Comprehensive Health

Draft Proposed Comprehensive Health Standards Revisions December 2017

*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions.
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Review the Prepared Graduate Statements

Comprehensive Health

Instructions

In this section, you have the opportunity to provide feedback on the content of the Prepared Graduate Statements (PGS).

On the next page, as you review the grade level expectations, you will be able to provide feedback on the alignment of the PGS with the given grade level expectation.

To leave feedback, click on the comment icon (✓) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox (✓✓) so you can keep track of your progress.

About Prepared Graduate Statements (PGS)

All of Colorado’s Academic Standards were designed “backwards” from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.

Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

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

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

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

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

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

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

7. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury
Comprehensive Health

Grade Level: Preschool
Standard: 2. Physical and Personal Wellness

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

1. Prepared Graduates
   1. Apply knowledge and skills to engage in lifelong healthy eating

Preschool Learning and Development Expectation:

1. Distinguish between healthy and unhealthy foods

Indicators of Progress:

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

- Distinguish food on a continuum from most healthy to less healthy.
- Demonstrate the ability to identify and choose a healthy food choice.
- Recognize the benefits of choosing a healthy food

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Eating healthy foods can impact how you feel.
2. Food choices can vary based on your family, culture, community.
3. How can technology help you choose healthy foods?
4. Support healthy snacks throughout the school day.
5. Support alternative healthy food during celebrations and non-food rewards.

Examples of Learning/Children May:

1. Mr. Bob discuss how he feels after he eats healthy foods.
2. Assist student to choose healthier food options.
3. Discuss how to choose a healthier snack.
4. Use a decision making model to come to a healthy decision regarding food choices.
Comprehensive Health

Grade Level: Preschool
Standard: 3. Social and Emotional Wellness

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being

Preschool Learning and Development Expectation:
1. Children develop healthy relationships and interactions with adults and peers.

Indicators of Progress:

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

a. Communicate with familiar adults and accept or request guidance.

b. Cooperate with others.

c. Develop friendships with peers.

d. Establish secure relationships with adults.

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

f. Resolve conflict with peers alone and/or with adult intervention as appropriate.

g. Recognize and label others’ emotions

h. Express empathy and sympathy to peers.

i. Recognize how actions affect others and accept consequences of one’s action.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:
1. Model positive ways to interact with others.

2. Provide opportunities for children to understand and discuss their feelings and those of others (i.e. show empathy)

3. Help children see the effect of their behavior on others and help them resolve conflicts.

4. Model asking for and understanding viewpoints and opinions of others. For example, a teacher may kneel between two children in conflict over classroom materials and comment, “I’m looking at Jason’s face and I notice his tight lips and wonder if he is angry?”

5. Accept silence and quiet observation as a proper way for some children to participate, especially when they first join your class.

6. Embed learning of friendships skills such as taking turns, exchanging toys, entering a playgroup and resolving conflict, daily in the classroom.

7. Comments on a specific behavior using positive descriptive praise: “(You stayed with the puzzle until you finished! That is a great persistence-sticking with a difficult activity.)”

Examples of Learning/Children May:
1. During large group time, the adult asks Lamar and Antonia to share how they solved their problem of both children wanting to use the tree blocks to build. Lamar responds “We used our solutions and took turns!”

2. During a small group activity the adult asks children to provide examples of when a friend helped you. Jamie responds “Eogar helped me zip up my coat. He is good at zipping.”

3. The adult role plays, with puppets, a scenario of a child taking a toy from another child. The adult asks “How might that make Gwen feel, when Gabby took away her toy?” Nicholas responds with “Gwen would feel sad.”
Prepared Graduates

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

Preschool Learning and Development Expectation:

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

Indicators of Progress:

By the end of the preschool experience (approximately 80 months/5 years old) students may

a. Identify personal characteristics, preferences, thoughts and feelings.

b. Demonstrate age-appropriate independence in a range of activities, routines and tasks.

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

d. Demonstrate age-appropriate independence in decision making regarding activities and materials.

Examples of High Quality Teaching and Learning Experiences:

i. Supportive Teaching Practices/Adults May:

1. Encourage children to try new things by sharing and learning together.

2. Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.

3. Observe for children's interests and plan learning activities to support them.

4. Support children's awareness of pride in their cultural heritage. (e.g. Adult learns and utilizes child's home language. Adult reads multi-cultural books)

5. Listen to what children are saying and show you value their opinions by acknowledging them and building on their ideas.

6. Provide choices in materials and activities to further learning at the child's developmental level (open-ended art materials, knobbed puzzles, child-sized manipulatives)

7. Accept silence or quiet observation as a proper way for some children to participate, especially when they first join your class.

8. Use open-ended questions such as ‘What would happen if...?’ ‘How would you feel if...?’ ‘What would you do if...?’

Examples of Learning/Children May:

1. Provide opportunities for children to understand similarities and differences with each other.

2. During the preschool day, children put on their coat, hat and gloves, wash their hands and serve themselves snack. When needed, an adult scaffolds children’s abilities to be independent.

3. As part of planning time, Marek discusses his plan for work time.

4. During large group time, the adult provides opportunities for community building. Abby talks about her favorite pet kitty. Marco shares his favorite ice cream and Leo talks about his nana in Arizona.
Prepared Graduates

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

Preschool Learning and Development Expectation:

3. Children develop self-regulation skills.

Indicators of Progress:

By the end of the preschool experience (approximately 80 months/5 years old), students may

- Recognize and label emotions.
- Handle impulses and behavior with minimal direction.
- Follow simple rules, routines, and directions.
- Shift attention between tasks and move through transitions with minimal direction from adults.
- Attend to free play activities for longer periods of time.

Examples of High Quality Teaching and Learning Experiences:

3. Supportive Teaching Practices/Adults May:

1. Make a cozy, safe area where children can be alone if they wish.

2. Establish, explain, and model flexible routines (e.g., a naptime routine, snack and meal routines, transitions, and small group time expectations) in terms children can understand including songs, rhymes, and pictures.

3. Be aware that children from different cultures may interpret a single action by an adult to have different meanings. For example, an adult may point to a signal where she wants the child to go, but some children may think she is scolding them, singling them out for some reason, or saying she wants “one” of something (since she has one finger out).

4. Provide physical environments, schedules, social stories, solution tools, routines that promote self-regulation and self-control.

5. Provide physical environments, daily schedules, and a variety of open-ended materials that support children in spending the majority of their day in purposeful, unstructured play to ensure children have ample opportunity to make choices and direct their own play.

6. Modify the environment for children who have sensory issues and may be affected by noise, lights, or movement.

Examples of Learning/Children May:

1. Listen to/discuss books about emotions and respond to situations in stories that evoke emotions.

2. Identify emotions in photographs of other children and adults.

3. Create drawings, paintings, collages or a class book about emotions.

4. Engage in decision making throughout the day including choice of materials, centers, and play partners.

5. Practice waiting for short periods of time such as waiting for a turn to pour milk at a meal or waiting for a peer to finish using the scissors while rolling and cutting play-dough.
Prepared Graduates

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

Preschool Learning and Development Expectation:

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

Indicators of Progress:

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

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

b. Refrain from disruptive behavior, aggressive, angry or defiant behaviors.

c. Adapt to new environments with appropriate emotions and behaviors.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers.

2. Be aware that ways of expressing feelings, such as excitement, anger, happiness, frustration and sadness, differ in various cultures.

3. Observe for and verbally describe strategies children are already using to express and manage emotions. Provide constructive and connected learning experiences that build upon those strategies.

Examples of Learning/Children May:

1. Talk about and model ways children can express emotions without harming themselves, others, or property (e.g., using calm down techniques such as cozy corner, breathing exercises, using pounding toys, manipulating playdough or talking to an adult.)

2. Reflect on personal experiences that evoked strong emotions

3. Experiment with new materials and activities without fear of making mistakes.

4. Act out powerful emotions (e.g., fear, anger) through dramatic play.

5. Engage with peers and teachers appropriately, demonstrating socially acceptable behaviors.
Comprehensive Health
Grade Level: Preschool

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
8. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Preschool Learning and Development Expectation:
1. Identify ways to be safe while at play

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
a. State how to be a safe pedestrian
b. Identify ways to reduce injuries on the playground
c. Follow basic health and safety rules
d. Communicate to a trusted adult if something is not safe
e. Communicate and understand the importance of health and safety routines and rules.

Examples of High Quality Teaching and Learning Experiences:
1. Supportive Teaching Practices/Adults May:
   1. Adults provide activities to develop safety awareness in the center, home, and/or community
   2. Identify situations in the classroom, school, and community that may be unsafe and discuss how to make them safe or prevent injuries
   3. Many playgrounds are built in special ways to prevent injury
   4. Some roads and playgrounds are built to accommodate individuals with disabilities
   5. Adults and children are responsible for keeping the learning environment reasonably clean and safe

2. Examples of Learning/Children May:
   1. How can the playground be a place where I could get hurt when it is so much fun to be there?
   2. Students take personal responsibility to identify and communicate unsafe situations
   3. Before boarding the bus for an apple picking field trip, Miss Rachel reviews the rules for riding the bus
   4. On the way to the library, Miss Emelia reminds the children (as a group) to stop at the crosswalk then asks the lead child to check both ways for oncoming traffic before crossing the street
   5. During a class meeting, Mr. Ben and the preschool children create a list of safe ways to use the playground equipment as well as discussing why certain types of play might be more likely to cause injuries. Together they decide that not walking too close to the swings is an important rule. Thomas suggests that they create a line in front of the swings using a jump rope so that everyone knows not to come too close
   6. Paul makes sure that Sarah has moved away from the base of the slide before his turn
Prepared Graduates
7. Apply knowledge and skills that promote healthy, violence-free relationships

Preschool Learning and Development Expectation:
2. Identify the importance of respecting the personal space and boundaries of self and others

Indicators of Progress:
By the end of the preschool experience (approximately 80 months/5 years old) students may

- a. Identify "appropriate" and "inappropriate" touches
- b. Identify characteristics of a trusted adult
- c. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others
- d. Explain that each person has the right to tell others not to touch his or her body

Examples of High Quality Teaching and Learning Experiences:

- **Colorado Essential Skills and Real-World Application:**
  1. Different situations and settings have varied rules about personal space.
  2. Boundaries are applied to nations, cities, and people

- **Colorado Essential Skills and Meaning Making:**
  1. Every individual has the right to personal space and boundaries.

- **Inquiry Questions:**
  1. What is respect?
  2. Why is it important to respect myself?
  3. What would it be like if nobody respected anybody else?
  4. What is privacy?

- **Health Skills:**
  1. Accessing Information
  2. Interpersonal Communication:
Comprehensive Health

Grade Level: Kindergarten
Standard: 2. Physical and Personal Wellness

Instructions
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1. Prepared Graduates
   1. Apply knowledge and skills to engage in lifelong healthy eating

2. Grade Level Expectation: Kindergarten
   1. Identify the major food groups and the benefits of eating a variety of foods

3. Evidence Outcomes
   Students Can:
   a. Recognize major food groups
   b. Identify foods and beverages that are healthy choices
   c. Explain how food is fuel and that different activities need different fuel
   d. Explain the health benefits of choosing healthy foods and beverages

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Some automobiles run on gasolines as fuel, humans rely on food as fuel.
   b. Inquiry Questions:
      1. How do healthy foods help your body?
      2. How does food fuel our bodies?
      3. What would happen to your body if you only ate cookies and candy?
   c. Health Skills:
      1. Decision Making
Prepared Graduates

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

Grade Level Expectation: Kindergarten

2. Explain how personal hygiene and cleanliness affect wellness

Evidence Outcomes

Students Can:

a. Describe how proper hand washing is important to being healthy
b. Explain why bathing and hygiene are important for good health
c. Explain positive outcomes from brushing and flossing teeth daily
d. Demonstrate steps for proper hand washing, brushing, and flossing of teeth
e. Explain why sleep and rest are important for proper growth and good health

Academic Context and Connections

Colorado Essential Skills:

1. Lack of sleep affects concentration and mood.
2. Good hygiene promotes good health and reduces the spread of germs.

Inquiry Questions:

1. What does it mean to have good hygiene?
2. How would your teeth look and feel if you did not brush them?
3. What if nobody ever washed their hands?
4. How does sleep affect the way you feel?

Health Skills:

1. Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: Kindergarten
Standard: 3. Social and Emotional Wellness

Instructions
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1. Prepared Graduates
   4. Utilize knowledge and skills to enhance mental, emotional, and social well-being

2. Grade Level Expectation: Kindergarten
   1. Recognize the relationship between emotions and actions

3. Evidence Outcomes
   Students Can:
   a. Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.
   b. Identify a variety of emotions.
   c. Recognize that feelings influence actions.
   d. Identify and demonstrate appropriate ways to express emotions and cope with strong feelings

4. Academic Context and Connections
   a. Colorado Essential Skills and Real-World Application:
      1. Feelings affect behavior at home and at school.
      2. The understanding of how emotions influence behavior and physical feelings is important to emotional and mental health.
   b. Inquiry Questions:
      1. How does the way I feel change how I act?
      2. How do my actions affect others?
   c. Health Skills:
      1. Interpersonal Communication
      2. Self-Management/Personal Responsibility
**Prepared Graduates**

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

**Grade Level Expectation: Kindergarten**

2. Demonstrate how to effectively communicate and cooperate with others.

**Evidence Outcomes**

**Students Can:**

a. Demonstrate effective listening skills.

b. Demonstrate effective verbal and nonverbal communication skills.

c. Demonstrate sharing with peers.

**Academic Context and Connections**

**Colorado Essential Skills and Real-World Application:**

1. In order to positively collaborate with others, people must be able to listen and communicate effectively.

**Health Skills:**

1. Interpersonal Communication
Comprehensive Health

Grade Level: Kindergarten

Select Grade Level & Standard

- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
- 2. Physical and Personal Wellness
- 3. Social and Emotional Wellness
- 4. Prevention and Risk Management

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
7. Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Kindergarten
1. Explain the importance of respecting the personal space and boundaries of self and others

Evidence Outcomes

Students Can:
- Identify "appropriate" and "inappropriate"
- Identify characteristics of a trusted adult
- Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others
- Explain the importance of personal space in the classroom and around others
- Boundaries are applied to nations, cities and people

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Different situations and settings have varied rules about personal space.
2. Every individual has the right to personal space and boundaries.
3. Boundaries are applied to nations, cities and people.

Inquiry Questions:
1. What is personal space?
2. Why might one person’s personal space be different than another person’s?
3. What would it be like if nobody respected anybody else?
4. What is privacy?
5. Can verbal comments intrude on your personal space?

Health Skills:
1. Accessing information
2. Interpersonal Communication
Prepared Graduates

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

Grade Level Expectation: Kindergarten

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

Evidence Outcomes

Students Can:

a. Explain safe behavior when getting on and off and while riding on school
b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle
c. Recognize and describe the meaning of traffic signs
d. Describe how rules at school can help to prevent injuries
e. Demonstrate safe pedestrian behaviors

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Crosswalk and traffic signs change based on new research about how children see and react to symbols.
2. Vehicles and streets are places with hazards and require careful attention.
3. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

Inquiry Questions:

1. What are some things that can happen if everyone runs around and pushes each other?
2. What would it be like if there weren’t any rules for cars or pedestrians?

Health Skills:

1. Self-Management/Personal Responsibility
8. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

3. Demonstrate effective communication skills in unsafe situations

**Evidence Outcomes**

- a. Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation
- b. Describe how to call 911 or other emergency numbers for help
- c. Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon
- d. Identify unsafe or risky situations around the home, school, and community

**Colorado Essential Skills and Real-World Application:**

1. Effective communication, both verbal and nonverbal, is crucial in an emergency situation.
2. Other forms of technology can be used to communicate in an emergency situation.
3. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

**Inquiry Questions:**

1. What would happen if you were lost and you didn’t know how to ask for help?
2. What would you do if you found a gun?
3. In addition to a phone, how else could you get help when you are at home? In a car?
4. Without using words, what are ways you could let someone know you need help?

**Health Skills:**

1. Interpersonal Communication:
2. Self-Management/Personal Responsibility
3. Accessing Information
Comprehensive Health

Grade Level: First Grade
Standard: 2. Physical and Personal Wellness

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
- 2. Physical and Personal Wellness
- 3. Social and Emotional Wellness
- 4. Prevention and Risk Management

Instructions

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Evidence Outcomes

Students Can:
- Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.
- Identify a variety of emotions.
- Recognize that feelings influence actions.
- Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

Academic Context and Connections

Colorado Essential Skills:
- Feelings affect behavior at home and at school.
- The understanding of how emotions influence behavior and physical feelings is important to emotional and mental health.
- Scientists have developed products designed to limit sun exposure.
- Researchers study how germs spread locally and around the world.

Inquiry Questions:
- How does the way I feel change how I act?
- How do my actions affect others?
- How does a person get a cold?
- Why do surgeons scrub their hands and put on gloves prior to surgery?
- Why do we clean our wounds before putting band-aids on?

Health Skills:
- Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: First Grade
Standard: 3. Social and Emotional Wellness

Select Grade Level & Standard

- Preschool
- Kindergarten
- First Grade
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Standard:

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Instructions

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1. Prepared Graduates
   - Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: First Grade

1. Demonstrate how to express emotions in healthy ways

Evidence Outcomes

- Students Can:
  a. Explain possible causes for a variety of emotions:
  b. Identify appropriate ways to express emotions and cope with strong feelings:
  c. Demonstrate effective listening skills and verbal nonverbal communication skills:
  d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry:
  e. Demonstrate strategies to resolve conflicts, such as sharing, collaboration and appropriately advocating for personal needs:

Academic Context and Connections

- Colorado Essential Skills and Real-World Application:
  1. People express their emotions in a variety of ways:
  2. Playing games are one way to learn how to express emotions:
  3. Expressing emotions in appropriate ways is a lifelong skill for school, work and family:

- Inquiry Questions:
  1. How does a person control their feelings?
  2. Why is it important to be a good listener?
  3. How can I show someone I am listening to them?
  4. Why is it hard to stop arguing with someone else when you disagree?

- Health Skills:
  1. Interpersonal Communication
**Prepared Graduates**

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

**Grade Level Expectation: First Grade**

2. Identify parents, guardians, and other trusted adults as resources for information about health

**Evidence Outcomes**

**Students Can:**

a. Identify trusted adults at home and at school
b. Identify trusted adults who promote health such as health care providers
c. Demonstrate the ability to talk about feelings with parents and other trusted adults
d. Demonstrate the ability to ask for help from trusted adults

**Academic Context and Connections**

**Colorado Essential Skills and Real-World Application:**

1. School, health care sites, and community, and spiritual centers are places where help might be found.
2. Asking for help and health information is a lifelong skill.

**Inquiry Questions:**

1. Who are your trusted adults?
2. Why should you ask an adult for help?

**Health Skills:**

1. Accessing Information
2. Interpersonal Communication
Comprehensive Health

Grade Level: First Grade

Instructions
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Prepared Graduates

Grade Level Expectation: First Grade
1. Demonstrate strategies to avoid hazards in the home and community

Evidence Outcomes

Students Can:

a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community
b. Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles).
c. Explain why using medicines without adult permission can be harmful
d. Describe how to safely ride a bike, skateboard, and scooter as well as use inline skates
e. Demonstrate strategies to avoid fires and burns (Stop, drop, and roll)
f. Demonstrate how to call 911 or other emergency numbers for help in dangerous situations.
g. Identify safety rules and strategies to avoid hazards in the home and community, such as, fire, severe weather, power lines, and pool use.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Everyone has a responsibility to practice strategies to prevent fires from starting and to prevent fire from spreading.
2. Emergency responders practice how to quickly help anyone who ingests and or inhales something not safe.
3. Children in other countries or communities might need to be aware of different types of hazards.
4. Use concepts and skills to identify potential hazards and respond appropriately.

Inquiry Questions:
1. Why is it important to know the difference between what we can and cannot ingest?
2. Why is it important to follow traffic signs and pedestrian safety rules when riding a bike, skateboard, scooter, or inline skates?
3. What could happen if you were camping, there was a campfire, and everyone decided to leave and go for a hike without putting the fire out first?
4. Why is it important to wear safety equipment?
5. How do you know when an emergency is occurring?

Health Skills:
1. Self-Management/Personal Responsibility
2. Interpersonal Communication
**Prepared Graduates**

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

**Grade Level Expectation: First Grade**

2. Explain why bullying is harmful and how to respond appropriately

**Evidence Outcomes**

Students Can:

a. Understand why it is wrong to tease others

b. Identify why making fun of others is harmful to self and others

c. Explain what to do if you or someone else is being bullied

d. Describe the difference between bullying and having a strong disagreement between people.

e. Describe the difference between telling and tattling.

f. Advocacy for self & others

**Academic Context and Connections**

- **Colorado Essential Skills and Real-World Application:**
  1. There are certain times and situations where adults need to be told about other’s behaviors.

- **Inquiry Questions:**
  1. If it’s just “making fun” then how can it be harmful?
  2. How do you feel when someone disagrees with you?
  3. What do you do when someone disagrees with you?
  4. What are some good reasons to tell the teacher what another student is doing?

- **Health Skills:**
  1. Interpersonal Communication
  2. Advocacy for self & others
Comprehensive Health

Grade Level: Second Grade
Standard: 2. Physical and Personal Wellness

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Second Grade
1. Identify eating and drinking behaviors that contribute to maintaining good health

Evidence Outcomes
Students Can:
- Explain the importance of choosing healthy foods and beverages
- Identify the benefits of drinking plenty of water
- Describe the benefits of eating breakfast every day
- Identify a variety of healthy snacks
- Understand that the body exhibits signals that tell people when they are hungry and when they are full
- Identify the recommended serving size and sugar content found on a nutritional label

Academic Context and Connections
Colorado Essential Skills:
1. Water is essential for optimal body functioning.
2. A healthy diet, which includes eating breakfast, helps provide the energy you need to move, think clearly, and solve problems throughout the day.
3. A healthy, balanced diet includes eating appropriate portion sizes from multiple food groups throughout the day.

Inquiry Questions:
1. Why do many people claim that breakfast is the most important meal of the day?
2. Why is it important to pay attention to your body when it feels hungry or full?
3. What are the benefits to your body of drinking water?
4. Where would you find nutritional information when a label is not available?
5. Why is it important to know the recommended serving size of foods and beverages?

Health Skills:
1. Decision Making
2. Accessing Information
**Prepared Graduates**
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Grade Level Expectation: Second Grade**
2. Recognize basic childhood chronic diseases

**Evidence Outcomes**

**Students Can:**

a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy

b. Communicate concern to a trusted adult when a person is having an allergic reaction or difficulty breathing

**Academic Context and Connections**

**Colorado Essential Skills:**
1. Food allergies are common and it is important to understand how to decrease exposure to allergens.

2. If someone is having difficulty breathing or is not responding, it is important to know how to seek help.

**Inquiry Questions:**
1. How can you tell if someone is having an allergic reaction?

2. What actions might you take if you saw a person who was having trouble breathing?

**Health Skills:**
1. Interpersonal Communication:

2. Advocacy for Self & Others:
Comprehensive Health

Grade Level: Second Grade

Standard: 3. Social and Emotional Wellness

Instructions

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1. Prepared Graduates

2. Grade Level Expectation: Second Grade

1. Utilize knowledge and skills to develop a positive self-concept.

3. Evidence Outcomes

Students Can:

a. Identify the characteristics of someone who has personal qualities that are important to you
b. Identify the personal traits that best represent who you are and why they are important
c. Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others
d. Express intentions to treat self with care and respect

4. Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identifying positive qualities and traits of a person can help someone have a better understanding of their own self-concept
2. It is important to be aware of how to express emotions appropriately, and treat yourself and others with respect

Inquiry Questions:

1. What does self-respect look like?
2. What if no one respected your space, property, or feelings?
3. What would you do to treat yourself with care and respect?
4. Would eating ice cream demonstrate care and respect for yourself?

Health Skills:

1. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Second Grade

2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.

Evidence Outcomes

Students Can:

a. Summarize the importance of respecting the personal space and boundaries of others
b. Discuss the importance of thinking about the effects of one’s actions on other people
c. Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others
d. Describe the benefits of a friendship
e. Describe how to make and maintain friendships

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. One way people can show respect to others is to respect their personal space and boundaries
2. Important qualities of healthy relationships, like cooperation and respecting others, can help people develop and maintain friendships/Skill Development

Inquiry Questions:

1. Do my actions always affect others?
2. Do I have to be friends with everyone?
3. Are all friendships the same?
4. How do we know how other people are feeling?

Health Skills:

1. Interpersonal Communication:
2. Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: Second Grade


Instructions
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1. Prepared Graduates
   6. Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, marijuana, and other drugs

2. Grade Level Expectation: Second Grade
   1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke

3. Evidence Outcomes
   Students Can:
   a. Describe the dangers of using tobacco or non-prescribed marijuana
   b. Identify the dangers of marijuana or tobacco products (including edible forms).
   c. State reasons why and identify strategies to avoid second hand smoke from tobacco and marijuana
   d. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer

4. Academic Context and Connections
   a. Colorado Essential Skills and Real-World Application:
      1. Researchers explore the impact of tobacco and marijuana on the body's ability to function normally.
      2. Second-hand smoke impacts air quality.
      3. Effective communication skills enhance a person's ability to express wants and defend their beliefs.
   b. Inquiry Questions:
      1. Why do people choose to smoke when they know it is bad for them?
      2. Why is it important to be able to refuse something that you do not want?
      3. What might happen if I saw a friend pick up a cigarette and I didn't say anything... I just walked away?
      4. What can you do if someone is smoking and it is bothering you?
      5. How do you know the difference between food that is safe to eat and an edible tobacco or marijuana product?
   c. Health Skills:
      1. Interpersonal Communication
      2. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Second Grade

2. Identify safe and proper use of household products

Evidence Outcomes

Students Can:

a. Access information to (e.g. using trusted adults, warning symbols on labels, etc.)

b. Explain that taking medications incorrectly can be harmful, including vitamins

c. Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Pharmacists work to explain and protect individuals from unsafe substances or mistaken consumption of medication.

2. New technologies are being developed to prevent unintentional poisoning.

3. Medicines must be used correctly in order to be safe and have maximum benefit.

Inquiry Questions:

1. What could happen if there were not any labels on medicines, foods, vitamins, or other household products?

2. What are the warning symbols that indicate that a product or substance may be harmful? (e.g. poison, flammable, marijuana)

3. What is safe or unsafe to eat?

4. How can you identify the intended purpose of the household product?

Health Skills:

1. Accessing Information
Prepared Graduates

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

Grade Level Expectation: Second Grade

3. Demonstrate how to respond appropriately to various types of bullying.

Evidence Outcomes

Students Can:

a. Identify examples of physical bullying
b. Identify examples of physical bullying
c. Identify examples of social bullying (e.g. rumors, gossiping, excluding others, etc.)
d. Describe the difference between verbal and nonverbal bullying (e.g. dirty looks, sticking out the tongue, etc.); identify why making fun of others is harmful to self and others
e. Explain how to advocate for yourself or someone else who is being bullied
f. A number of professionals can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. A number of professionals can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults.

2. Tolerance, appreciation, and understanding of diversity are important skills to learn and practice.

Inquiry Questions:

1. Why are people mean and cruel to other people?
2. How do people respond to others who are mean and cruel?
3. Is being mean to a friend different than being mean to someone else?

Health Skills:

1. Interpersonal Communication:
2. Advocacy for Self & Others:
Prepared Graduates

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

Grade Level Expectation: Second Grade

4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation.

Evidence Outcomes

Students Can:

a. Demonstrate how to make a decision to call 911 or other emergency numbers for help.

b. Demonstrate effective refusal skills to avoid unsafe situations.

c. Describe the use of safety equipment for specific activities and sports such as biking.

d. Identify ways to reduce or prevent the risk of injuries around water.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Ambulance personnel are skilled at considering situations from a variety of aspects.

2. Young people often get trained to perform CPR or other forms of resuscitation.

3. Young people often get trained to perform CPR or other forms of resuscitation.

4. Injury prevention requires preparation and communication.

5. Coast Guard and lifeguards are equipped to prevent and provide help in a water safety situation.

6. A 911 operator is trained to send help in an emergency and provide help over the phone.

7. Safety equipment, such as helmets, knee pads, and life jackets, exist to help prevent unintentional injuries.

Inquiry Questions:

1. How do I know when to call 911?

2. What do individuals do when they need to communicate and they cannot speak?

3. What are the decisions made by emergency workers?

4. What happens if a player does not wear a helmet or knee pads?

5. Why is it important to be careful around water?

6. Why do lifeguards say "walk don't run" at swimming pools?

Health Skills:

1. Interpersonal Communication

2. Self-Management/Personal Responsibility

3. Decision Making
Comprehensive Health

Grade Level: Third Grade

Standard: 2. Physical and Personal Wellness

Instructions

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1. Prepared Graduates
   1. Apply knowledge and skills to engage in lifelong healthy eating

2. Grade Level Expectation: Third Grade
   1. Demonstrate the ability to make and communicate appropriate food choices

Evidence Outcomes

Students Can:

a. Describe a variety of nutritious breakfast foods
b. Plan a meal based on the food groups
c. Explain the concepts of eating in moderation
d. Demonstrate refusal skills in dealing with unhealthy eating situations
e. Identify how family, peers, and media influence healthy eating

Academic Context and Connections

Colorado Essential Skills:

1. Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating.
2. Messages about healthy eating are abundant and require accurate information to discern them.

Inquiry Questions:

1. What is a healthy portion size? Can an appropriate portion size vary for individuals?
2. What kinds of foods would be best for you to eat for breakfast? Why?
3. How can students eat a balanced diet if food choices are limited at school and home?
4. How can you keep a friend if you disagree about food choices?
5. How can the things that you see on television or in magazines influence your feelings and choices about food?

Health Skills:

1. Interpersonal Communication
2. Analyzing Influences

Change content area
Comprehensive Health

Grade Level: Third Grade
Standard: 3. Social and Emotional Wellness

Select Grade Level & Standard

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Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Change content area

Instructions
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1. Prepared Graduates

2. Grade Level Expectation: Third Grade
   1. Utilize knowledge and skills to treat self and others with care and respect

3. Evidence Outcomes
   Students Can:
   a. Identify the characteristics of someone who has self-respect and positive self-esteem
   b. Acknowledge the value of personal and others' talents and strengths
   c. Summarize the importance of respecting the personal space and boundaries of others
   d. Discuss the importance of treating others the way you would like to be treated
   e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.

4. Academic Context and Connections
   a. Colorado Essential Skills and Real-World Application:
      1. Being a contributor to the neighborhood is an actionable way to show care
      2. Individual actions can impact a school and community
      3. Care and respect has benefits for both the person giving it and the ones receiving it
   b. Inquiry Questions:
      1. What does self esteem look like?
      2. What if everyone had the same talents and strengths?
      3. Do we communicate with all of our friends the same way?
   c. Health Skills:
      1. Self Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Third Grade

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others

Evidence Outcomes

Students Can:

a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way
b. Describe positive ways to show care, consideration, and concern for others
c. Identify how to show respect for individual differences
d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively
e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Feelings can be expressed in verbal and nonverbal ways
2. Online groups can provide support and care for others
3. Positive communication that enhances mental and emotional well being is a lifelong skill

Inquiry Questions:

1. How can a shy person show how they are feeling?
2. Should I tell someone if they make me feel bad? How would you do that?
3. Do you ever feel embarrassed by your feelings?
4. What if we were all the same?

Health Skills:

1. Interpersonal Communication
Comprehensive Health

Grade Level: Third Grade

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
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- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

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

Grade Level Expectation: Third Grade
1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke

Evidence Outcomes
Students Can:
a. Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke
b. Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure
c. Understand that tobacco and other drugs can be addictive, but can be treated
d. Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use
e. Demonstrate the ability to assertively refuse an unwanted item

Academic Context and Connections
Colorado Essential Skills and Real-World Application:
1. From a historical perspective, tobacco was used for medicinal purposes, and marijuana can be used that way today
2. Medical technology has identified the dangers of tobacco use
3. Research has clearly established that tobacco has a variety of harmful effects on the body

Inquiry Questions:
1. How does tobacco affect the body?
2. What are some of the things that could happen if I just "tried" to smoke a cigarette, or chew tobacco?
3. Why are drug products that look like food products especially dangerous?

Health Skills:
1. Decision Making
2. Interpersonal Communication: Refusal
Prepared Graduates
7. Apply knowledge and skills that promote healthy, violence-free relationships.

Grade Level Expectation: Third Grade
2. Describe pro-social behaviors and skills that enhance healthy interactions with others.

Evidence Outcomes

Students Can:

a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and being kind.

b. Set a goal and a plan to be helpful and supportive to another person at school or at home.

c. Describe how responding to anger can be positive and/or negative.

d. Demonstrate strategies for self control that can manage anger and other strong feelings in positive ways.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. How can you tell if someone is angry?
2. Helping others in school and the community is a pro-social behavior.
3. Self-control can be used to manage anger.
4. Anger management is a lifelong skill.
5. Tolerance, appreciation, and understanding of diversity are important to learn and practice.

Inquiry Questions:
1. How would it feel if you were teased for having a certain eye color?
2. How do you feel when you are helpful to others?
3. Why do people get angry?
4. Is anger a bad thing?
5. Is it okay to not be friends with everyone?

Health Skills:
1. Goal Setting
2. Self Management/Personal Responsibility
**Prepared Graduates**

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

**Grade Level Expectation: Third Grade**

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

**Evidence Outcomes**

- Define how injuries can occur at home, in school, and in the community.
- Create a safety plan that includes bike safety, pedestrian safety and emergency situations, and explain how it will be used at home, in school, and in the community.

**Academic Context and Connections**

**Colorado Essential Skills and Real-World Application:**

1. Safety is the responsibility of all members of a community.
2. Safety plans save lives and prevent injury.

**Inquiry Questions:**

1. Is it important to pre-plan for safety?
2. How do pedestrians stay safe from motor vehicles and bicycles?
3. What would be important to put in a safety plan?

**Health Skills:**

1. Self-Management/Personal Responsibility
Comprehensive Health
Grade Level: Fourth Grade
Standard: 2. Physical and Personal Wellness

Select Grade Level & Standard
- Preschool
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- Second Grade
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- Fourth Grade
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- High School

Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Instructions
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1. Prepared Graduates
   1. Apply knowledge and skills to engage in lifelong healthy eating

2. Grade Level Expectation: Fourth Grade
   1. Demonstrate the ability to set a goal in order to enhance personal nutrition

3. Evidence Outcomes
   Students Can:
   a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories
   b. Explain the importance of eating a variety of foods from all the food groups
   c. Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle.

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Healthy foods provide nutrients that in turn provide you energy for daily activities
      2. Nutrients are necessary for good health and proper growth and development.
      3. Different foods provide different nutrients. To get all the nutrients you need, it is necessary to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups.
   b. Inquiry Questions:
      1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?
      2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?
      3. Do all foods help your body in the same ways? Why or why not?
      4. How does your lifestyle impact whether a portion size is appropriate?
   c. Health Skills:
      1. Goal-Setting
Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fourth Grade
2. Describe the connection between food intake and physical health

Evidence Outcomes

Students Can:

a. Explain that both eating habits and level of physical activity affect a person’s overall well-being and ability to learn
b. Summarize body signals that tell people when they are hungry and when they are full

Academic Context and Connections

Colorado Essential Skills:
1. Daily physical activity can make a person feel more awake, better able to concentrate, and full of energy.
2. Healthy food choices and exercise can positively affect brain function, physical and emotional health
3. Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating

Inquiry Questions:
1. Why do most people feel better after they eat?
2. Why do some people eat even if they are not hungry?
3. What is the benefit of increased physical activity for your overall health?

Health Skills:
1. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

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

Evidence Outcomes

Students Can:

a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact
b. Define wellness

Academic Context and Connections

Colorado Essential Skills:

1. Personal behaviors that address the physical, social and emotional dimensions have a long term effect on wellness.
2. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.

Inquiry Questions:

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

Health Skills:

1. Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: Fourth Grade

Standard: 3. Social and Emotional Wellness

Instructions
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1. Prepared Graduates
   4. Utilize knowledge and skills to enhance mental, emotional, and social well-being

2. Grade Level Expectation: Fourth Grade
   1. Identify positive behaviors that support healthy relationships

3. Evidence Outcomes
   Students Can:
   a. Discuss factors that support healthy relationships with friends and family
   b. Discuss how culture and tradition influence personal and family structures
   c. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits
   d. Identify the positive ways that peers and family members show support, care, and appreciation for one another
   e. Identify problem-solving strategies to support healthy relationships
   f. Describe the importance of having and identifying a trusted adult as a support

4. Academic Context and Connections
   a. Colorado Essential Skills and Real-World Application:
      1. Families interact differently in various parts of the world
      2. Family members, peers, school personnel, and community members can support school success and responsible behavior.
      3. Sensitivity to differences and appreciation for diversity are characteristics of good mental and emotional health
   b. Inquiry Questions:
      1. Why are relationships with family and friends so important?
      2. What is friendship?
      3. How do your family’s customs differ from those of your neighbor? Why is it important to learn about other traditions and values?
      4. What conflicts could arise between friends and what strategies could you use to solve those problems?
   c. Health Skills:
      1. Analyzing Influences
Grade Level Expectation: Fourth Grade

2. Comprehend concepts related to stress and stress management

Evidence Outcomes

Students Can:

a. Identify personal stressors at home, with friends, in school, in the community, and in the environment
b. List physical and emotional reactions to stressful situations
c. Identify positive and negative ways of dealing with stress
d. Identify when you should seek help from a trusted adult in dealing with stress.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Adolescence is a particularly volatile and emotional state, prone to stress responses of the body and brain

Inquiry Questions:

1. What would school be like if there was no stress?
2. Can stress be positive?
3. Does being stressed out affect the way you think?
4. Stress management techniques relieve and re-direct stress.
5. Stress management is key for positive mental health

Health Skills:

1. Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: Fourth Grade

Select Grade Level & Standard

- Preschool
- Kindergarten
- First Grade
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Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

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

Grade Level Expectation: Fourth Grade
1. Identify positive and negative uses for medicines

Evidence Outcomes
Students Can:

a. Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems
b. Demonstrate the ability to read, understand, and follow labels such as those on common household medicines
c. Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins
d. Describe the steps to take if over-the-counter or prescription drugs are used incorrectly

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Other cultures treat common medical problems in different ways.
2. Doctors, nurses and pharmacists provide guidance on proper use of medications.
3. Medicines must be used correctly in order to be safe and have a maximum benefit.

Inquiry Questions:
1. What could happen if I misread a medicine label?
2. Is caffeine a harmful drug?
3. If vitamins are good for me, why would I need to be careful when taking them?
4. If someone in my family is sick and then I get sick with the exact same thing, can I take the same medication?

Health Skills:
1. Accessing Information
2. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

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

Evidence Outcomes

Students Can:

a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use alcohol, tobacco, marijuana and other drugs.

b. Describe strategies on how to avoid the use of alcohol and other drugs.

c. Examine the factors that influence a person's decision to use or not to use alcohol, tobacco, and non-prescribed marijuana.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Successful interpersonal communication is knowing how, when, and why to convey your personal health needs and wants.

2. Culture, media, and social pressures influence health behaviors.

Inquiry Questions:

1. Why is it important to know when to say "no," even when it's not popular?

2. Why is it important to know when to say "no," even when it's not popular?

3. Who or what impacts my ability to choose not to use drugs?

4. Why is it important for me to take personal responsibility for not using drugs?

Health Skills:

1. Interpersonal Communication:

2. Analyzing Influences
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

3. Demonstrate skills necessary to prevent a conflict from escalating to violence

Evidence Outcomes

Students Can:

a. Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation
b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills
c. Explain the positive alternatives to using violence
d. Explain the potential dangers of having weapons at home, in school, and in the community

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Physical and emotional consequences of violence have a significant impact on society.
2. Conflict resolution is a lifelong skill.
3. Effective communication and personal skills can develop, maintain, and enhance healthy behaviors.

Inquiry Questions:

1. What is conflict resolution?
2. What if there was no violence in the world?
3. How can you promote peaceful problem solving?
4. How can the use of guns and other weapons be positive?
5. Do you always have to compromise to help solve a conflict?
6. Can social media create conflicts between people?

Health Skills:

1. Interpersonal Communication: Conflict Resolution
Comprehensive Health

Grade Level: Fifth Grade
Standard: 2. Physical and Personal Wellness

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fifth Grade
1. Demonstrate the ability to make good decisions about healthy eating behaviors

Evidence Outcomes
Students Can:

a. Access valid information pertaining to fat, salt and sugar content in order to maintain good health and improve food choices.

b. Analyze the food and beverage choices of self or others to inform healthy behaviors.

c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks.

d. Demonstrate how to politely advocate for foods that are more nutritious

Academic Context and Connections

Colorado Essential Skills:
1. Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods.

2. As the body matures, the amount of food and key nutrients change to support healthy systems and growth.

3. Healthy eating is a personal responsibility and is challenged by the choices available to us.

Inquiry Questions:
1. How will you take control of your own healthy eating behaviors?

2. If broccoli were deep-fried, would it still be nutritious?

3. Is sugar bad? Why or why not?

4. Why do people tend to eat too much sugar, fat, and salt

Health Skills:
1. Accessing Information

2. Decision Making

3. Advocacy
Prepared Graduates

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

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

Students Can:

a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems
b. Describe the purpose of the menstrual cycle and its relationship to fertilization
c. Explain that after fertilization, cells divide to create an embryo then fetus that grows and develops inside the uterus during pregnancy

Academic Context and Connections

Colorado Essential Skills:

1. In nature, different animals have different gestation cycles.
2. There are many influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment.

Inquiry Questions:

1. What is optimal growth and development?
2. How do twins occur?

Health Skills:

1. Accessing Information
3. Prepared Graduates

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

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

3. Grade Level Expectation: Fifth Grade

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

3. Evidence Outcomes

**Students Can:**

a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal.

b. Identify personal hygiene practices and health and safety issues related to puberty.

c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices.

d. Discuss how changes during puberty affect thoughts, emotions, growth patterns, and behaviors.

3. Academic Context and Connections

**Colorado Essential Skills:**

1. Heredity influences growth and development.

2. The onset age of puberty has changed over time due to factors that include changes in nutrition, access to medical care, and exposure to chemicals in the environment.

3. Tolerance, appreciation, and understanding of individual differences are critical during times of change.

4. There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment.

**Inquiry Questions:**

1. Why are some aspects of puberty "embarrassing"?

2. What is "normal"?

3. During puberty, what causes body hair to grow and a male's voice to change? What causes acne?

**Health Skills:**

1. Analyzing Influences

2. Accessing Information
**Prepared Graduates**

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

**Grade Level Expectation: Fifth Grade**

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

**Evidence Outcomes**

- Students Can:
  a. Access valid and reliable sources of information including trusted adults to answer questions about personal health
  b. Demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible.

2. Web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation.

3. Interpersonal communication about health conditions and concerns is critical for prevention of disease and maintaining good health

4. Individuals need support when making decisions about when and with whom to discuss healthcare questions or concerns.

**Inquiry Questions:**

1. What could happen if I did not tell someone about my health condition?

2. Why is it important to ask for what I need?

**Health Skills:**

1. Accessing information

2. Interpersonal Communication
# Prepared Graduates

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

# Grade Level Expectation: Fifth Grade

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

## Evidence Outcomes

**Students Can:**

a. Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy

b. Describe how the body fights germs and diseases naturally, with medicines, and through immunization

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

d. Describe the effects of HIV infection on the body

e. Explain how HIV is and is not contracted

f. 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

g. How can you prevent insect bites?

## Academic Context and Connections

**Colorado Essential Skills:**

1. Technological advances assist with disease tracking and prevention.

2. Many strategies exist to prevent transfer of germs and disease transmission and to control the severity of illnesses.

**Inquiry Questions:**

1. Why did people die at a younger age in the early 1900s?

2. How can you avoid contact with germs? How can you help your body fight germs? How can you be sure not to spread germs?

**Health Skills:**

1. Accessing Information

2. Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: Fifth Grade
Standard: 3. Social and Emotional Wellness

Instructions
To leave feedback, click on the comment icon (🔗) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox (✓) so you can keep track of your progress.

Prepared Graduates
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: Fifth Grade
1. Analyze internal and external factors that influence mental and emotional health

Evidence Outcomes

Students Can:
- a. Describe how feelings and emotions are portrayed in the media
- b. Identify how media and society can influence mental and emotional health
- c. Explain how families and peers can influence mental and emotional health
- d. Identify ways to counteract negative influences that impact mental and emotional health
- e. Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Family, peers, and the media can influence a person's mental and emotional health
2. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others and better cope with stress and traumatic experiences.
3. Mental and emotional health can be affected by many influences so it is important to be able to recognize both positive and negative influences on our feelings and behavior.

Inquiry Questions:
1. How can you control what you are feeling?
2. In what ways can others affect how you feel?
3. How does the media show us both appropriate and inappropriate models for feelings and emotions?
4. What is mental health?

Health Skills:
1. Analyzing Influences
Comprehensive Health

Grade Level: Fifth Grade

Instructions

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checklist so you can keep track of your progress.

Prepared Graduates

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

Grade Level Expectation: Fifth Grade

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

Evidence Outcomes

Students Can:

a. Identify sources of accurate information about the effects of alcohol, tobacco, and marijuana
b. Analyze the dangers of use or experimentation with alcohol, tobacco, marijuana and other drugs
c. Demonstrate a decision making process to make good decisions about the use of alcohol, tobacco and marijuana.
d. Describe the proper use of over-the-counter and prescription drugs

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Technology has influenced credibility and availability of information
2. Tobacco use is the number one behavior associated with early mortality
3. There are varying cultural and religious beliefs surrounding alcohol and tobacco use
4. Making good health decisions requires the ability to evaluate reliable resources
5. Research has clearly established that the use of alcohol, tobacco, and other drugs has a variety of harmful effects on the human body

Inquiry Questions:

1. What would advertising look like if the media wasn’t allowed to omit relevant, but revealing negative information about their product?
2. Are over-the-counter drugs safer than prescription drugs?
3. How would tobacco use or exposure affect your ability to exercise or play sports?
4. Why might someone else who uses marijuana want others to do so as well?
5. If adults can legally drink alcohol, how can it be harmful?
6. Can your body system continue to operate with a malfunctioning part (i.e. liver)?
7. How do new technologies influence drug use?

Health Skills:

1. Accessing Information
2. Decision Making
5. Making good health decisions requires the ability to evaluate reliable resources.

Inquiry Questions:
1. Why do people become violent?
2. Why is it important to report incidents of bullying and other unsafe situations?
3. What types of communication can help you avoid conflict?
4. How can we demonstrate appreciation and value for differences?
5. How do I know who to tell about an unsafe situation?
6. What are stereotypes? Why do people stereotype others?
7. Can making assumptions about people influence behavior?

Health Skills:
1. Interpersonal Communication: Conflict Resolution/Negotiation Skills
2. Analyze Influences
3. Self-Management/Personal Responsibility
8. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

3. Demonstrate basic first aid and safety procedures

Students Can:

a. Identify ways to reduce the risk of injuries from animal bites and insect stings

b. Explain what to do such as calling 911 or a poison control center if someone is injured or is poisoned by products such as household cleaners

c. Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking

d. Develop and apply a decision-making process for avoiding situations that could lead to injury

e. How do you decide what is dangerous to ingest?

Colorado Essential Skills and Real-World Application:

1. Community resources are available for basic first aid training.

2. Basic first aid training facilitates a quick response in emergency situations.

3. 911 and poison control dispatchers can provide information to help in emergency situations.

4. Knowing what to do in an emergency situation including providing basic first aid and/or seeking help is a lifelong skill.

Inquiry Questions:

1. Which animals and insects can be dangerous?

2. What steps should you take to save someone from choking?

Health Skills:

1. Self-Management/Personal Responsibility

2. Decision-Making
Comprehensive Health

Grade Level: Sixth Grade
Standard: 2. Physical and Personal Wellness

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
- 2. Physical and Personal Wellness
- 3. Social and Emotional Wellness
- 4. Prevention and Risk Management

Instruction
To leave feedback, click on the comment icon (️) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (✔️) so you can keep track of your progress.

Evidence Outcomes
Students Can:

- a. Define valid and reliable as a means to access information that enhances healthy eating behaviors.
- b. Evaluate the nutrition information on food labels to compare products.
- c. Identify reliable and unreliable resources and information regarding healthy eating.
- d. Does posting nutritional information on products and in restaurants change behavior?

Academic Context and Connections

Colorado Essential Skills:

1. If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
2. If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
3. It's important to consider all resources when determining lifelong healthy eating (e.g., family members, health professionals, organizations, books, dietary guidelines, internet sites, current applications, etc.)
5. The ability to discriminate between false advertising and accurate information is key for lifelong healthy food choices.

Inquiry Questions:

1. How do valid and reliable sources affect healthy eating behaviors?
2. Who has the final say on what is “healthy” food?
3. Does posting nutritional information on products and in restaurants change behavior?

Health Skills:

1. Accessing Information
1. Prepared Graduates

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

2. Grade Level Expectation: Sixth Grade

2. Access and identify valid and reliable resources regarding qualities of healthy family and peer relationships.

3. Evidence Outcomes

Students Can:

a. Describe the benefits of healthy relationships.

b. Describe how peer and family relationships may change during adolescence.

c. Determine valid and reliable resources that enhance healthy relationships.

3. Academic Context and Connections

5. Colorado Essential Skills:

1. Analyze how technological advances provide increased opportunities to develop relationships.

2. Discuss the various ways we communicate with one another and how that impacts human relationships.

3. Relationships affect your physical, mental, emotional, and social well-being.

4. Understanding the various aspects of human relationships assists in making healthy choices.

5. Inquiry Questions:

1. What are the qualities of a healthy relationship?

2. How does it feel when a relationship ends?

3. How do I cope with conflict within my family or with my friends?

4. How do healthy relationships contribute to overall wellness?

5. Where would you go if you needed support with improving a struggling relationship?

6. Health Skills:

1. Accessing Information
1. Prepared Graduates

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

3. Grade Level Expectation: Sixth Grade

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

4. Evidence Outcomes

Students Can:

a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them.

b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity.

c. Describe the need to have clear expectations, boundaries, and personal safety strategies.

5. Academic Context and Connections

5. Colorado Essential Skills:

1. Attitudes about sexuality are influenced by families, peers, and the media.

2. Relationships with friends and family members can influence decision-making in positive and negative ways.

3. Learning about sexuality and discussing sexual issues is critical for health.

4. There are many physical, emotional, and social implications associated with engaging in sexual activity.

6. Inquiry Questions:

1. Why can sexual health be a difficult topic to discuss?

2. How does a person determine their beliefs around sexuality?

3. What is necessary to effectively communicate with a trusted adult about sexual and reproductive health?

7. Health Skills:

1. Self-Management/Personal Responsibility

2. Interpersonal Communication
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

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

Evidence Outcomes

Students Can:

a. Explain the concept of nutrient-rich foods being balanced with physical activity

b. Analyze the short and long-term benefits and consequences of healthy eating and physical activity

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

d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships

Academic Context and Connections

Colorado Essential Skills:

1. A person’s level of physical activity and nutritional choices drastically impacts physical, mental, social and emotional health.

2. Positive health behaviors are needed to maintain or improve a person’s physical, mental, social and emotional well-being.

Inquiry Questions:

1. What positive behaviors can benefit a person’s health?

2. Why are there so many health problems in the U.S. caused by poor nutrition and inactivity in spite of available information?

3. Why are there different levels of recommended physical activity for different ages and different activity levels?

Health Skills:

1. Self-Management/Perso nal Responsibility

2. Decision-Making
Comprehensive Health

Grade Level: Sixth Grade
Standard: 3. Social and Emotional Wellness

Select Grade Level & Standard

Grade Level:
- Preschool
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- Fourth Grade
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- Sixth Grade
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- Eighth Grade
- High School

Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Change content area

Instructions
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Prepared Graduates

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

Grade Level Expectation: Sixth Grade

1. Understand how to be mentally and emotionally healthy

Evidence Outcomes

Students Can:

a. Understand how to be mentally and emotionally healthy

b. Analyze the relationship between thoughts, emotions, feelings and behavior

c. Identify healthy ways to express needs, wants, and feelings

d. Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression

e. Identify when someone should seek help for sadness, hopelessness, and depression

f. Identify emotions and feelings associated with loss and grief

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Teens must understand that the interaction of their physiology (i.e. brain development, chemistry, etc.) and emotions are connected

2. Developing a sense of self-awareness around one's own feelings and being sensitive to the feelings of others is an important part of a healthy human connection.

Inquiry Questions:

1. Why do feelings affect behavior?

2. How can a person control their feelings?

3. How can the expression of feelings or emotions help or hurt you and others?

4. Are mental health problems as real/valid as other health problems?

5. How might the ability to identify your emotions be beneficial?

Health Skills:

1. Interpersonal Communication

2. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

2. Apply effective verbal and nonverbal communication skills to enhance health

Evidence Outcomes

Students Can:

a. Demonstrate refusal and negotiation skills that avoid or reduce health risks
b. Demonstrate effective conflict management or resolution strategies
c. Demonstrate how to ask for assistance to enhance the health of self and others
d. Identify ways to advocate for self and others to enhance health and safety

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. It is a key skill for a healthy individual to determine when and how to utilize different communication strategies to deal with a variety of situations and conflict.

Inquiry Questions:

1. What’s the difference between conflict management and conflict resolution?
2. When might a person use different communication strategy such as refusal, negotiation, and conflict resolution?
3. What are some ways a person could advocate for health promotion for self and others?

Health Skills:

1. Advocacy
2. Interpersonal Communication
Comprehensive Health

Grade Level: Sixth Grade

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

Grade Level Expectation: Sixth Grade
1. Analyze the factors that influence a person’s decision to use or not to use alcohol, tobacco, marijuana, and other drugs

Evidence Outcomes
Students Can:

a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on alcohol, tobacco, recreational marijuana, and other drug use
b. Analyze external influences on alcohol, tobacco marijuana, and other drug use
c. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage tobacco, alcohol, recreational marijuana, and other drugs
d. Identify common mixed messages about alcohol, tobacco, recreational marijuana, and other drugs in the media
e. Analyze the perception versus the reality of alcohol, tobacco, recreational marijuana, and other drug use in adolescents

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Teens need to be able to evaluate the internal and external influences that are having the biggest impact on their choices
2. It is important to address current trends of alcohol, tobacco, marijuana, and other drugs

Inquiry Questions:
1. How does alcohol use affect the body and brain? i.e. neurological processes
2. What does the latest research say about teen brain development and the impact it has on their choices?
3. If everyone had the most accurate information available, would they still use alcohol, tobacco, marijuana and or other drugs?
4. What are the most powerful influences around a teen’s decision to use alcohol or drugs?

Health Skills:
1. Analyzing influences
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

2. Demonstrate the ability to refuse alcohol, tobacco, marijuana, and other drugs.

Evidence Outcomes

Students Can:

a. Demonstrate the ability to refuse alcohol, tobacco, marijuana, and other drugs.

b. Demonstrate effective, assertive refusal skills in refusing tobacco, alcohol, recreational marijuana, drugs, and other substances.

c. Explain how decisions about drug and substance use affect relationships.

d. Identify and summarize positive alternatives to drug and substance use.

e. Demonstrate planning skills for avoiding alcohol, tobacco, recreational marijuana, and other drugs.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Learning to respectfully and assertively communicate sets the foundation for healthy choices.

2. Good decision making involves personal efficacy, accurate information, and skill development.

Inquiry Questions:

1. Why is it important to be accountable for decisions about substance use?

2. What are effective ways to respond to situations where you want to say “no”?

3. What are effective ways to respond to situations where you want to say “no”?

Health Skills:

1. Interpersonal Communication

2. Self Management/Personal Responsibility
Prepared Graduates
7. Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Sixth Grade
3. Demonstrate self-management skills to reduce physical and emotional violence and actively participate in violence prevention

Evidence Outcomes

Students Can:

a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders

b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, excluding individuals, or violence

c. Describe strategies and skills one could use to avoid physical fighting and violence

d. Identify a variety of nonviolent ways to respond when angry or upset

e. Demonstrate the ability to identify a trusted adult or appropriate legal authorities to whom school or community violence should be reported

f. Describe the dangers of and actions to be taken if aware of threats to harm self or others

g. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools

h. Demonstrate appropriate communication skills to solve conflicts nonviolently

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. The presence of weapons increases the risk of serious injuries.

2. Students need to understand the variety of school and community resources that can help with school-violence issues.

3. Students need to understand the importance of advocating for themselves or others in bullying situations

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

Inquiry Questions:
1. How can one person reduce violence?

2. What is my civic responsibility to respond to violence in my community?

3. How might someone’s words, including social media, impact another person emotionally and socially?

Health Skills:
1. Self-Management
2. Advocacy
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

4. Demonstrate ways to promote safety, and prevent unintentional injuries

Evidence Outcomes

Students Can:

a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community

b. Demonstrate the ability to correct safety hazards at home, in school, and in the community

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Being able to prepare for the safety and welfare of self and others is a lifelong skill.

Inquiry Questions:

1. Is it possible to create safe schools and communities?
2. Why might it be desirable to create these safe communities?

Health Skills:

1. Advocacy for self and others
Comprehensive Health

Grade Level: Seventh Grade

Standard: 2. Physical and Personal Wellness

Select Grade Level & Standard

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- 3. Social and Emotional Wellness
- 4. Prevention and Risk Management

Instructions

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Prepared Graduates

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

Grade Level Expectation: Seventh Grade

1. Analyze factors that influence healthy eating behaviors

Evidence Outcomes

Students Can:

a. Analyze how family, peers, media and culture influence food choices

b. Analyze how social and cultural messages about food and eating influence nutrition choices

c. Analyze the influence that adults and role models have on one’s food choices

d. Analyze internal influences on one’s food choices

e. Identify internal and external influences on one’s body image

Colorado Essential Skills:


2. Making unhealthy foods more expensive is meant to influence food choices.

3. A variety of strategies are used to market food products to individuals and these strategies will change as technology advances.

4. Portion sizes have increased over time.

Inquiry Questions:

1. What internal and external influences affect your eating choices?

2. How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices?

3. What would happen if your body did not tell you when you were hungry or full?

Health Skills:

1. Analyzing Influences

2. Decision-Making
Prepared Graduates

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Describe the characteristics of healthy relationships, and discuss factors that support and sustain them
b. Explain the purpose of friendship and describe how friends can support one another in making healthy decisions
c. Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
d. Describe the aspects of a healthy dating relationship

Academic Context and Connections

Colorado Essential Skills:

1. Various cultures date and select life partners differently.
2. Technological advances provide increased opportunities to develop relationships anytime and anywhere with a worldwide audience.

Inquiry Questions:

1. What makes a relationship “healthy”?
2. What is "dating"?
3. How might "unhealthy" family and peer relationships influence future dating relationships?
4. Healthy relationships require many things of both people.

Health Skills:

1. Influences
2. Interpersonal communication
3. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

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

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

c. Describe how personal, peer, and family values influence decisions about sexual and reproductive health

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

e. Develop strategies that advocate for healthy sexual boundaries and decision making

Academic Context and Connections

Colorado Essential Skills:

1. The internet and other forms of media influence sexual decision-making.

2. Families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships.

3. Families, peers, the media, culture, and society influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer.

Inquiry Questions:

1. How do I discern media and cultural messages that support optimal health versus those that undermine optimal health regarding sexual decision-making and activity?

2. How does what my family think about sexual activity affect me?

3. How does what my friends and peers think about sexual activity affect me?

Health Skills:

1. Analyzing influences
**Prepared Graduates**

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

**Grade Level Expectation: Seventh Grade**

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

**Evidence Outcomes**

**Students Can:**

a. Describe the effects of HIV infection on the body

b. Explain how HIV is and is not contracted

c. Define common STDs

d. Explain how certain behaviors put a person in higher risk of contracting STD’s

**Academic Context and Connections**

**Colorado Essential Skills:**

1. What safety measures will reduce or eliminate the risk of contracting an STD?

2. Abstinence from all sexual behaviors prevents the acquisition and spreading of STDs.

3. If sexually active, there are precautions that can be taken to reduce the risk of spreading STDs.

4. Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.

5. There are many different kinds of sexually transmitted diseases. Some can be treated and/or cured and some cannot, and all can lead to serious health complications.

**Inquiry Questions:**

1. What behaviors can and cannot lead to spreading STDs?

**Health Skills:**

1. Accessing information
Comprehensive Health

Grade Level: Seventh Grade

Standard: 3. Social and Emotional Wellness

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates

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

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

- Demonstrate the ability to engage in active listening
- Demonstrate negotiation skills to support the healthy expression of personal needs
- Demonstrate the ability to state personal needs and articulate limits
- Practice verbal and nonverbal ways to seek help from trusted adults or friends
- Advocate for self and others to increase the safety of school community
- Identify a variety of verbal and nonverbal communication styles and how to respond effectively

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Negotiators rely on using their verbal and non-verbal communications skills to defuse dangerous situations
2. Setting boundaries provides a framework for responsible decision-making and can contribute to the development of a positive self-image
3. Effective communication skills affect mental and social health, and are lifelong skills
4. To get needs and wants met in a healthy, respectful manner effective communication skills need to be applied
5. Communication skills can be used to advocate for the safety of a school community

Inquiry Questions:

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

Health Skills:

1. Interpersonal communication
2. Advocacy for self and others
3. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

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

Evidence Outcomes

Students Can:

a. Compare and contrast positive and negative ways of dealing with stress
b. Define stress
c. Identify personal stressors
d. Explain the body's physical and psychological responses to stressful situations
e. Develop personal strategies to deal with stressors
f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Attitude plays an important role in managing stress.
2. Laughter is the best medicine.
3. Personal stressors at home, with friends, in school and the community, and in the environment can affect one's feelings and emotions
4. Healthy coping strategies exist to help people deal with stress in order to maintain emotional and physical health.

Inquiry Questions:

1. What are some physical cues or internal "red flags" one would experience if anger was the primary emotion felt?
2. Why would it be important to know different some healthy ways to manage stress effectively?
3. Under what circumstances is stress a good thing?

Health Skills:

1. Decision-making
2. Self-Management/Personal Responsibility
Comprehensive Health
Grade Level: Seventh Grade

Instructions
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Prepared Graduates

Grade Level Expectation: Seventh Grade
1. Analyze the consequences of using alcohol, tobacco, marijuana, and other drugs

Evidence Outcomes

Students Can:

a. Examine the social and economic consequences of alcohol, tobacco, recreational marijuana, and other drug use.

b. Explain how alcohol, tobacco, marijuana, and other drugs are addictive

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

d. Explain how alcohol, tobacco, marijuana, and other drugs alter the body and the brain

e. Analyze the effects of alcohol, tobacco, marijuana, and other substances on a person’s ability to make decisions

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Researchers have found that drug use alters the way parts of the brain in adolescents function
2. There are social, emotional, and financial consequences to addiction
3. Drug abuse does not just impact oneself, but others in one’s family, peer group, community, and society

Inquiry Questions:
1. Would drug abuse be such a prevalent issue if it did not have an addictive quality?
2. What are the social, economic, cosmetic, and familial consequences of drug abuse?
3. Why does someone become addicted?
4. Why is the advertising of alcohol and tobacco so highly regulated, especially when it comes to youth?

Health Skills:
1. Decision making
2. Self-management
3. Access information
1. Prepared Graduates

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

2. Grade Level Expectation: Seventh Grade

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

3. Evidence Outcomes

<table>
<thead>
<tr>
<th>Students Can:</th>
<th>Academic Context and Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders</td>
<td>1. Colorado Essential Skills and Real-World Application:</td>
</tr>
<tr>
<td>b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, excluding individuals, or violence</td>
<td>1. Students need to understand the variety of school and community resources that can help with school-violence issues.</td>
</tr>
<tr>
<td>c. Describe strategies and skills one could use to avoid physical fighting and violence</td>
<td>2. Students need to understand the importance of advocating for themselves or others in bullying situations.</td>
</tr>
<tr>
<td>d. Identify a variety of nonviolent ways to respond when angry or upset</td>
<td>3. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</td>
</tr>
<tr>
<td>e. Demonstrate the ability to identify a trusted adult or appropriate legal authorities to whom school or community violence should be reported</td>
<td>4. Inquiry Questions:</td>
</tr>
<tr>
<td>f. Describe the dangers of and actions to be taken if aware of threats to harm self or others</td>
<td>1. The presence of weapons increases the risk of serious injuries.</td>
</tr>
<tr>
<td>g. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools</td>
<td>2. How can one person reduce violence?</td>
</tr>
<tr>
<td>h. Demonstrate appropriate communication skills to solve conflicts nonviolently</td>
<td>3. What are positive and negative effects of weapons on society?</td>
</tr>
</tbody>
</table>

5. Health Skills:

1. Self-Management
2. Advocacy
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

3. Demonstrate safety procedures for a variety of situations

Evidence Outcomes

Students Can:

a. Describe first-response procedures needed to treat injuries and other emergencies

b. Identify accepted procedures for emergency care and lifesaving care

c. Describe actions to take during severe weather or trauma-related emergencies

d. Analyze the role of peers, family, and media in causing or preventing injuries

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Every community or region has unique risks associated with living there.

2. Individual behaviors and the environment interact to cause or prevent injuries.

Inquiry Questions:

1. What are the challenges of maintaining one's safety in a variety of dangerous situations?

2. What are the alternate ideas or methods that can emerge from an emergency situation in case the original plan does not work or typical equipment is not available?

Health Skills:

1. Analyze Influences

2. Advocacy
Comprehensive Health
Grade Level: Eighth Grade
Standard: 2. Physical and Personal Wellness

Select Grade Level & Standard
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Change content area

Instructions
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Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Eighth Grade
1. Demonstrate the ability to make healthy food choices in a variety of settings

Evidence Outcomes
Students Can:

- 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.
- Describe the influences that impact healthy food choices.

Academic Context and Connections
Colorado Essential Skills:
1. Food choices have an impact on the environment.
2. Individuals must determine for themselves which food choices lead to their optimal health and weight goals.

Inquiry Questions:
1. What is a “healthy” weight?
2. How can a healthy diet for one person be unhealthy for another?
3. Why do people on restrictive diets often end up gaining more weight?
4. What internal/external factors influence food choices?

Health Skills:
1. Analyzing Influences
2. Decision-Making
3 Prepared Graduates

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

3 Grade Level Expectation: Eighth Grade

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

3 Evidence Outcomes

Students Can:

a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.

b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.

c. Define sexual consent and explain why individuals have the right to refuse sexual contact.

d. Seek support to be sexually abstinent.

e. Develop personal standards for dating situations.

3 Academic Context and Connections

Colorado Essential Skills:

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

2. Students need to understand consent is an ongoing process and important to remember when establishing personal boundaries.

Inquiry Questions:

1. How do health practices in adolescence affect lifelong health?

2. What is the difference among affection, love, commitment, and sexual attraction?

3. What characteristics do you find most appealing in a dating relationship?

4. Why would you choose to be sexually abstinent?

5. What advice would you give to a friend who is being pressured to become sexually active?

Health Skills:

1. Decision-Making

2. Interpersonal Communication
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.

b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy.

c. Describe the risk relationship between using alcohol and other drugs and sexual activity.

d. Demonstrate peer resistance skills and personal boundary behavior.

e. Examine how healthy relationships can impact one’s risk for avoiding STDs.

Academic Context and Connections

Colorado Essential Skills:

1. Age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception.

2. The more self-aware a person is, the more they can enhance their positive health practices.

Inquiry Questions:

1. To what extent can we keep ourselves disease-free?

2. Why might a person be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs?

3. What advice would you give to a friend who is being pressured to do something he or she does not want to do?

4. Why is it important to stand up for what you believe?

5. Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?

Health Skills:

1. Self-Management/Personal Responsibility
3 Prepared Graduates

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

3 Grade Level Expectation: Eighth Grade

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

3 Evidence Outcomes

Students Can:

a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia

b. Explain that some STDs are asymptomatic

c. Summarize which STDs can be cured, prevented by vaccine, and be treated

3 Academic Context and Connections

3 Colorado Essential Skills:

1. Medical advances for the prevention and treatment of STDs continue to evolve.

2. Society has viewed persons diagnosed with STDs differently throughout history.

3. Acknowledge current trends with the incident rates of STDs to establish a relevant understanding of risk to one’s health

3 Inquiry Questions:

1. How would I identify reliable sources of medically accurate information?

2. Why is it important to seek medical attention if you think you may have been exposed to an STD?

3. How can you find more information about STDs?

3 Health Skills:

1. Accessing Information
1. Prepared Graduates

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

2. Grade Level Expectation: Eighth Grade

5. Promote and enhance health through disease prevention

3. Evidence Outcomes

Students Can:

a. Explain contributing factors to health status

b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status

c. Explain the body’s response to disuse and other stressors

d. Explain how the immune system functions to prevent and combat disease

e. Describe the potential health consequences of popular fads or trends

f. Why do some people get sick more than others?

4. Academic Context and Connections

Colorado Essential Skills:

1. Popular fads or trends have potential social and health consequences.

2. Advances in genetics and science influence health outcomes.


Inquiry Questions:

1. Why are some people healthier than others?

2. What might happen if there were a cure for cancer and genetic diseases?

3. When might stress be beneficial?

Health Skills:

1. Self-Management/Personal Responsibility
Comprehensive Health

Grade Level: Eighth Grade

Standard: 3. Social and Emotional Wellness

Select Grade Level & Standard

- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
- 2. Physical and Personal Wellness
- 3. Social and Emotional Wellness
- 4. Prevention and Risk Management

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Prepared Graduates

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

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Explain why getting help for mental and emotional health problems is appropriate and sometimes necessary
b. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person’s desire to seek help
c. 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
d. Determine valid and reliable mental and emotional health resources

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Laws have been enacted to protect patient confidentiality.
2. Stereotypes exist about people with mental disabilities and illness.
3. Recognize the cause and effect of self-harming behaviors, depression, and suicide

Inquiry Questions:

1. Why is it sometimes hard to talk about emotional concerns?
2. When you need to talk about problems, how do you know who to trust to tell speak to about problems?
3. Under what circumstances might you strongly encourage a trend to seek help for his problem? Should you ask a trusted adult for advice if your friend refuses to get help?
4. How can adolescent development (i.e. hormonal changes, brain development, etc.) impact their social and emotional health?

Health Skills:

1. Accessing Information
Prepared Graduates

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Analyze how culture, media, and others influence personal feelings and behaviors
b. Describe how personal and family values and feelings influence choices
c. Describe strategies to minimize negative influences on mental and emotional health
d. Analyze internal factors that contribute to mental and emotional health
e. Identify the factors that could negatively influence a person’s well-being with regards to depression, suicide, and/or self-harm.
f. Describe the signs, symptoms, and consequences of common eating disorders
g. Identify internal and external influences on one’s body image

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Alcohol and other drug use can interfere with a person’s ability to effectively deal with emotional and mental health issues.
2. Genetics can play a role in the development of certain mental illnesses.
3. With the constant infusion of technology, students must be taught how to find a healthy balance socially and emotionally

Inquiry Questions:

1. How can too much time with media (i.e. TV, social media, video games, etc.) affect a person’s social and emotional health?
2. How can I avoid negative peer pressure that goes against my personal values?
3. How can biases influence our choices?

Health Skills:

1. Analyzing influences
Comprehensive Health
Grade Level: Eighth Grade

Select Grade Level & Standard

Grade Level:
- Preschool
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- High School

Standard:
- 2. Physical and Personal Wellness
- 3. Social and Emotional Wellness
- 4. Prevention and Risk Management

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Key:
- Prepared Graduates
- Grade Level Expectation: Eighth Grade
- Evidence Outcomes
- Academic Context and Connections
- Colorado Essential Skills and Real-World Application:
- Inquiry Questions:
- Health Skills:

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

Grade Level Expectation: Eighth Grade
1. Analyze influences that impact individuals’ use or non-use of alcohol, tobacco, marijuana, and other drugs

Evidence Outcomes

Students Can:

a. Analyze potential risk factors and protective (i.e., personal, family, and peer) that could impact alcohol, tobacco, marijuana or other drug use
b. Determine situations that could lead to the use of alcohol, tobacco, marijuana, and other drugs
c. Describe how mental and emotional health and life circumstances can affect alcohol, tobacco, recreational marijuana, or other drug use
d. Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Support groups exist to clarify, inform and support individuals who are influenced by addictive substances.
2. Current cultural facts that promise benefits (i.e., weight loss, performance enhancement, energy drinks, etc.) must be evaluated carefully before use.
3. Understand that caffeine is a drug and is addictive

Inquiry Questions:
1. How can depression, anxiety, and other mental problems influence a person’s decisions related to tobacco, alcohol, marijuana, and drug use?
2. Why are tobacco, alcohol, marijuana, and some drugs addictive?
3. What does it take to overcome addiction to these substances?
4. Is the teen brain more susceptible to addictions than the adult brain?
5. What is the relationship between using drugs and alcohol and involvement in sexual activity?

Health Skills:
1. Analyzing influences
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

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

Evidence Outcomes

Students Can:

a. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, recreational marijuana, and other drugs

b. Analyze the accuracy of images of alcohol, tobacco, recreational marijuana, and other drug use conveyed in the media, including advertisements

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Through varied technologies, there exists a proliferation of accurate and inaccurate health information.

2. Websites post research which is both informative and biased.

3. Community groups can provide a network of support for individuals trying to abstain from alcohol, tobacco, and other drug use.

Inquiry Questions:

1. How can you tell the difference between valid and invalid sources of information about alcohol, tobacco, and other drugs?

2. Why is it important to understand that media messaging has embedded values and points of view?

3. Should alcoholic beverage companies be allowed to sponsor athletic events? Why or why not?

Health Skills:

1. Accessing Information
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

3. Demonstrate decision-making skills to be alcohol, tobacco, marijuana, and drug-free.

Evidence Outcomes

Students Can:

a. Use a decision-making process to avoid using alcohol, tobacco, recreational marijuana, and other drugs in a variety of situations.

b. Analyze choices about using alcohol, tobacco, recreational marijuana, and other drugs and how these choices can affect friends and family.

c. Develop personal plans to be alcohol, tobacco, recreational marijuana, and drug free.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Alcohol, tobacco, marijuana and other drug use affects a person's friends and family to the degree that anonymous and supportive groups meet in order to overcome it.

2. Decisions about alcohol abuse are a daily challenge for some people and drugs have been created to make nausea occur when alcohol enters the system.

Inquiry Questions:

1. Why should I care about being alcohol, tobacco, marijuana and drug free?

2. Do you create situations or are you merely a participant in them?

3. How do you express your values about other things to others which are firmly held intentions?

4. How does technology impact or changed drug use?

Health Skills:

1. Decision-making
3 Prepared Graduates

3 Grade Level Expectation: Eighth Grade

4. Analyze the factors that influence violent and nonviolent behavior

3 Evidence Outcomes

Students Can:

a. Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence

b. Examine the presence of violence in the media and its possible effects on violent behavior

c. Describe how one's beliefs, values, and familial and peer relationships could promote relational violence

d. Identify verbal and nonverbal communication that constitutes sexual harassment

e. Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes

f. Explain why and how to report rape and sexual assault should be reported to a trusted adult and appropriate legal authorities

g. Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community

3 Academic Context and Connections

3 Colorado Essential Skills and Real-World Application:

1. Sexual violence and harassment are unacceptable behaviors that result in legal consequences.

2. Technology has changed the way sexual exploitation and harassment occurs.

3 Inquiry Questions:

1. Is peaceful behavior the same as non-violent? Why or why not?

2. Would a media-free life diminish assaults?

3. What would I do if I saw someone being sexually harassed or assaulted?

3 Health Skills:

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

**Students Can:**

a. Understand the definition of bullying, as well as the roles of a bystander, perpetrator/bully, and victim in bullying.

b. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim.

c. Examine the consequences of unaddressed bullying for the victim, perpetrator/bully, and bystanders.

d. Advocate for a positive and respectful school environment that supports pro-social behavior.

**Colorado Essential Skills and Real-World Application:**

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

2. There is a distinct difference between a bystander and an up stander.

**Inquiry Questions:**

1. How do I know if someone is being bullied?

2. What if my friend is a bully?

3. What does pro-social behavior look like in our community?

4. What effect has social media had on bullying and harassment?

**Health Skills:**

1. Advocacy
Comprehensive Health

Grade Level: High School
Standard: 2. Physical and Personal Wellness

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

Change content area

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Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: High School
1. Synthesize the impact of healthy and unhealthy diet on daily living

Evidence Outcomes

Students Can:

a. Use nutritional evidence to describe a healthy diet and an unhealthy diet
b. 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
c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs
d. Explain the effects of disordered eating and eating disorders on healthy growth and development
e. Analyze the relationship between eating behavior and metabolism
f. If everyone had a healthy diet, how would diseases be impacted?

Academic Context and Connections

Colorado Essential Skills:
1. Nutritionists evaluate the diets and eating behaviors of others, and recommend strategies for improving health.
2. Restaurants and food companies respond to concerns among consumers about healthful food choices, and create menus and products to address those concerns.
3. Community leaders advocate for nutritious foods in public programs such as food banks and school lunch programs.
4. Healthful living requires an individual to act on available information about good nutrition, even it means breaking comfortable habits.

Inquiry Questions:
1. How do you define “healthy eating”? How do personal food choices impact all areas of health and wellness?
2. Can frequent exercise make up for poor food habits (or vice versa)? Why or why not?

Health Skills:
1. Accessing Information
2. Analyzing Influences
 Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

 Grade Level Expectation: High School
2. Analyze how family, peers, media, culture, and technology influence healthy eating choices

 Evidence Outcomes
Students Can:

a. Analyze advertising claims for nutrition supplements and weight-loss products
b. Analyze how family, peers, and the media influence food choices
c. Analyze the influence of media on the selection of products and services related to weight management
d. Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior
e. Analyze how a positive or a negative body image can influence eating behavior

 Academic Context and Connections
Colorado Essential Skills:

1. Diet analysis software helps people to create healthy diets by providing extensive nutritional information.
2. School and community policies such as replacing soda machines with water and high-quality juices can influence healthy or unhealthy eating.
3. Food availability subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices.
4. Healthful living requires an individual to critically analyze all available information about good nutrition, and make healthy, informed choices based on that information.

 Inquiry Questions:

1. What might a media campaign to promote healthy eating look like?
2. If there were no food advertising, how might your diet be different?
3. How does body image affect behavior?
4. How can you determine which claims about nutrition supplements and weight-loss, if any, are true?
5. What criteria can you use, and what supporting evidence should you seek?
6. How can personal economics influence food choices?

 Health Skills:

1. Analyzing Influences
Prepared Graduates
1. Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: High School
3. Demonstrate ways to take personal responsibility for healthy eating

Evidence Outcomes

Students Can:

a. Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet
b. Apply information on food labels to make healthy eating choices
c. Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner
d. Design and implement a plan to improve one's personal food choices that lead to a healthier diet

Academic Context and Connections

Colorado Essential Skills:

1. "Nutrition Facts" labels provide information that aid in making healthy choices.
2. Dietary requirements vary for individuals based on age, activity level, metabolism, and health.
3. Current research on how heredity and individual metabolism impacts caloric needs is revolutionizing the wellness industry.
4. Specific diet plans found in popular magazines, books, Internet sites, and infomercials should be carefully evaluated for health benefits or consequences.
5. Healthy eating can influence physical, emotional, and mental health in a variety of positive ways.

Inquiry Questions:

1. How do personal food and beverage choices impact all areas of health and wellness? (e.g., energy drinks, high sugared beverages/food, processed foods)
2. How can you use "Nutrition Facts" labels and federal nutrition standards and guidelines such as the Dietary Guidelines for Americans to help to make nutritious food choices as well as establish healthy eating habits?
3. How does physical activity play a role in the development of a healthy diet plan?
4. From a health perspective, how can you become a "wise" shopper?

Health Skills:

1. Self Management
### Prepared Graduates
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

### Grade Level Expectation: High School
4. Use a decision-making process to make healthy decisions about relationships and sexual health

### Evidence Outcomes

**Students Can:**

1. Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family
2. Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity
3. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity
4. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods
5. Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD’s and pregnancy
6. Analyze when it is necessary to seek help with or leave an unhealthy situation
7. Analyze risks of sharing personal information through modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals
8. Examine the responsibilities of parenthood
9. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures

### Colorado Context and Connections

**Colorado Essential Skills:**

1. Family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual to individual, family to family, and culture to culture.
2. Various factors often create discrepancies between actual and perceived social norms related to sexual activity among teenagers.
3. Cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexual and reproductive health.
4. Analyze the physical, emotional, social, intellectual, and cultural demands for raising a child
5. Culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
6. Prenatal exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards may affect the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Decision-making can be affected by a variety of influences that may or may not be in a person’s best interest.
8. Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
9. Technological advances continue to provide increased opportunities to develop relationships anytime and anywhere with a worldwide audience.

### Inquiry Questions:

1. How can a personal decision to become sexually active affect one's future goals and options?
2. How does one know when one is ready to become a parent?
3. What kind of work is involved in being a parent?
4. In order to achieve lifelong sexual and reproductive health, what should I plan for?
5. Why are relationships important?
6. How do we learn to understand and respect diversity in relationships?
7. How do we know when a relationship is not worth saving?
8. How do we know when someone is being truthful online?

### Health Skills
1. Decision Making
 Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active

b. Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV

c. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Cultural and religious beliefs, popular trends, fads, and current and emerging technological advances influence sexual and reproductive health.

2. Advocating to others at school or in the community regarding positive and healthful choices about sexual activity creates an environment of open communication.

3. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

4. Reliable personal and professional resources are available to assist with sexual and reproductive health problems.

Inquiry Questions:

1. Why would someone engage in intimate behaviors without first having the emotional safety to talk about it?

2. What support do you need to assist you in making healthy decisions about sexual activity?

3. Why would a teenager choose to delay sexual activity?

Health Skills:

1. Advocacy
Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness

b. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness

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

Academic Context and Connections

Colorado Essential Skills:

1. Individuals who lack access to health care and adequate wellness information may be at risk for developing illnesses.

2. Socioeconomic status and educational attainment impact health.

3. Public health policies are designed to protect the health of a community and can include laws pertaining to air quality, food protection, solid waste management, hazardous waste management, and water quality.

4. Behavioral and environmental factors can contribute to major chronic diseases.

Inquiry Questions:

1. Would one still need a doctor if one always ate "healthy," and always maintained an active lifestyle?

2. What influences could impact a person's decision to receive health services and/or medical treatment?

3. How does one's environment impact one's health?

4. What are the obstacles to accessing health care?

5. Should medical research focus on promoting wellness or finding cures for known diseases?

Health Skills:

1. Interpersonal Communication

2. Analyzing Influences
Comprehensive Health

Grade Level: High School
Standard: 3. Social and Emotional Wellness

Instructions
To leave feedback, click on the comment icon (●) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox (●) so you can keep track of your progress.

Prepared Graduates
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: High School
1. Analyze the interrelationship of physical, mental, emotional, and social health

Evidence Outcomes

Students Can:

a. Analyze the characteristics of a mentally, emotionally, and socially healthy person (DOK 1–4)
b. Describe how mental, emotional and social health can affect health-related behaviors
c. Implement effective strategies for dealing with personal and environmental stress
d. Analyze internal and external causes, symptoms, and effects of depression and anxiety
e. Assess the effects of disordered eating and eating disorders on healthy growth and development
f. Analyze the influences of family, peers, culture, and media on body image
g. Analyze how a positive or a negative body image can influence health behaviors.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Individual, family, school, peer, and community factors can affect physical, mental, emotional, and social health.
2. Consistent access to real-time technologies can influence a person's stress level.
3. There are strategies that can relieve stress.

Inquiry Questions:
1. How do you recognize stress in others and respond with kindness and respect, and offer assistance?

Health Skills:
1. Analyzes influences
**Prepared Graduates**

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

**Grade Level Expectation: High School**

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

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**Evidence Outcomes**

**Students Can:**

a. Connect how setting a personal goal contributes to positive mental, emotional, and social wellness

b. Define a clear, attainable personal goal

c. Describe steps needed to reach personal goals

d. Apply concepts to self-reflect on the progress and success of personal goals

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**Academic Context and Connections**

**Colorado Essential Skills and Real-World Application:**

1. Setting goals can influence a person's health.

2. Individual, family, school, and peer factors influence goal setting.

3. The ability to plan and set realistic goals can lead to a sense of well-being and positive mental health.

**Inquiry Questions:**

1. How can planning affect my future?

2. How does future orientation and goal setting increase one's mental, emotional, and social well-being?

3. Why is achieving a goal gratifying?

**Health Skills:**

1. Goal Setting
Prepared Graduates

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

Grade Level Expectation: High School

3. Advocate to improve or maintain positive mental, emotional, and mental wellbeing for self and others

Evidence Outcomes

Students Can:

a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others

b. Demonstrate support and respect for diversity

c. Advocate for positive and respectful school environment that supports pro-social behavior

d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. The Internet and other digital communications devices allow people from different countries to correspond and learn about each other's lives and culture.

2. Specialized support groups offer respectful assistance to those experiencing medical, mental, emotional, or addiction-related challenges.

3. Mental and emotional health sometimes seems like a personal issue but others can support and advocate for improved mental and emotional health.

Inquiry Questions:

1. Why are some people embarrassed or afraid to speak up on behalf of others?

2. Why do we have biases?

3. What if I found out my best friend was involved in something I had been raised to believe was not right?

Health Skills:

1. Advocacy
Comprehensive Health
Grade Level: High School

Select Grade Level & Standard

- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
1. Physical and Personal Wellness
2. Social and Emotional Wellness
3. Prevention and Risk Management

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

Grade Level Expectation: High School
1. The impact of individuals’ use or non-use of alcohol or other drugs

Evidence Outcomes
Students Can:
- a. Analyze healthy alternatives to substance use
- b. Predict the potential effects of an individual’s substance abuse on others
- c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs
- d. 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
- e. Describe the harmful effects of binge drinking
- f. Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis

Academic: Context and Connections
Colorado Essential Skills and Real-World Application:
1. There are physical, financial, social, and psychological cost of addiction
2. Rules and community laws related to the sale and use of tobacco, alcohol, and other drug products are based on the potential risks of drug and alcohol use
3. Alcohol, tobacco and other drug use is related to the major causes of death, including driving a motor vehicle, and disease in the United States
4. There are common indicators, stages, and influencing factors of chemical dependency
5. Knowledge about alcohol, tobacco, and other drugs inform decision making related to personal wellness and the wellness of others

Inquiry Questions:
1. Why does it matter whether or not I understand there are relationships between risky behaviors?
2. What could happen if I relied on substances to solve situational needs that confronted me (weight, trying to improve athletic performance, adrenalin rush...)
3. Why is a person more likely to engage in risky behaviors when under the influence of alcohol or drugs than when sober?
4. What kinds of risks do people sometimes take when under the influence of alcohol or drugs?
5. How can a person’s decision to use/abuse tobacco, alcohol, or drugs affect other people (e.g., friends, families, strangers)?

Health Skills:
1. Analyze Influences
2. Decision Making
**Prepared Graduates**

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

**Grade Level Expectation: High School**

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

**Evidence Outcomes**

**Students Can:**

- a. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use
- b. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs
- c. Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs

**Academic Context and Connections**

**Colorado Essential Skills and Real-World Application:**

1. Financial interests based in agriculture, lobbying, manufacturing and distribution support targeted marketing to maintain or increase sales of alcohol and tobacco.
2. Normal and daily socializing may present access to alcohol, tobacco and drugs.
3. As society changes and new drugs are developed, knowledge and skills about drugs will need to be learned.
4. Culture, media and social pressures influence health decision-making related to alcohol, tobacco, and other drug use.
5. Effective decision-making and communication skills and accurate information about tobacco, alcohol, and drugs can help people make healthy choices that benefit themselves and others.

**Inquiry Questions:**

1. Why would I choose not to use alcohol, tobacco, and other drugs when it sometimes feels like "everyone is doing it"?
2. How do I make the "right" decisions?
3. Is the teen brain the same as an adult brain?

**Health Skills:**

1. Analyzing influences
Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs.

b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs.

c. Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Communication skills will need to change as communication technology changes.

2. Automobile technologies exist to prevent the starting of an ignition if alcohol is present in the driver.

3. Knowledge and skills about alcohol, tobacco, and other drugs are needed to inform decision making related to personal wellness and the wellness of others.

Inquiry Questions:

1. What would I say if my best friend wanted to drive home after drinking alcohol at a party?

2. Are some strategies more effective than others in getting people to stop pressuring you to use tobacco, alcohol, or other drugs?

3. What could you say or do to convince a friend not to try or use tobacco, alcohol, or other drugs?

Health Skills:

1. Interpersonal Communication
Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

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

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

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

d. Predict how a drug-free lifestyle supports the achievement of short- and long-term goals.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Groups in neighborhoods and around the world exist to support alcohol and drug-free living.

2. Many athletes promote and demonstrate examples of how clean lifestyles bring success.

3. The use of alcohol, tobacco, and other drugs has short- and long-term psychological and social effects on self and others.

4. Effective strategies can be learned to develop and promote healthy behaviors and to avoid, reduce, and cope with, risky, or potentially unsafe situations.

5. Choosing a drug-free lifestyle can lead to a variety of health benefits, and can help a person set and achieve important personal goals and lead a fulfilling life.

Inquiry Questions:

1. Under what circumstances, if any, is it "ok" to use alcohol, tobacco, or other drugs?

2. If you make a commitment to remain or become tobacco, alcohol, and drug free, what support will you need to be successful?

3. How can remaining alcohol and drug free help you achieve your goals for the future?

Health Skills:

1. Self-Management/Personal Responsibility
Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Demonstrate tolerance for individual differences

b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes

c. 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

d. Demonstrate the ability to take the perspectives of others in a conflict situation

e. Federal, state, and local laws are often written to prevent violence

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Police responsible for stopping and reducing crime often measure related symptoms and contributing behaviors which lead to fights, bullying, and assaults.

2. Blogs, websites and social networks provide vast opportunities to see the perspectives of others in a conflict situation.

3. Personal responsibility is the first line of violence-free behavior.

4. Individual differences are linked to personal perspectives

5. Federal, state, and local laws are often written to prevent violence

Inquiry Questions:

1. Under what circumstances is conflict necessary?

2. What are strategies for preventing a conflict from escalating?

3. Is society desensitized to violence?

4. Are all prejudices wrong?

Health Skills:

1. Analyzing Influences
 Prepared Graduates
7. Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Analyze the signs and symptoms of people who are in danger of harming themselves or others

b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. School and community resources for adolescent mental and emotional health services provide support for those in need.

2. Knowledge about self-harming behaviors informs decision making related to personal wellness and the wellness of others

Inquiry Questions:

1. Why might someone think it is necessary to feel pain to feel alive?

2. Under what circumstances should you maintain a confidence with someone who may be at risk of hurting himself or others?

Health Skills:

1. Analyzing influences
Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence
b. Analyze situations that could lead to pressure to have sex
c. Summarize why individuals have the right to refuse sexual contact
d. Analyze the effects of emotional abuse
e. Analyze how media messages normalize violence
f. Explain the risks associated with choosing friends who use substances and violence to solve problems

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. School and community resources for domestic violence, abuse and rape are available to those in need
2. Power and control differences affect personal relationships.
3. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations.

Inquiry Questions:

1. Is emotional abuse as harmful as physical abuse?
2. What are the short- and long-term effects of emotional abuse and physical abuse?
3. Are the friends and relationships you keep a reflection of yourself or just a collection of people to keep you company?
4. How do I know what personal boundaries to set in relationships?

Health Skills:

1. Analyzing Influences
**Prepared Graduates**

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

**Grade Level Expectation: High School**

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

**Evidence Outcomes**

**Students Can:**

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

b. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence

c. Under what circumstances should you maintain confidentiality with someone who has been sexually assaulted?

**Academic Context and Connections**

**Colorado Essential Skills and Real-World Application:**

1. School and community resources are available to assist individuals with problems related to violence.

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

3. The school and community provide valuable resources to support adolescent mental and emotional health, including providing immediate aid, protection, or shelter following an act of violence.

**Inquiry Questions:**

1. Who can I trust to talk to about sexual assault and personal violence?

2. When is it most important to turn to adult resources and/or school or community authorities for help?

**Health Skills:**

1. Accessing Information
### Prepared Graduates

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

### Grade Level Expectation: High School

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

### Evidence Outcomes

Students Can:

- **a.** Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence
- **b.** Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence
- **c.** Demonstrate strategies that could be used to prevent a conflict from starting or escalating
- **d.** Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways
- **e.** Demonstrate verbal and nonverbal ways to stop or prevent hazing

### Academic Context and Connections

#### Colorado Essential Skills and Real-World Application:

1. Effective conflict resolution strategies both verbal and non-verbal are learned over time when the temptation to accept pressure is resisted.
2. Hostage negotiators utilize conflict resolution strategies to avoid violence and the escalation of conflict.
3. Effective refusal skills can be used to resist pressures to engage in unhealthy behaviors and situations.
4. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

#### Inquiry Questions:

1. How can I stop violence and still keep my friends?
2. How can I tell if someone needs help?
3. What are different strategies for helping someone who may be at risk of being a victim of violence?
4. When does good-natured teasing become hazing?

#### Health Skills:

- Interpersonal Communication
Prepared Graduates

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

Grade Level Expectation: High School

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

Evidence Outcomes

Students Can:

a. Determine situations and environments that could lead to unsafe risks that cause injuries
b. Identify strategies to reduce the risk of injuries in situation and environments.
c. Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle.
d. Advocate for changes at home, in school, or in the community that would increase safety.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Insurance companies advocate for safe practices.
2. Employers reward employees at work for reduced injuries and constantly remind workers to be safe.
3. Underwriters Laboratory is the nation's authority on product safety and preventable injury concerns.

Inquiry Questions:

1. How can personal choices (e.g. friendships, activities, environments) reduce the incidence of risk?
2. What conditions are most likely to increase the risk of injury? Which are under your control?
3. Why do people engage in risky behaviors regardless of consequences

Health Skills:

1. Advocacy for Self and Others
2. Self-Management/Personal Responsibility
3. Decision Making