an awareness of the effect of screen time on health and wellness. (see Screenagers and Screen Time Colorado) In an age where technology is introduced at a very young age, the appropriate use of technology must be introduced commensurately. Just as we must learn an appropriate relationship with food and health care options (drugs and vitamins) we must learn balanced use of technology and begin awareness of the health dangers technology presents. (screen time is addictive and results in the same physical cellular damage as drugs and alcohol abuse regardless of content of what is on the screen. Screen time redirect blood flow from frontal lobe to flight or fight centers of the brain and is scientifically proven to be consequently an aggravating factor in many behavioral and learning disorders. This awareness is just as if not more important to develop in our young children as is drug awareness. The skill

of self regulation and appropriate use, as well as the dangers is critical for our kids to begin to learn as soon as they begin using these tools!

Comprehensive Health Third Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Demonstrate the ability to make and communicate appropriate food choices

Agree: (no comment)

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke

(PG Feedback) Agree: I would add an awareness of the effect of screen time on health and wellness. (see Screenagers and Screen Time Colorado) In an age where technology is introduced at a very young age, the appropriate use of technology must be introduced commensurately. Just as we must learn an appropriate relationship with food and health care options (drugs and vitamins) we must learn balanced use of technology and begin awareness of the health dangers technology presents. (screen time is addictive and results in the same physical cellular damage as drugs and alcohol abuse regardless of content of what is on the screen. Screen time redirect blood flow from frontal lobe to flight or fight centers of the brain and is scientifically proven to be consequently an aggravating factor in many behavioral and learning disorders. This awareness is just as if not more important to develop in our young children as is drug awareness. The skill of self regulation and appropriate use, as well as the dangers is critical for our kids to begin to learn as soon as they begin using these tools!

Colorado Essential Skills and Real-World Application:

Disagree: I am unclear how understanding the historical perspective of tobacco's use as medicinal is a real world skill for 3 graders

Comprehensive Health Fourth Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Demonstrate the ability to set a goal in order to enhance personal nutrition

(PG Feedback) Agree:

Evidence Outcome: Set a goal to improve food choices based on appropriate nutritional content, value, and calories

Agree: (no comment)

Evidence Outcome: Explain the importance of eating a variety of foods from all the food groups

Agree: (no comment)

Evidence Outcome: Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle.

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Describe the connection between food intake and physical health

Evidence Outcome: Explain that both eating habits and level of physical activity affect a person's overall well-being and ability to learn

Agree: (no comment)

Evidence Outcome: Summarize body signals that tell people when they are hungry and when they are full

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Comment: 1. Why do most people feel better after they eat? Depends on what you eat? Maybe mention good nutrition vs. junk food which is what a lot of young youth eat.

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

Evidence Outcome: Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact

Agree: (no comment)

Evidence Outcome: Define wellness

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management**GLE: 1. Identify positive and negative uses for medicines**

(PG Feedback) Agree: I would add an awareness of the effect of screen time on health and wellness. (see Screenagers and Screen Time Colorado) In an age where technology is introduced at a very young age, the appropriate use of technology must be introduced commensurately. Just as we must learn an appropriate relationship with food and health care options (drugs and vitamins) we must learn balanced use of technology and begin awareness of the health dangers technology presents. (screen time is addictive and results in the same physical cellular damage as drugs and alcohol abuse regardless of content of what is on the screen. Screen time redirect blood flow from frontal lobe to flight or fight centers of the brain and is scientifically proven to be consequently an aggravating factor in many behavioral and learning disorders. This awareness is just as if not more important to develop in our young children as is drug awareness. The skill of self regulation and appropriate use, as well as the dangers is critical for our kids to begin to learn as soon as they begin using these tools!

GLE: 2. Demonstrate the ability to use interpersonal communication skills to refuse or avoid using alcohol, tobacco, marijuana and other drugs.

Evidence Outcome: Describe strategies on how to avoid the use of alcohol and other drugs

Neutral: add tobacco

Comprehensive Health Fifth Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Demonstrate the ability to make good decisions about healthy eating behaviors

Inquiry Questions:

Agree: (no comment)

GLE: 2. Explain the structure, function and major parts of the human reproductive system

Evidence Outcome: Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems

Agree: (no comment)

Evidence Outcome: Describe the purpose of the menstrual cycle and its relationship to fertilization

Agree: (no comment)

Evidence Outcome: Explain that after fertilization, cells divide to create an embryo then fetus that grows and develops inside the uterus during pregnancy

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Describe the physical, social, and emotional changes that occur at puberty

Evidence Outcome: Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal

Agree: (no comment)

Evidence Outcome: Identify personal hygiene practices and health and safety issues related to puberty

Agree: (no comment)

Evidence Outcome: Determine factors that influence the purchase of health care products and the use of personal hygiene practices

Agree: (no comment)

Evidence Outcome: Discuss how changes during puberty affect thoughts, emotions, growth patterns, and behaviors

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness

Evidence Outcome: Access valid and reliable sources of information including trusted adults to answer questions about personal health

Agree: (no comment)

Evidence Outcome: Demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider

Agree: (no comment)

Colorado Essential Skills:

Agree: 2. Web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation Great idea but some adults have a problem with identifying a web page for accuracy and not one sided information. This will have to be explained in detail to the students.

GLE: 5. Comprehend concepts, and identify strategies to prevent the transmission of disease

Evidence Outcome: Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy

Agree: (no comment)

Evidence Outcome: Describe how the body fights germs and diseases naturally, with medicines, and through immunization

Agree: (no comment)

Evidence Outcome: Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, touch, and animals.

Agree: (no comment)

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

Agree: Add the history of the disease.

Evidence Outcome: Explain how HIV is and is not contracted

Agree: (no comment)

Evidence Outcome: Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted such as asthma, epilepsy, or AIDS

Agree: (no comment)

Evidence Outcome: How can you prevent insect bites?

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Demonstrate the ability to make good decisions about the use of alcohol, tobacco, and marijuana.

Agree: I would add an awareness of the effect of screen time on health and wellness as well as exposure to age inappropriate materials. 1 in 10 kids are exposed to porn by age 10. Pornography is addictive and detrimental to development of healthy relationships to self and others. (Also, see Screenagers and Screen Time Colorado) In an age where technology is introduced at a very young age, the appropriate use of technology must be introduced commensurately. Just as we must learn an appropriate relationship with food and health care options (drugs and vitamins) we must learn balanced use of technology and begin awareness of the health dangers technology presents. (screen time is addictive and results in the same physical cellular

damage as drugs and alcohol abuse regardless of content of what is on the screen. Screen time redirect blood flow from frontal lobe to flight or fight centers of the brain and is scientifically proven to be consequently an aggravating factor in many behavioral and learning disorders. This awareness is just as if not more important to develop in our young children as is drug awareness. The skill of self regulation and appropriate use, as well as the dangers is critical for our kids to begin to learn as soon as they begin using these tools!

Comprehensive Health Sixth Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors

Neutral: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Define valid and reliable as a means to access information that enhances healthy eating behaviors.

Agree: (no comment)

Evidence Outcome: Evaluate the nutrition information on food labels to compare products

Agree: (no comment)

Evidence Outcome: Identify reliable and unreliable resources and information regarding healthy eating

Agree: (no comment)

Evidence Outcome: Does posting nutritional information on products and in restaurants change behavior?

Neutral: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Neutral: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe the benefits of healthy relationships

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Describe how peer and family relationships may change during adolescence

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Determine valid and reliable resources that enhance healthy relationships

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Comment: 1.Analyze how technological advances provide increased opportunities to develop relationships I suggest adding something like, which may or may not be considered healthy such as sexting.

Neutral: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

GLE: 3. Comprehend the relationship between feelings and actions during adolescence

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Comment: 1.Why can sexual health a difficult topic to discuss? Just the wording is questionable. Why is sexual health a difficult topic to discuss? or Why can sexual health be a difficult topic to discuss?

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain the concept of nutrient-rich foods being balanced with physical activity

Agree: (no comment)

Evidence Outcome: Analyze the short and long-term benefits and consequences of healthy eating and physical activity

Agree: (no comment)

Evidence Outcome: Summarize personal strategies for reducing environmental dangers to health (e.g. sun damage to skin, hearing and vision damage)

Agree: (no comment)

Evidence Outcome: Explain the benefits of good hygiene practices for promoting health and maintaining social relationships

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, marijuana, and other drugs

(PG Feedback) Agree: I would add an awareness of the effect of screen time on health and wellness as well as exposure to age inappropriate materials. 1 in 10 kids are exposed to porn by age 10. Pornography is addictive and detrimental to development of healthy relationships to self and others. (Also, see Screenagers and Screen Time Colorado) In an age where technology is introduced at a very young age, the appropriate use of technology must be introduced commensurately. Just as we must learn an appropriate relationship with food and health care options (drugs and vitamins) we must learn balanced use of technology and begin awareness of the health dangers technology presents. (screen time is addictive and results in the same physical cellular damage as drugs and alcohol abuse regardless of content of what is on the screen. Screen time redirect blood flow from frontal lobe to flight or fight centers of the brain and is scientifically proven to be consequently an aggravating factor in many behavioral and learning disorders. This awareness is just as if not more important to develop in our young children as is drug awareness. The skill of self regulation and appropriate use, as well as the dangers is critical for our kids to begin to learn as soon as they begin using these tools!

Evidence Outcome: Analyze the perception versus the reality of alcohol, tobacco, recreational marijuana, and other drug use in adolescents

Agree: nice

Comprehensive Health Seventh Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Analyze factors that influence healthy eating behaviors

Agree: (no comment)

(PG Feedback) Disagree: This is confusing when you put everything together...I think you should stick with Health Standard #1 and part 1

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Analyze how social and cultural messages about food and eating influence nutrition choices

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Analyze the influence that adults and role models have on one's food choices

Disagree: this seems redundant #1 covers this

Agree: (no comment)

Evidence Outcome: Analyze internal influences on one's food choices

Disagree: redundant...I think this could be included in the first and second skills

Agree: (no comment)

Evidence Outcome: Identify internal and external influences on one's body image

Disagree: Again using lower level blooms skills..evaluate, and compare may be good lead ins

Agree: (no comment)

Health Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Disagree: Not sure how these relate to the Colorado skills..

Agree: (no comment)

Inquiry Questions:

Disagree: Add a few more questions to this area

Agree: (no comment)

GLE: 2. Compare and contrast healthy and unhealthy family and peer relationships

Agree: (no comment)

Agree: (no comment)

(PG Feedback) **Disagree:** Get rid of this heading

Evidence Outcome: Describe the characteristics of healthy relationships, and discuss factors that support and sustain them

Agree: (no comment)

Disagree: A lot of the action verbs are lower level bloom's ..Descriptors should be demonstrate or evaluate

Agree: (no comment)

Evidence Outcome: Explain the purpose of friendship and describe how friends can support one another in making healthy decisions

Agree: (no comment)

Disagree: Use identify or demonstrate for the action verb

Agree: (no comment)

Evidence Outcome: Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Describe the aspects of a healthy dating relationship

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: How about the safety aspect of "making friends" on line

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

GLE: 3. Analyze the internal and external factors that influence sexual decision-making and activity

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: add religion to the list

Evidence Outcome: Analyze the discrepancies between perceived and actual sexual activity and how the information influences your sexual decision making.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop strategies that advocate for healthy sexual boundaries and decision making

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

GLE: 4. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)

Agree: (no comment)

(PG Feedback) Agree:

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

Comment: I recently attended some high school classes, during the HIV talks. The one big question students had, is where and how did HIV and Aids start. I would add the history of this disease.

Agree: (no comment)

Evidence Outcome: Explain how HIV is and is not contracted

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Define common STDs

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Explain how certain behaviors put a person in higher risk of contracting STD's.

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: Accessing accurate information

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Standard: 2. Social and Emotional Wellness

GLE: 1. Demonstrate effective communication skills to express thoughts and feelings appropriately

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: The health standards are entirely lacking in educating our kids on the impact of technology on health and wellness. This is a grave omission. Many kids by this age have cell phones. This is a huge factor in stress, (sleeping with their phone), texting, snapchat , online bullying, posting photos...etc. This must be included in an updated standard addressing health and wellness dangers for our children today - in the age of technology. These standards look like they were written before computers and cell phones....

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Demonstrate the ability to engage in active listening

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Demonstrate negotiation skills to support the healthy expression of personal needs

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to state personal needs and articulate limits

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Practice verbal and nonverbal ways to ask for help from trusted adults or friends

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Advocate for self and others to increase the safety of school community

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Identify a variety of verbal and nonverbal communication styles and how to respond effectively

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Disagree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: Develop healthy.....

(PG Feedback) **Agree:**

(PG Feedback) Agree:

Evidence Outcome: Compare and contrast positive and negative ways of dealing with stress

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Define stress

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Identify personal stressors

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Explain the body's physical and psychological responses to stressful situations

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop personal strategies to deal with stressors

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Agree: Know how to seek help

Health Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: #2. Get rid of the word some

Standard: 4. Prevention and Risk Management

GLE: 1. Analyze the consequences of using alcohol, tobacco marijuana, and other drugs

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Examine the social and economic, consequences of alcohol, tobacco recreational marijuana, and other drug use,

Agree: (no comment)

Evidence Outcome: Explain how alcohol, tobacco, marijuana, and other drugs are addictive

Agree: (no comment)

Evidence Outcome: Explain family rules, school policies, and community laws related to the sale and use of alcohol, tobacco, marijuana, and other drugs

Agree: (no comment)

Evidence Outcome: Explain how alcohol, tobacco, marijuana, and other drugs alter the body and the brain

Agree: (no comment)

Evidence Outcome: Analyze the effects of alcohol, tobacco, marijuana, and other substances on a person's ability to make decisions

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Comment: Researchers also have found that screen time alters the brain in the same way as drug use. Since we are forcing our kids to increase their screen time in the classroom we MUST educate them on the dangers.

Health Skills:

Agree: Access accurate information

Inquiry Questions:

Agree: (no comment)

GLE: 2. Demonstrate self-management skills to reduce physical and emotional violence and actively participate in violence prevention

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders

Agree: (no comment)

Evidence Outcome: Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, excluding individuals, or violence

Agree: (no comment)

Evidence Outcome: Describe strategies and skills one could use to avoid physical fighting and violence

Agree: (no comment)

Evidence Outcome: Identify a variety of nonviolent ways to respond when angry or upset

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to identify a trusted adult or appropriate legal authorities to whom school or community violence should be reported

Agree: (no comment)

Evidence Outcome: Describe the dangers of and actions to be taken if aware of threats to harm self or others

Agree: (no comment)

Evidence Outcome: Describe the dangers of and actions to be taken if weapons are seen or suspected in schools

Agree: (no comment)

Evidence Outcome: Demonstrate appropriate communication skills to solve conflicts nonviolently

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Health Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Demonstrate safety procedures for a variety of situations

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe first-response procedures needed to treat injuries and other emergencies

Agree: (no comment)

Evidence Outcome: Identify accepted procedures for emergency care and lifesaving care

Agree: (no comment)

Evidence Outcome: Describe actions to take during severe weather or trauma-related emergencies

Agree: (no comment)

Evidence Outcome: Analyze the role of peers, family, and media in causing or preventing injuries

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Health Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Comprehensive Health Eighth Grade

Standard: 1. Physical and Personal Wellness

GLE: 1. Demonstrate the ability to make healthy food choices in a variety of settings

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: 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

Agree: (no comment)

Evidence Outcome: Describe the influences that impact healthy food choices.

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: The student will learn that marriage should be the desired outcome for a relationship between a man and a woman. The student will learn that there is a market for mates. The student will learn that there are asymmetries in bargaining power in the marriage market. "Cheap Sex and the Decline of Marriage: Why is marriage in retreat among young Americans? Because it is now much easier for men to find sexual satisfaction outside marriage, argues Mark Regnerus" By Mark Regnerus Sept. 29, 2017 9:07 a.m. ET "My own research points to a more straightforward and primal explanation for the slowed pace toward marriage: For American men, sex has become rather cheap. As compared to the past, many women today expect little in return for sex, in terms of time, attention, commitment or fidelity. Men, in turn, do not feel compelled to supply these goods as they once did. It is the new sexual norm for Americans, men and women alike, of every age." ... "The birth-control pill is not the only sexual technology that has altered expectations. Online porn has made sexual experience more widely and easily available too. A laptop never says no, and for many men, virtual women are now genuine competition for real partners. In the same survey, 46% of men (and 16% of women) under 40 reported watching pornography at some point in the past week—and 27% in the past day." <https://www.wsj.com/articles/cheap-sex-and-the-decline-of-marriage-1506690454>

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Define sexual consent and explain why individuals have the right to refuse sexual contact

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Seek support to be sexually abstinent

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop personal standards for dating situations

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

GLE: 3. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Describe the risk relationship between using alcohol and other drugs and sexual activity

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Demonstrate peer resistance skills and personal boundary behavior

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Examine how healthy relationships can impact one's risk for avoiding STDs

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 4. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs)

Agree: add prevention

(PG Feedback) Agree:

Evidence Outcome: Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia

Agree: (no comment)

Evidence Outcome: Explain that some STDs are asymptomatic

Agree: (no comment)

Evidence Outcome: Summarize which STDs can be cured, prevented by vaccine, and be treated

Agree: (no comment)

Health Skills:

Agree: Accessing accurate information

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 5. Promote and enhance health through disease prevention

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain contributing factors to health status

Agree: (no comment)

Evidence Outcome: Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status

Agree: (no comment)

Evidence Outcome: Explain the body's response to disuse and other stressors

Agree: (no comment)

Evidence Outcome: Explain how the immune system functions to prevent and combat disease

Agree: (no comment)

Evidence Outcome: Describe the potential health consequences of popular fads or trends

Agree: (no comment)

Evidence Outcome: Why do some people get sick more than others?

Agree: (no comment)

Health Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Social and Emotional Wellness

GLE: 1. Access valid and reliable school and community resources to help with mental and emotional health concerns

Agree: (no comment)

(PG Feedback) Comment: I do not believe that the Physical Education teachers should be responsible for certain Health related standards. PE and Health many times DO NOT gel well. Like this standard. I as a PE teacher do not feel qualified to teach emotional wellbeing- I never had classes in it. A certified Health teacher should. Not just lump PE & Health together

(PG Feedback) Agree:

Evidence Outcome: Explain that why getting help for mental and emotional health problems is appropriate and sometimes necessary

Agree: strike the word that

Evidence Outcome: Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help

Agree: (no comment)

Evidence Outcome: Explain when it is necessary and how to seek help for mental and emotional health problems: such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders

Agree: (no comment)

Evidence Outcome: Determine valid and reliable mental and emotional health resources

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Health Skills:

Agree: (no comment)

Inquiry Questions:

Agree: #2 needs to be reworded

GLE: 2. Analyze internal and external factors that influence mental and emotional health

Agree: (no comment)

Evidence Outcome: Analyze how culture, media, and others influence personal feelings and behaviors

Agree: (no comment)

Evidence Outcome: Describe how personal and family values and feelings influence choices

Agree: (no comment)

Evidence Outcome: Describe strategies to minimize negative influences on mental and emotional health

Agree: (no comment)

Evidence Outcome: Analyze internal factors that contribute to mental and emotional health

Agree: (no comment)

Evidence Outcome: Identify the factors that could negatively influence a person's well-being with regards to depression, suicide, and/or self-harm.

Agree: (no comment)

Evidence Outcome: Describe the signs, symptoms, and consequences of common eating disorders

Agree: (no comment)

Evidence Outcome: Identify internal and external influences on one's body image

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Health Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

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

Disagree: The student will learn to evaluate potential sources of information for bias, misrepresentations, and bad faith in promoting a healthy and violence free society. The student will learn to discern when the sources of information do not support an objective and neutral application of standards. The student will learn to evaluate the strategies for manipulating and promoting deviant behaviors which don't lead to healthy relationships. The students will use the six moral dimensions to evaluate healthy relationships.

Book Review: "The Politics of Deviance" by Anne Hendershott Rev .Johannes L. Jacobse Occasionally a book is published that examines the dogmas of the dominant culture with such clarity that the gatekeepers can only regard it as subversive. Anne Hendershott's "The Politics of Deviance" is such a book. Hendershott, a professor of sociology at the University of San Diego, follows the lead of former Senator Daniel Patrick Moynihan who warned in the 1965 speech "Defining Deviancy Down" that "[society] has chosen not to notice behavior that would be otherwise controlled, disapproved, or even punished." Moynihan's warning proved true. Behaviors once considered deviant are now considered normal. Hendershott's focuses on how advocacy groups manipulate language and social structures to redefine deviant behavior as normal. Women's groups, the gay rights lobby, euthanasia advocates and activists in the medical profession fall under her critical gaze. She discusses how traditional ideas about personal responsibility are being displaced and the corrosive effects this has on the culture. Hendershott quotes social theorist Philip Jenkins who argues that modern society is like a supermarket where the activists compete to win buyers for their products. Advertisers create emotional appeals to convince the consumer to buy a newproduct even though the one he already own works just fine. The advocates work the same way. They create emotional appeals to convince people that they need a new definition of deviance even though they never realized it. In the past deviants were at the margins of society but inthe new post-modern order, the deviants are increasingly defined as those in the center. Public discourse about morality relies less on reason and commonsense and more on "human will and desire as mediated through advocacy groups." Conventional morality is displaced with the post-modern morality ofthe advocate. Hendershott is a sociologist, not a moral philosopher. She focuses practical concern on how the advocacy groups try to win influence. The chapter titled "Celebrating the Sexually Adventurous Adolescent" for example, chronicles the tragic case of the Conyers, Georgia teens featured in the 1996 PBS Frontline series The Lost Children of Rockdale County. Moral Foundations Theory was created by a group of social and cultural psychologists (see us here) to understand why morality varies so much across cultures yet still shows so many similarities and recurrent themes. In brief, the theory proposes that several innate and universally available psychological systems are the foundations of "intuitive ethics." Each culture then constructs virtues, narratives, and institutions on top of these foundations, thereby creating the unique moralities we see around the world, and conflicting within nations too. The five foundations for which we think the evidence is best are: 1) Care/harm: This foundation is related to our long evolution as mammals with attachment systems and an ability to feel (and dislike) the pain of others. It underlies virtues of kindness, gentleness, and nurturance. 2) Fairness/cheating: This foundation is related to the evolutionary process of reciprocal altruism. It generates ideas of justice, rights, and autonomy. [Note: In our original conception, Fairness included concerns about equality, which are more strongly endorsed by political liberals. However, as we reformulated the theory in 2011 based on new data, we emphasize proportionality, which is endorsed by everyone, but is more strongly endorsed by conservatives] 3) Loyalty/betrayal: This foundation is related to our long history as tribal creatures able to form shifting coalitions. It underlies virtues of patriotism and self-sacrifice for the group. It is active anytime people feel that it's "one for all, and all for one." 4) Authority/subversion: This foundation was shaped by our long primate history of hierarchical social interactions. It underlies virtues of leadership and followership, including deference to legitimate authority and respect for traditions. 5) Sanctity/degradation: This foundation was shaped by the psychology of disgust and contamination. It underlies religious notions of striving to live in an elevated, less carnal, more noble way. It underlies the widespread idea that the body is a temple which can

be desecrated by immoral activities and contaminants (an idea not unique to religious traditions). We think there are several other very good candidates for "foundationhood," especially: 6) Liberty/oppression: This foundation is about the feelings of reactance and resentment people feel toward those who dominate them and restrict their liberty. Its intuitions are often in tension with those of the authority foundation. The hatred of bullies and dominators motivates people to come together, in solidarity, to oppose or take down the oppressor. We report some preliminary work on this potential foundation in this paper, on the psychology of libertarianism and liberty. <http://moralfoundations.org/> SPLC: Usefulness Outlived? Mar 28, 2014 | George Yancey A few days ago it was brought to my attention that the Southern Poverty Law Center (SPLC) had been removed from the resource links at the FBI website. This is a coincidence to the publishing of my critical review of SPLC in *Academic Questions* (vol. 27, no.1; spring 2014). In that review I argue that the SPLC is not a fair evaluator of hate groups. The same criteria it uses to condemn conservative Christian groups would apply to groups that clearly have antipathy towards those conservative Christians. Given my assessment of SPLC it is fair at this point to ask how I feel about the recent change on the FBI website. To be honest I have mixed feelings about it. I know that the SPLC has played an important role in the movement in this country to greatly reduce overt racism. Yet, as Max Weber has noted, bureaucracies often outlive their usefulness. When they do they often fail to perform the services that once were vital. I cannot help but think that the SPLC has outlived its usefulness since the degree of racial hatred is nowhere near the levels it was when this organization first formed. The removal of SPLC from the FBI resource list may be an important marker of the transition of this organization as one seen as a mainstream organization dedicated to fighting for Civil Rights to one labeled as simply another progressive interest group – much like Media Matters or Daily Kos. https://www.nas.org/articles/splc_usefulness_outlived FRC shooter: I targeted them because SPLC list said they were 'anti-gay' Family Research Council (FRC) officials released video of federal investigators questioning convicted domestic terrorist Floyd Lee Corkins II, who explained that he attacked the group's headquarters because the Southern Poverty Law Center (SPLC) identified them as a "hate group" due to their traditional marriage views. "Southern Poverty Law lists anti-gay groups," Corkins tells interrogators in the video, which FRC obtained from the FBI. "I found them online, did a little research, went to the website, stuff like that." The Washington Examiner's Paul Bedard reported that Corkins, who pleaded guilty to terrorism charges, said in court that he hoped to "kill as many as possible and smear the Chick-Fil-A sandwiches in victims' faces, and kill the guard." As Bedard explained, "the shooting occurred after an executive with Chick-Fil-A announced his support for traditional marriage, angering same-sex marriage proponents." <https://hotair.com/archives/2013/04/24/frc-shooter-i-targeted-them-because-splc-list-said-they-were-anti-gay/> <http://www.washingtonexaminer.com/fbi-video-domestic-terrorist-says-he-targeted-conservative-group-for-being-anti-gay/article/2528072> WASHINGTON SECRETS: Support for Southern Poverty Law Center links Scalise, Family Research Council shooters by Paul Bedard | Jun 14, 2017, 2:48 PM The shooter blamed for Wednesday's bloody attack on a Republican congressional baseball team shared a tie with the 2012 gunman who attacked the conservative Family Research Council in Washington. Both were fans of the Southern Poverty Law Center. James T. Hodgkinson, 66, of Illinois, liked the SPLC on his Facebook page, along with other liberal groups such as Media Matters and MoveOn.org. Since the shooting, his page has been dismantled, but Secrets saw it as did WND and Conservative Review. While he has liberal leanings, police have not said what motivated Hodgkinson to shoot House GOP Whip Steve Scalise, a Republican aide and two U.S. Capitol Police officers before being killed. <http://www.washingtonexaminer.com/support-for-southern-poverty-law-center-links-scalise-family-research-council-shooters/article/2625982> FBI Dumps Southern Poverty Law Center as Hate Crimes Resource by Austin Ruse 26 Mar 2014 299 Christian groups are celebrating with the news that the Federal Bureau of Investigation appears to have scrubbed the Southern Poverty Law Center (SPLC) from its hate crimes webpage, where the controversial group was listed as a resource and referred to as a partner in public outreach. <http://www.breitbart.com/big-government/2014/03/26/fbi-dumps-southern-poverty-law-center/>

Comprehensive Health High School

Standard: 1. Physical and Personal Wellness

PG: 1. Apply knowledge and skills to engage in lifelong healthy eating

Disagree: Revise SOL so that critical thinking requires students to always frame their analysis so that a proposition can be confirmed or falsified. Require the Standards of Learning to teach only a valid methodology for establishing the truth or falsity of a proposition; i.e. a valid epistemology. Revise guidelines for critical thinking to provide a requirement that any idea tested should be framed so that it can be falsified. We should have a "competency based learning" model. For instance, we can apply this requirement to the guidelines for nutrition. The Mediterranean diet is now suggested as the best diet model to follow. One should test whether the data gathered considered whether the researchers took into account the Greek Orthodox Church dietary restrictions into a test of nutrition guidelines. <https://plato.stanford.edu/entries/popper/> <https://plato.stanford.edu/entries/epistemology/> <http://www.complete-review.com/reviews/sokala/beyond.htm> Beyond the Hoax discusses some of the issues in what constitutes a valid framework of epistemology. It refutes a number of the claims of various "so-called scientists" who attempt to specify a sociology of knowledge. <https://www.ncbi.nlm.nih.gov/pubmed/15333159> <http://www.ab-bamoses.com/fasting.html> According to the fasting rules 2 x 46 weeks, Greek Orthodox have 96 days with restricted intake of certain foods on Wednesday and Friday. During the six weeks of Lent, they have even more dietary restrictions. Thus Greek Orthodox have 96 days plus 42 = 138 days with significant dietary restrictions. A naïve regression only on the food eaten is an incorrect analysis because it ignores other important variables. "Notable & Quotable: Science for Feminists: 'I offer critical science literacy as a practice that can directly challenge the epistemic authority of Science.'" From the abstract of a paper in the scholarly journal Catalyst: I argue that those of us who have left the Sciences proper and moved to feminist studies spaces have continued to do science through our teaching. In a moment when the impulse to do real science is palpating in our feminist hearts, I suggest that we critically examine the political stakes of our affective attachments and detachments from s/Science(s). I consider what it means to be attached to a Science that earned its epistemic authority through its co-constitution with colonization and slavery. . . . I offer critical science literacy as a practice that can directly challenge the epistemic authority of Science and be read as "doing science" or more broadly as "rewriting knowledge." Appeared in the October 27, 2017, print edition as 'Notable & Quotable.' The Wall Street Journal <https://www.wsj.com/articles/notable-quotable-science-for-feminists-1509059119>

PG: 2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Disagree: The students should learn about sex differences and strategies for reproductive success from an evolutionary perspective. See page 89 Exhibit 4.1 Evolution and Facultative Expression of Male Parenting The male and female students should discuss the topics of: Offspring survival, Mating opportunities, and Paternity Certainty. The male and female students will learn which scenario, from an evolutionary viewpoint, favors the formation of stable relationships with male parental involvement. The male and female students will discuss whether SNAP and previously Aid for Dependent Children supports or hinders the formation of stable long lasting marriages. Male, Female: The Evolution of Human Sex Differences, Second Edition By David C. Geary, PhD <https://apa.org/pubs/books/4318066.aspx>

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

Disagree: The student cannot be accused hate or having an unhealthy relationship when the student cites relevant disputes over science and what constitutes healthy relationships. Rationale - There has been more problems with invalid research. The National Academies of Science, Engineering, and Medicine has warned about the integrity of so-called research. The National Academies of Sciences - Engineering - Medicine U.S. Scientific Research Enterprise Should Take Action to Protect Integrity in Research; New Advisory Board on Research Integrity Should Be Established WASHINGTON – All stakeholders in the scientific research enter-

prise -- researchers, institutions, publishers, funders, scientific societies, and federal agencies – should improve their practices and policies to respond to threats to the integrity of research, says a new report from the National Academies of Sciences, Engineering, and Medicine. Actions are needed to ensure the availability of data necessary for reproducing research, clarify authorship standards, protect whistleblowers, and make sure that negative as well as positive research findings are reported, among other steps. The report stresses the important role played by institutions and environments – not only individual researchers -- in supporting scientific integrity. And it recommends the establishment of an independent, nonprofit Research Integrity Advisory Board to support ongoing efforts to strengthen research integrity. The board should work with all stakeholders in the research enterprise to share expertise and approaches for minimizing and addressing research misconduct and detrimental practices. “The research enterprise is not broken, but it faces significant challenges in creating the conditions needed to foster and sustain the highest standards of integrity,” said Robert Nerem, chair of the committee that wrote the report, and Institute Professor and Parker H. Petit Professor Emeritus, Institute for Bioengineering and Bioscience, Georgia Institute of Technology. “To meet these challenges, all parties in the research enterprise need to take deliberate steps to strengthen the self-correcting mechanisms that are part of research and to better align the realities of research with its values and ideals.” 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
 Fake Science : Exposing the Left's Skewed Statistics, Fuzzy Facts, and Dodgy Data EPUB by Austin Ruse If you listen to any political argument, you're eventually bound to hear something like: "The science is settled on this." Or: "Just look at the statistics!" Or: "There have been studies that say..." You'd think we were living in the golden age of science and reason. But the truth is far more sinister, says Austin Ruse. We're actually living in the age of the low information voter, easily misled by all-too-convincing false statistics and studies. In Fake Science, Ruse debunks so-called "facts" used to advance political causes one after the other, revealing how poorly they stand up to actual science. TE9UMERCbURZaVUzcUF0SGRiT-ndzOVwvcFRlc1wvdnVoWTRzYlwbVY1WJf1Zk53dDdSQ1JzZfQ0SStueGptWGlxafdTbUY4VExoSHpIRm-hOUyJ9

GLE: 1. Synthesize the impact of healthy and unhealthy diet on daily living.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: This is completely subjective. Doctors differ on what constitutes a healthy diet with some advocating low fat, others low carb, others low sugar. How will the state decide which diet to teach students to

embrace keeping in mind that today's kids are unfortunately prone to food allergies and many are gluten free, dairy free, nut free, etc.

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

Agree: (no comment)

Agree: Would add depression and anxiety to list of chronic diseases. Unhealthy eating is frequently associated with these two mental disorders.

Agree: (no comment)

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

Agree: (no comment)

Agree: "variety of foods" is overly vague. Would specify balanced diet of carbohydrates, proteins, fats and vitamins.

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Analyze the relationship between eating behavior and metabolism

Agree: Would substitute "understand" for "analyze."

Neutral: (no comment)

Evidence Outcome: If everyone had a healthy diet, how would diseases would be impacted?

Agree: Would substitute "physical and mental disorders" for disease.

Neutral: (no comment)

Health Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Neutral: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree: This is an excellent section overall.

(PG Feedback) **Agree:**

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Disagree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Neutral: (no comment)

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

Agree: (no comment)

Neutral: (no comment)

Health Skills:

Agree: (no comment)

Neutral: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Disagree: (no comment)

Inquiry Questions:

Agree: Would add two additional inquiry questions: How has what you've learned about healthy eating decisions affected your current diet? How would you prioritize a healthy diet on a list of health maintenance activities?

Neutral: (no comment)

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

Agree: (no comment)

Agree: (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

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

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Design and implement a plan to improve one's personal food choices that lead to a healthier diet

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: Would add "unhealthy relationships".

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: Would substitute "understand" for "Analyze".

Agree: (no comment)

Agree: Need to add negative PEER PRESSURE and its impact on considering the consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Need to include the impact of PEER PRESSURE on a person who chooses to abstain from sexual activity at any point in time.

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

Agree: (no comment)

Agree: Would substitute "Understand" for "Analyze."

Agree: (no comment)

Agree: Need to explain that contraception MAY only protect the individual from pregnancy and STD/STI (but not 100% effective), which is only one component of engaging in a sexual relationship (physical component) but before considering contraception the individual must consider the social, emotional, and spiritual components FIRST.

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.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Must emphasize that RISK AVOIDANCE and RISK REDUCTION has more of a concern well beyond STD's and pregnancy. Engaging in a sexual relationship has emotional, social and spiritual concerns that if NOT discussed or provided knowledge about could lead to severe emotional consequences (depression, suicide, etc)

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

Agree: (no comment)

Agree: (no comment)

Agree: Would substitute "relationship" for "situation."

Agree: (no comment)

Disagree: Analyze is assuming the person know or can define an unhealthy situation. MUST INCLUDE: The person must have knowledge and know what an unhealthy situation is before he/she can seek help.

Evidence Outcome: Analyze risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals

Agree: (no comment)

Agree: (no comment)

Agree: Are these two different ideas?

Agree: Substitute "online" or "social media" for "modern technologies" (overly vague) Substitute "impacts" for "could impact."

Agree: (no comment)

Disagree: 1. Analyze risks of sharing personal information thru modern technology: is this referring to SEX-TING? If yes, then the term (sexting) needs to be used. If not, then SEXTING needs to be included in this standard. 2. Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals Need to include the emotional, social and spiritual impact on life's goals. Do not only focus on the physical component of becoming sexually active.

Evidence Outcome: Examine the responsibilities of parenthood

Agree: (no comment)

Neutral: (no comment)

Agree: Substitute "understand" for "examine."

Agree: (no comment)

Agree: Examine the responsibilities of parenthood Need to include the responsibilities of choosing to "give up a child"; adoption and its long term impact on the person. Need to include the role of grandparents or other family members who may be responsible for raising the unwanted child Need to include the economic responsibilities Need to include the impact on the person's life long goals should the person have to accept parenthood at an early age

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

Agree: (no comment)

Agree: (no comment)

Agree: Substitute "understand" for "Appraise." Teenagers are going to be sexually active regardless of parental, adult or religious exhortations to "resist...those pressures." What is important is understanding and using contraceptive devices and making healthy personal decisions regarding how, when and with whom to engage in sexual activity. Add a section on sexual trauma and predators.

Agree: (no comment)

Agree: (no comment)

Health Skills:

Agree: Overall, a good first effort.

Agree: (no comment)

Colorado Essential Skills:

Comment: C. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity Skills I suggest adding a skill that says something about all the advantages to waiting or abstaining from sexual behaviors. One advantage might be higher grades? Sexual Behaviors, by type of academic grades earned 1A - United States, Youth Risk Behavior Survey, 2015

Agree: Agree with all items. In #4, substitute "understand" for "analyze."

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: "Why are relationships important" is overly vague. Suggest "How do you know your relationship is healthy and mature enough to engage in sexual activity?"

Agree: (no comment)

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

Agree: (no comment)

Agree: Would substitute "healthy" for "healthful."

Neutral: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: Again, teenagers are going to be sexually active. What is important is decision making about healthy and unhealthy relationships and the importance of using contraception at all times to prevent early, unwanted pregnancies.

Neutral: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: #3. is overly vague. Define who leads and advocates?

Agree: (no comment)

Health Skills:

Agree: Overall a good first draft, with proposed substitutions and revisions, it would be more effective.

Neutral: (no comment)

Inquiry Questions:

Agree: (no comment)

Disagree: #1. Begs the question. Would substitute: "How do you know your relationship is mature enough and emotionally safe enough to engage in sexual activity?"

Neutral: (no comment)

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

Agree: (no comment)

Agree: "Ongoing evaluation" needs to be better defined in terms of time frames.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

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

Agree: Substitute "understand" for "analyze."

Agree: (no comment)

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

Agree: Add "understand."

Neutral: (no comment)

Evidence Outcome: Explore the importance of health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain health.

Agree: Substitute "understand and apply" for "explore."

Agree: (no comment)

Health Skills:

Agree: Again, would substitute "understand" for "analyze."

Agree: (no comment)

Colorado Essential Skills:

Disagree: Substitute "are at risk" for "may be at risk."

Agree: (no comment)

Inquiry Questions:

Agree: Would re-write #4. "How would you and your family address any obstacles to accessing health care?"

Agree: (no comment)

Standard: 2. Social and Emotional Wellness

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

Comment: I believe that any section in social and emotional wellness needs to be taught by a mental health professional and/or special service provider. The problem is there is not enough resources in our district for the employees in special services to provide this information and we are not teachers.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Analyze the characteristics of a mentally, emotionally, and socially healthy person (DOK 1-4)

Agree: (no comment)

Agree: Please remove the dok for consistency

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

Agree: (no comment)

Evidence Outcome: Implement effective strategies for dealing with personal and environmental stress

Agree: (no comment)

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

Agree: (no comment)

Agree: In general, I support this excellent work that results in these insightful and workable outcomes for students. It's not a perfect or fair world, but the high school culture is being offered the opportunity to develop a vocabulary and a working standard of good health. Bravo. Important step is being taken. As someone! who volunteers at our prison for women, I witness how the mental health of the majority might have been a better story if they had received the education in health you advocate. Thank you and good luck!

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

GLE: 2. Set goals, and monitor progress on attaining goals for future success

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Connect how setting a personal goal contributes to positive mental, emotional, and social wellness

Agree: (no comment)

Evidence Outcome: Define a clear, attainable personal goal

Agree: (no comment)

Evidence Outcome: Describe steps needed to reach personal goals

Agree: (no comment)

Evidence Outcome: Apply concepts to self-reflect on the progress and success of personal goals

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Health Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Advocate to improve or maintain positive mental, emotional and mental well-being for self and others

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Disagree: This feels out of place even with respect to demonstrating advocacy for the rights of others as the skills for appropriate searches with regard to health and varying needs should be taught first

Inquiry Questions:

Comment: Please add a question 4: "In what ways might exposure to human rights abuses affect my social and emotional wellness, as well as the social and emotional wellness of my fellow students, and other members of the community?" In support of this requested edit, I note the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity

for effective social and civic learning (please see https://www.socialstudies.org/positions/human_rights_education_2014). Many high school students in Colorado, and elsewhere, have been exposed to human rights abuses, or know people who have. Therefore, this is an important question for them to explore, as part of their overall social and emotional wellness.

Standard: 4. Prevention and Risk Management

GLE: 1. The impact of individuals' use or non use of alcohol or other drugs

Agree: (no comment)

Neutral: add tobacco

(PG Feedback) Agree:

(PG Feedback) Comment: I'm not sure if it's covered in any earlier grade level standards, but an evidence based outcome from high school at least should be the ability to describe the clinical definition of physiological addiction (i.e. biochemistry changes) vs. compulsive behavior. Too often all illicit/recreational drugs are all lumped together as "addicting", a term which has been watered down in popular culture for all kinds of compulsive behaviors. This can confuse people into not treating the truly addictive classes of drugs (opioids, barbiturates, nicotines etc.) with the degree of caution they should; for example, if a kid hears his parents complain that his videogames are addicting and then hears someone say heroin is addicting, it is a dangerous false equivalence that can lead the kid to believe if they were addicted to heroin they could give it up easily by being more disciplined. Or a more common example is the myth of a marijuana "addict" and the perception that all "addicts" could just quit if they tried... A compulsive user of marijuana can change their behavior... an opioid addict cannot, without chemical intervention. The gravity and reality of true physical addiction in clinical/scientific terms is something that is not well understood by the mass majority of people.

Evidence Outcome: Analyze healthy alternatives to substance use

Agree: (no comment)

Evidence Outcome: Predict the potential effects of an individual's substance abuse on others

Agree: (no comment)

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

Neutral: (no comment)

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

Agree: (no comment)

Evidence Outcome: Describe the harmful effects of binge drinking

Agree: (no comment)

Neutral: Add tobacco

Evidence Outcome: Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Health Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Neutral: (no comment)

Neutral: (no comment)

Evidence Outcome: Determine situations and environments that could lead to unsafe risks that cause injuries

Neutral: (no comment)

Evidence Outcome: Identify strategies to reduce the risk of injuries in situation and environments.

Neutral: (no comment)

Evidence Outcome: Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle.

Neutral: (no comment)

Evidence Outcome: Advocate for changes at home, in school, or in the community that would increase safety.

Neutral: (no comment)

Colorado Essential Skills and Real-World Application:

Neutral: (no comment)

Inquiry Questions:

Neutral: (no comment)

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

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

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

Agree: (no comment)

Agree: (no comment)

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

Neutral: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Neutral: The teen brain question.. seems like a close ended question..

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

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors

Agree: (no comment)

Neutral: add tobacco

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

Agree: (no comment)

Neutral: add tobacco

Evidence Outcome: dPredict how a drug-free lifestyle supports the achievement of short- and long-term goals

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Demonstrate tolerance for individual differences

Agree: (no comment)

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

Agree: (no comment)

Disagree: The student will learn to analyze how dishonest groups promote identifications of groups as hate groups to make a dishonest profit. A case in point is the Southern Poverty Law Center. The student will learn to how to properly investigate claims of prejudice. The students will learn how to discern previous situations of moral panics such as the Salem Witch Trials and avoid inflicting harm from misguided views or claims of hate. 'Shocked' Anti-Defamation League slaps FBI 'diss on hate crimes In August 2012, a Washington area man guided by the SPLC's "hate map" that cited FRC, entered the group's headquarters and shot a security guard. The guard survived and the shooter, a volunteer with a gay group, pleaded guilty to domestic terrorism. In their letter, the 15 conservative groups argued that the FBI website's inclusion of SPLC as a resource "played a significant part in bringing about an act of domestic terrorism." It added, "It is completely inappropriate for the Department of Justice to recommend public reliance on the SPLC hate group lists and data. The links to the SPLC as a FBI 'Resource' must be taken down immediately, leaving only official, trustworthy sources listed on the agency's webpage." <http://www.washingtonexaminer.com/shocked-anti-defamation-league-slaps-fbi-diss-on-hate-crimes/article/2546305> 12 Ways The Southern Poverty Law Center Is A Scam To Profit From Hate-Mongering <http://thefederalist.com/2017/05/17/12-ways-southern-poverty-law-center-scam-profit-hate-mongering/> Watching the Watchers: The Neglect of Academic Analysis of Progressive Groups George Yancey, University of North Texas George Yancey investigates another form of inequality. The Southern Poverty Law Center (SPLC) is considered "the gold standard" by many scholars, journalists, and activists as a source for identifying hate groups. By concentrating on the double standards the SPLC uses to fill its Hatewatch list, Yancey finds that certain organizations can express sentiments comparable to those that consign other groups to the list. He concludes that social and political bias against groups that demur from the selective egalitarianism operative today figures into SPLC's calculations—and urges academics to "encourage introspection to identify how social and political biases alter the theoretical, methodological, and intellectual practices within their given field." https://www.nas.org/articles/inequality_or_crying_wolf_spring_aq_examines_academies_latest_preoccupation Support for Southern Poverty Law Center links Scalise, Family Research Council shooters James T. Hodgkinson, 66, of Illinois, liked the SPLC on his Facebook page, along with other liberal groups such as Media Matters and MoveOn.org. Since the shooting, his page has been dismantled, but Secrets saw it as did WND and Conservative Review. While he has liberal leanings, police have not said what motivated Hodgkinson to shoot House GOP Whip Steve Scalise, a Republican aide and two U.S. Capitol Police officers before being killed. In the 2012 shooting at FRC that injured a security guard, convicted domestic terrorist Floyd Lee Corkins II said he targeted the group because the Southern Poverty Law Center (SPLC) identified them as a "hate group" due to their traditional marriage views. "Southern Poverty Law lists anti-gay groups," Corkins told interrogators in a video, which FRC obtained from the FBI. "I found them online, did a little research, went to the website, stuff like that." James T. Hodgkinson liked the SPLC and Media Matters on his Facebook page. Just like the @FRCdc shooter, did left-wing radicalize him?— WND News (@worldnetdaily) June 14, 2017 At the time, Secrets reported that Corkins, who pleaded guilty to terrorism charges, said in court that he hoped to "kill as many as possible and smear the Chick-Fil-A sandwiches in victims' faces, and kill the guard." The shooting occurred after an executive with Chick-Fil-A announced his support for traditional marriage, angering same-sex marriage proponents." The Southern Poverty Law Center still lists FRC as an "anti-gay" hate group on the "hate map" Corkins used. "The SPLC's reckless labeling has led to devastating consequences," said FRC President Tony Perkins. "Because of its 'hate group' lists, a deadly terrorist had a guidemap to FRC and other organizations. Our staff is still reeling from the attack, and the chilling effect this could have on organizations that are simply fighting for their values is outrageous." Paul Bedard, the Washington Examiner's "Washington Secrets" columnist, can be contacted at pbedard@washingtonexaminer.com <http://www.washingtonexaminer.com/support-for-southern-poverty-law-center-links-scalise-family-research-council-shooters/article/2625982>

Evidence Outcome: Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to take the perspectives of others in a conflict situation

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Analyze the signs and symptoms of people who are in danger of harming themselves or others

Agree: (no comment)

Evidence Outcome: Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence

Agree: (no comment)

Evidence Outcome: Analyze situations that could lead to pressure to have sex

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Analyze the effects of emotional abuse

Agree: (no comment)

Evidence Outcome: Analyze how media messages normalize violence

Comment: I suggest adding something about how the media normalizes teen sexual behavior too.

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

GLE: 8. Access valid information and resources that provide information about sexual assault and violence

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence

Agree: (no comment)

Evidence Outcome: Under what circumstances should you maintain a confidence with someone who has been sexually assaulted?

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence

Agree: (no comment)