

# Health & Physical Education

## Comprehensive Health & Physical Education



# **Overview of Changes**

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

### **Principles of the Standards Review Process**

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21<sup>st</sup> century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

### **Notable Changes to the Colorado Model Content Standards in Physical Education**

The most evident changes to the Colorado standards are an expansion of the content area to include health education with the new name of "Comprehensive Health and Physical Education," and a change from grade-band expectations (K-4, 5-8, and 9-12) to grade-level specific expectations through eighth grade and high school as a group (9-12). These are explained here in addition to other changes that are apparent upon comparison of the Colorado Model Content Standards and the revised standards adopted in December 2009.

1. **Expansion of the physical education standards to include health education.**

In December 2008, the State Board of Education voted to include the concepts of health and wellness together with the physical education standards.

With the expansion, the principle of fewer standards was adjusted for this content area. Prior to the revision process, physical education had only three standards, and health education had none. The draft of the new standards contains three shared standards, plus one specific to physical education.

The name of "Comprehensive Health and Physical Education" was recommended after the development of the draft standards as it represented the concept of a preK-12<sup>th</sup> grade approach to both Health and Physical Education.

2. **Intentional opportunities for integration of health and physical education concepts and skills.**

The subcommittees in physical education and health worked within and across content areas. The purpose was to create a viable document for P-12 with a special emphasis on integration of health and physical education across all grades. Intentional opportunities for alignment and integration were created in three of the four standards.

3. **Intentional differentiation of health and physical education specific concepts and skills.**

While the coordinated, interdisciplinary approach was emphasized, there were two "big idea" areas that were content-specific to either health or physical education.

4. **Impact of standards articulation by grade level through eighth grade.**

The original Colorado Model Content Standards for physical education were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing more a specific learning trajectory of concepts and skills across grade levels from preschool to eighth grade. Articulating standards by grade level in each area affords greater specificity (clearer standards) in

describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).

5. **Articulation of high school standards.**

High school standards are not articulated by grade level, but by standard. This is intended to support district decisions about best to design curriculum and courses, whether through an integrated approach, a traditional course sequence, or alternative approaches. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option and lifelong health and wellness. The individual standards are not meant to represent a course or a particular timeframe. All high school students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for study of other advanced physical and health disciplines.

6. **Integration of P-2 Council's recommendations.**

The subcommittees integrated the P-2 building blocks into the K-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.

7. **Standards are written for mastery.**

The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction – not standards.

8. **Intentional integration of technology use, most notably at the high school level.**

The use of appropriate technology allows students access to concepts and skills in ways that mirror the 21<sup>st</sup> century lifestyle and workplace.

9. **Use of national standards for health and physical education varies in how they were incorporated into the standards template.**

The national health education standards are written as skills and were used as references for evidence outcomes. The national physical education standards are written as goals and were used as references for grade level expectations.

Below is a quick guide to other changes in the Physical Education standards:

Area		Summary of changes	
Area	Previous standards	Revised Standards	
<b>Number of standards</b>	Colorado has three standards in physical education and none in health education.	The proposal is to combine and create four standards in comprehensive health and physical education. Three are shared, and physical education has one specific to the content area.	
<b>Names of standards</b>	<p>Students demonstrate competent skills in variety of physical activities and sports.</p> <p>Students demonstrate competency in physical fitness.</p> <p>Students demonstrate the knowledge of factors important to participation in physical activity.</p>	<p><b>Standard 1:</b> Movement Competence and Understanding (physical education specific)</p> <p><b>Standard 2:</b> Physical and Personal Wellness</p> <p><b>Standard 3:</b> Emotional and Social Wellness</p> <p><b>Standard 4:</b> Prevention and Risk Management</p>	
<b>Integration of 21<sup>st</sup> century and postsecondary workforce readiness skills</b>	<ul style="list-style-type: none"> <li>• Not deliberately addressed in original document.</li> </ul>	<ul style="list-style-type: none"> <li>• A design feature of the revision process.</li> <li>• Intentionally integrated into evidence outcomes.</li> </ul>	
<b>P-2</b>	<ul style="list-style-type: none"> <li>• Standards articulated for grade band beginning with kindergarten.</li> <li>• Benchmarks articulated by grade band of K-4, with most geared to upper grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-K included.</li> <li>• Grade level expectations articulated for each elementary grade.</li> <li>• Clear expectations articulated for grades P-2.</li> </ul>	
<b>Number of grade level expectations</b>	Average of six benchmarks per grade span.	Average of four grade level expectations per grade level (P-8) and high school.	

## **Comprehensive Health and Physical Education Subcommittee Members**

### **Co-Chairs:**

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Jefferson County Schools  
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## Health and Physical Education National Expert Reviewers

### Dr. Kymm Ballard

Dr. Kymm Ballard is the partnership development specialist for SPARK/School Specialty. Her role is to seek and maintain partners for SPARK in efforts to provide research-based physical education to schools around the country and world. Ballard is the former physical education, athletics, and sports medicine consultant with the North Carolina Department of Public Instruction. Her professional experiences include service for more than a decade as a physical education teacher, several years as an administrator, and the co-developer of North Carolina's first high school demonstration school. Ballard's direct service to children influences her work at the national level today. She wrote, advocated for, and promoted the Healthy Active Children Policy of the North Carolina State Board of Education and the state's standards for physical education. As a result, Ballard was awarded the 2002 National P. E. 4 Life Advocate of the Year award for her work both in North Carolina and in Washington, D.C. Other recognizable awards include Ballard as North Carolina's first and only teacher to receive both the Physical Education Teacher of the Year and Health Education Teacher of the Year awards in the same year. Ballard has received the highest honor awards in North Carolina American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and in her national professional organizations. Among her most notable awards, is the Channing Mann, National Administrator of the Year from her colleagues at the National Association of Sport and Physical Education (NASPE). Moreover, at the same national conference, she was awarded the highest honor award of the Society of State Directors for Health, Physical Education, and Recreation, the Si McNeely award. Ballard also has been presented a lifetime membership to the North Carolina PTA. Just prior to leaving the North Carolina Department of Public Instruction, Ballard partnered with NCAHPERD to retool her teachers with SPARK, a statewide train-the-trainer model reaching 80 percent of the physical education teachers and 90 percent of the institutes of higher education. She now shares this philosophy and strategy for SPARK statewide as an intervention for obesity prevention and partial solution to decreasing health care costs.

A strong advocate for physical education and for providing support to help young people to make healthy lifestyle choices, Ballard provides guidance to schools and other national organizations to help them to provide resources for quality physical education programs. In addition to being the past president of the Society of State Directors for Health, Physical Education and Recreation, she also served as chair for the NASPE Public Relations Committee as well as on numerous committees representing physical educators through updates, meetings, and workshops. Ballard has been successful in helping to initiate and facilitate millions of dollars to schools to address obesity prevention.

Ballard obtained a doctorate in education in 2008 from the University of North Carolina at Greensboro with a focus on English language-learners in physical education. A 1985 graduate of Appalachian State University in physical education and health education, Ballard also holds a master's degree in physical education with a focus in sport administration, also from Appalachian.

### Dr. Antoinette Meeks

Dr. Antionette Meeks is the Assistant Director and Health Coordinator for the Department of Education's Office of Healthy Schools. She also focuses on school-site health promotion for staff. Her professional experiences include teacher of health and physical education, athletic coach, and district coordinator for comprehensive health education/safe and drug-free schools and the district wellness team leader for her county. Dr. Meeks was an education and training specialist for K-12 tobacco use prevention education programs and coordinator of a college focused tobacco use prevention program for Florida's successful tobacco program. She has also served as an adjunct professor at two state universities.

## References

The subcommittee used a variety of resources representing a broad range of perspectives to inform its work. Those references include:

- WestEd Colorado Model Content Standards Review
- National Standards for Physical Education
- National Health Education Standards
- Massachusetts Comprehensive Health Curriculum Framework
- North Carolina Healthful Living Standard Course of Study and Grade Level Competencies
- Singapore Health Education Syllabus (Primary and Secondary)
- Singapore Physical Education Syllabus (Primary and Secondary)
- Finland National Core Curriculum for Basic Education: Health Education and Physical Education
- California Physical Education Content Standards
- New Jersey Comprehensive Health and Physical Education Content Standards
- Colorado Comprehensive Health Education Act of 1990
- HB 07-1292 for Sex Education
- Building Blocks to the Colorado K-12 Content Standards

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

**"In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared."** ~Horace Mann

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"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

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Preparing students for the 21<sup>st</sup> century cannot be accomplished without a strong and sustained emphasis on **all students'** health and wellness. It no is **longer acceptable to think of "gym class" and "hygiene lessons."** **Today's world has exploded with physical, mental,** and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for **one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment** to wellness.

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.



## Standards Organization and Construction

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

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

The elements of the revised standards are:

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

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

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

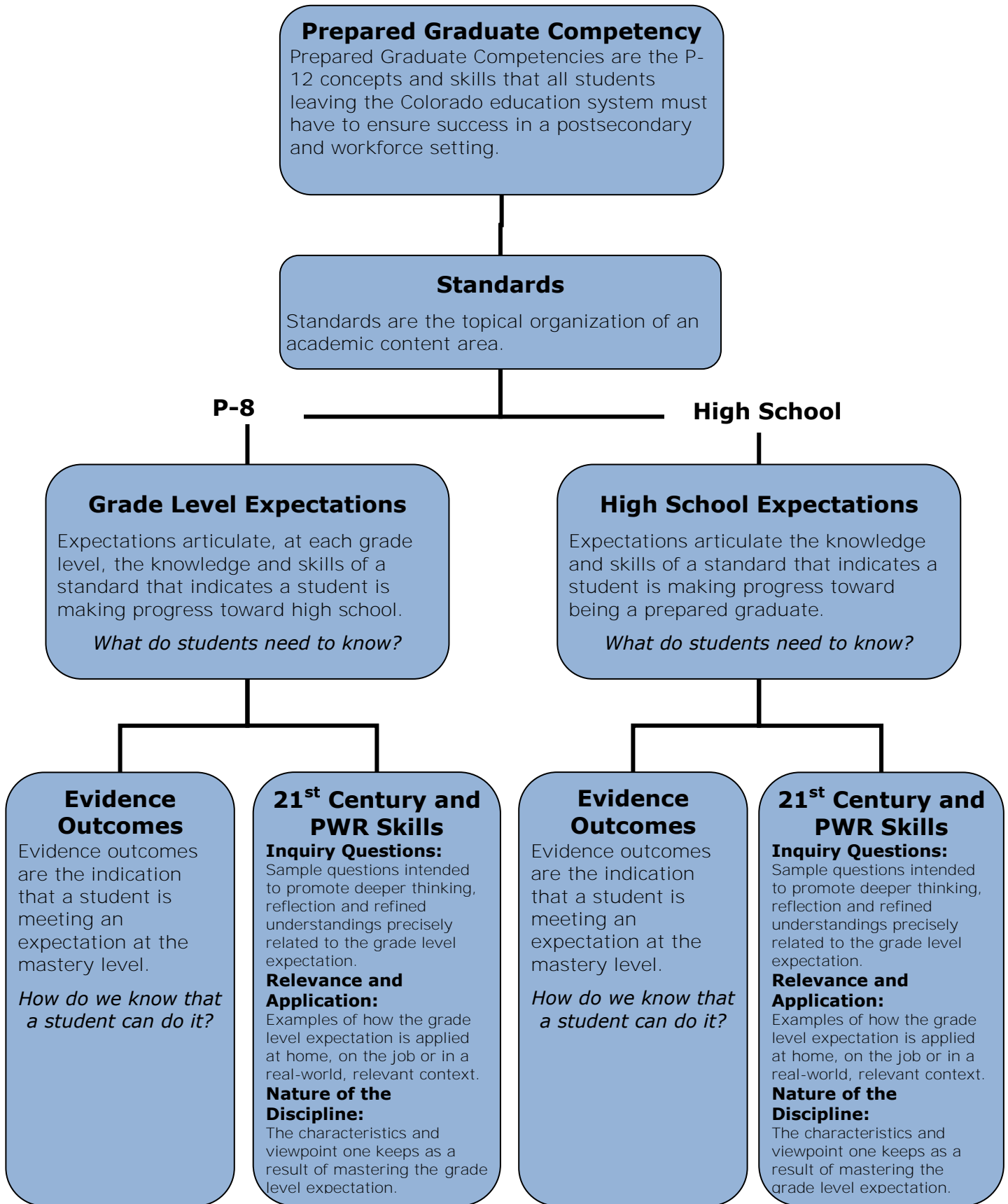
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

# Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

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

**Prepared Graduates:**

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

### High School and Grade Level Expectations

**Concepts and skills students master:**

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

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

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

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

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

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of the Discipline:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

### **2. Physical and Personal Wellness (Shared Standard)**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### **3. Emotional and Social Wellness (Shared Standard)**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

### **4. Prevention and Risk Management (Shared Standard)**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The standards are organized in the following manner:

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

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

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

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

#### Critical Thinking and Reasoning

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

#### Information Literacy

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

#### Collaboration

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

#### Self-Direction

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

#### Invention

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

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

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

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

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

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

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

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

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

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

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

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

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# **PHYSICAL EDUCATION**

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# Physical Education

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>High School</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Participate at a competent level in a variety of lifelong physical activities</li> <li>2. Understand the cognitive impact of movement</li> <li>3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan</li> <li>2. Identify community resources to maintain lifelong physical activity</li> <li>3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate respect for individual differences in physical activity settings</li> <li>2. Demonstrate collaboration, cooperation, and leadership skills</li> <li>3. Demonstrate responsible behavior in group settings</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Understand the risks and safety factors that may affect participation in physical activity</li> <li>2. Demonstrate knowledge of safety and emergency response procedures</li> </ol>
<b>Eighth Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development</li> <li>2. Understand and apply game strategies to physical activities and sports</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities</li> <li>2. Identify preferences for lifetime physical activity</li> <li>3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness</li> </ol>
<b>Seventh Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Combine the critical elements of movement and skills concepts</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Develop strategies to communicate ideas and feelings</li> <li>2. Demonstrate inclusiveness in and out of classroom settings</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Implement safety procedures in the utilization of space and equipment</li> </ol>

# Physical Education

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Sixth Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate beginning strategies for a variety of games and sports</li> <li>2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding</li> <li>3. Use information from a variety of resources to improve performance</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Set personal goals for improving health-related fitness</li> <li>2. Demonstrate the ability to perform self-paced cardiovascular endurance activities</li> <li>3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation</li> <li>2. Work cooperatively and productively in a group</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of safe practices in a physical activity setting</li> </ol>
<b>Fifth Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills</li> <li>2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Understand and apply basic principles of training to improving physical fitness</li> <li>2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance</li> <li>3. Connect the health-related fitness components to the body systems</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Assess and take responsibility for personal behavior and stress management</li> <li>2. Choose to participate cooperatively and productively in group and individual physical activities</li> <li>3. Identify personal activity interests and abilities</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation</li> </ol>

# Physical Education

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Fourth Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills</li> <li>2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Explain how the health-related components of fitness affect performance when participating in physical activity</li> <li>2. Recognize the relationship between healthy nutrition and exercise</li> <li>3. Recognize the benefits derived from regular, moderate, and vigorous physical activity</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity</li> </ol>
<b>Third Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports</li> <li>2. Perform movements that engage the brain to facilitate learning</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing</li> <li>2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate positive social behaviors during class</li> </ol>
<b>Second Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate the elements of movement in combination with a variety of locomotor skills</li> <li>2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements</li> <li>3. Use feedback to improve performance</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class</li> <li>2. Identify good brain health habits</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate positive and helpful behavior and words toward other students</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement</li> </ol>

# Physical Education

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>First Grade</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements</li> <li>Demonstrate fundamental manipulative skills</li> <li>Establish a beginning movement vocabulary</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li><b>Identify the body's normal reactions to moderate</b> and vigorous physical activity</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>Work independently and with others to complete work</li> <li>Follow the rules of an activity</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>Develop movement control for safe participation in games and sports</li> </ol>
<b>Kindergarten</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>Demonstrate body and spatial awareness through safe movement</li> <li>Locate the major parts of the body</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>Understand that physical activity increases the heart rate, making the heart stronger</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>Demonstrate respect for self, others, and equipment</li> <li>Demonstrate the ability to follow directions</li> </ol>
<b>Preschool</b>	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space</li> <li>Demonstrate balance</li> </ol>
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>Recognize the positive feelings experienced during and after physical activity</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>Apply safe practices, rules, and procedures</li> </ol>

# 1. Movement, Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **Prepared Graduates**

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

### **Prepared Graduates in the Movement Competence and Understanding standard are:**

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

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: High School**

**Concepts and skills students master:**

1. Participate at a competent level in a variety of lifelong physical activities

**Evidence Outcomes**

**Students can:**

- a. Combine and apply movement patterns from simple to complex to participate successfully in aquatic, rhythms/dance, combatives, outdoor adventure activities, and variety of lifelong sports and games
- b. Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games
- c. Explain and demonstrate advanced offensive, defensive, coaching, officiating, and transition strategies in lifelong sports and games
- d. Explain and demonstrate training and conditioning practices that have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong and individual and dual activities

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

**Inquiry Questions:**

1. Why are both skill-related fitness and health-related fitness taught? Why is each one important?
2. Which lifelong physical activities do you think you'll be participating in when you're 20, 40, and 60?
3. How does being healthy and active affect what one can do in life?
4. Why is it important for an individual to practice and learn sports skills?

**Relevance and Application:**

1. Individuals participate successfully in a wide range of physical activities over the course of their education, with the aim that such participation will continue through **an individual's lifetime.**
2. The knowledge and understanding of the concepts of movement improve performance in a specific skill, and provide the foundation for the transfer of skills in a variety of sports and activities.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. A strong foundation in physical education prepares an individual for a lifetime of physical activity.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 2. Understand the cognitive impact of movement

**Evidence Outcomes**

**Students can:**

- a. Demonstrate ability to combine and perform movement sequences
- b. Identify parts of the brain and describe how movement impacts brain development
- c. Describe and participate in movements that promote neural pathway development
- d. Identify and evaluate personal psychological responses to physical activity (i.e., anxiety/stress, etc.)
- e. Demonstrate the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor)

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

**Inquiry Questions:**

- 1. How can movement facilitate or enhance learning in other disciplines?
- 2. What is your favorite type of movement and why?
- 3. How can one become more mentally prepared for competition and sports performance?
- 4. When is anxiety helpful, and when is it harmful in a competitive situation?

**Relevance and Application:**

- 1. Individuals participate in social activities that include rhythm, music, patterns, and cross-lateral movements such as social dance.
- 2. Individuals understand the effect that stress, anxiety, and excitement can have on physical performance. People can take steps to control stress, anxiety, and excitement in their workplace.

**Nature of Physical Education:**

- 1. Exercise is important for a healthy brain.
- 2. The important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 3. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings

**Evidence Outcomes**

**Students can:**

- a. Analyze and explain training and conditioning practices that have the greatest impact on skill acquisition and successful performance in a variety of lifelong activities
- b. Create or modify practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities

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

**Inquiry Questions:**

- 1. What are the advantages and disadvantages of training and participating year-round in one sport, or training and participating in multiple sports in a year?
- 2. How does one develop an appropriate personal fitness program?
- 3. What techniques can be employed to maintain motivation?

**Relevance and Application:**

- 1. Individuals develop and implement a fitness program that utilizes appropriate training principles necessary for a lifetime of fitness such as jogging two days per week, or lifting weights two days a week.
- 2. Periodically evaluate the effectiveness of **one's** personal fitness program.

**Nature of Physical Education:**

- 1. The integration of the health and skill-related fitness components in designing and implementing a personal fitness plan supports a healthy, active lifestyle.
- 2. Ongoing feedback and assessment are necessary to determine the effectiveness of a personal fitness program.



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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development

**Evidence Outcomes**

**Students can:**

- a. Use a variety of motor skill patterns to create a gymnastics or dance routine
- b. Create and perform a timed routine using rotational, balancing, and supporting skills
- c. Create, develop, and refine movement routines based on self-generated themes and self-selected music
- d. Integrate information from other subject matter into a movement activity or routine
- e. Explain the bio-mechanical principles used in performing various manipulative skills
- f. Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help to learn another physical activity
- g. Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities
- h. Identify the characteristics of a highly skilled performance for the purpose of **improving one's own performance**

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

**Inquiry Questions:**

1. Which sport would be easiest or hardest to integrate into a movement routine, and why?
2. What are activities and sports in which balance and body rotation are integral for success?
3. Under which conditions could the transfer of skills be detrimental?
4. How can body type **such as a gymnast's small body** affect success in certain sports?

**Relevance and Application:**

1. Individuals participate in activities such as social dances that require the integration of skills and knowledge in their social life.
2. Individuals understand that the principles of locomotion provide the basics for new skill acquisition.
3. Individuals make decisions about the activities and sports in which they choose to participate as their interests change over their lifetime.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Knowing and understanding concepts of movement and skill mechanics can improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

- 2. Understand and apply game strategies to physical activities and sports

**Evidence Outcomes**

**Students can:**

- a. Demonstrate basic offensive and defensive skills and strategies in games and sports
- b. Apply locomotor, nonlocomotor, and manipulative skills to games and sports
- c. Diagram, explain, and justify offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games
- d. Identify relevant bio-mechanical principles such as force production, compactness, spin or rebound, and rotation and their importance to the successful performance of a variety of activities )
- e. Develop and teach a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system

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

**Inquiry Questions:**

- 1. Is it better to have a strong offense or a strong defense? Why?
- 2. As a defense, how does one decide where to force the offense to move with the ball in an invasion game? How does one decide (group decision-making), why does one decide (reading game strategy), and what does one decide (making game strategy)?
- 3. To what extent does strategy influence performance in competitive games and activities?
- 4. What would a game without a scoring system look like?

**Relevance and Application:**

- 1. Individuals participate and apply game strategies in a wide range of sports and games in community-organized sports leagues.
- 2. Individuals implement effective offensive, defensive, and cooperative strategies to be successful in game situations.
- 3. Individuals understand that game strategy can increase enjoyment and participation in a range of activities.

**Nature of Physical Education:**

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. A strong foundation in physical education prepares an individual for a lifetime of physical activity.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

1. Combine the critical elements of movement and skills concepts

**Evidence Outcomes**

**Students can:**

- a. Design and perform gymnastics or dance sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow
- b. Cooperate with another student to create, develop, and refine movement routines based on a theme
- c. Create a game, movement, dance, or sport with a group
- d. Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying
- e. Analyze movement patterns, and correct errors
- f. Use principles from motor learning to establish, monitor, and meet goals for motor skill development
- g. Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts
- h. Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities
- i. Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system, and teach it to another person

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

**Inquiry Questions:**

1. Why do some physical activities require more complex movements than others?
2. How does one determine what the goal is when creating a game, movement, dance, or sport with a group?
3. What are some activities and sports in which balance and body rotation are integral for success?
4. When would it be most effective to learn a skill in parts?

**Relevance and Application:**

1. While practicing a sport with friends, individuals identify the key elements used to perform movement patterns.
2. Individuals compare movement patterns of a sport with the movement patterns of everyday life.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
3. There are similarities in movements and skill mechanics between different sports.
4. Knowledge of critical elements for a variety of skills encourages connections and application of those elements when learning a new sport or activity.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Demonstrate beginning strategies for a variety of games and sports

**Evidence Outcomes**

**Students can:**

- a. Volley an object repeatedly with a partner, using the forearm pass
- b. Strike a ball continually against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke
- c. Strike an object consistently, using a body part so that the object travels in the intended direction at the desired height
- d. Strike an object consistently, using an implement so that the object travels in the intended direction at the desired height
- e. Dribble and pass a ball to a partner while being guarded
- f. Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns
- g. Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities
- h. Combine motor skills to play a lead-up or modified game
- i. Describe ways to create more space between an offensive player and a defensive player

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

**Inquiry Questions:**

1. Why are speed and accuracy important?
2. Why is it important to learn fundamental skills before advanced skills?
3. Which is more important to master first – accuracy or speed? Why?
4. How does one increase accuracy in a skill?
5. What are some sports that require more skill and strategy than others?

**Relevance and Application:**

1. Individuals participate successfully in a variety of games and sports.
2. Individuals create a game that utilizes levels, speeds, directions, and pathways.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. A strong foundation in physical education prepares an individual for a lifetime of successful participation in physical activity.
3. Games and sports require a variety of skills and strategies to be successful.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding

**Evidence Outcomes**

**Students can:**

- a. Participate in and understand the value of initiative and cooperative activities
- b. Develop a problem-solving skill assessment

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

**Inquiry Questions:**

1. What activities require problem-solving, cooperation, and team-building? Why?
2. Is cooperation or competition more important? Why?
3. Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other?
4. Why is team-building important?

**Relevance and Application:**

1. Individuals use team-building activities to enhance group cohesion.
2. Individuals use problem-solving skills to overcome a physical challenge at home such as moving furniture safely without damage.
3. Individuals cooperate in a variety of physical tasks at home such as painting a house.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Physical education settings provide a problem-solving arena, with the problem able to be increased or decreased by changing a number of factors such as the number of participants, level of competition, and number of rules for activity.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: Movement Competence & Understanding in Physical Education**

**Prepared Graduates:**  
 ➤ Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 3. Use information from a variety of resources to improve performance

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

- a. Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object
- b. Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology
- c. Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person

**Inquiry Questions:**

1. How can aspects of movement contribute to the aesthetic dimension of physical activity?
2. When would the use of video feedback be more useful for learning a skill than feedback from a peer or teacher?
3. What resources could one use to improve performance?
4. What resource works best for you in improving performance? Why?

**Relevance and Application:**

1. Individuals show family members how to play a game that uses locomotor skills.
2. Individuals use the Internet to study strategies of a game.

**Nature of Physical Education:**

1. Knowing and understanding concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. Technology can be used as a tool to improve physical performance. For example, pulse monitors maximize performance.
3. The implementation of effective offensive, defensive, and cooperative strategies is beneficial for all players to be successful in game situations.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: Movement Competence & Understanding in Physical Education**

**Prepared Graduates:**  
 ➤ Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Throw and catch objects such as basketballs, footballs, or Frisbees, and demonstrate both accuracy and force</li> <li>b. Punt a ball dropped from the hands at a target</li> <li>c. Dribble a ball (by hand or foot) while preventing another person from stealing the ball</li> <li>d. Volley an object continuously with a partner</li> <li>e. Demonstrate efficient patterns of striking with and without an implement</li> <li>f. Demonstrate correct steps and patterns for square, folk, and contemporary dances</li> <li>g. Perform a jump routine to music with a partner or small group</li> <li>h. Develop and refine a gymnastics or creative dance sequence, and demonstrate smooth transitions</li> <li>i. Develop and refine a gymnastics sequence or creative dance sequence that combines traveling, rolling, balancing, and weight transfer into smooth-flowing sequences with intentional changes in direction, speed, and flow</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Will understanding these skills allow for participation in other activities later in life?</li> <li>2. How could one perform a jump routine to different types of music?</li> <li>3. Why does one need to know a variety of dances?</li> <li>4. What can dance teach one about other sports?</li> <li>5. How can one create a gymnastics routine without moving from one place to another?</li> <li>6. What types of dancing are similar to each other?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals engage successfully in activities utilizing manipulatives.</li> <li>2. Individuals use a combination of skills to demonstrate self-expression and creativity.</li> <li>3. Individuals analyze the basic locomotor, nonlocomotor, and rhythmic shifts of a social dance.</li> <li>4. Individuals analyze the basic locomotor, nonlocomotor, and rhythmic shifts of people playing in a public park.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</li> <li>2. Individuals who are more skillful are more likely to participate in physical activity over a lifetime.</li> <li>3. The ability to dance can be an advantage in a variety of social situations.</li> <li>4. Motor skills and movement patterns appear in a wide variety of physical activities.</li> </ul>

**Content Area: Comprehensive Health and Physical Education**  
**Standard: Movement Competence & Understanding in Physical Education**

**Prepared Graduates:**  
 ➤ Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Combine skills to competently participate in a variety of activities</li> <li>b. Select appropriate practice options based on the similarities and differences between two skills</li> <li>c. Select appropriate exercises that enhance learning and performing a selected activity</li> <li>d. Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy</li> <li>e. Analyze and correct errors in nonlocomotor and locomotor movements</li> <li>f. Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities</li> <li>g. Analyze and demonstrate a variety of social, folk, square, modern, jazz, or creative dance</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What are some activities that require the combination of skills?</li> <li>2. How can one create a game that uses different striking skills?</li> <li>3. How can one get better at a skill without physically practicing?</li> <li>4. Which skills can one take from other activities that will allow one to become better in your selected activity?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals participate successfully in recreational games that require skill combinations such as basketball and tennis.</li> <li>2. Individuals determine if control or accuracy is more important when playing games such as softball and volleyball in community-organized leagues.</li> <li>3. <b>Individuals analyze their own and others' movements while playing</b> pick-up sport games such as basketball to develop their own skills.</li> <li>4. Individuals create a workout that enhances their performance in an activity.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</li> <li>2. Knowing and understanding concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.</li> </ul>



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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills

**Evidence Outcomes**

**Students can:**

- a. Dribble and pass an object such as a basketball or soccer ball to a moving receiver
- b. Throw, catch, and kick to self or a partner
- c. Demonstrate ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms
- d. Develop and refine a gymnastics sequence that demonstrates smooth transitions
- e. Develop and refine a creative dance sequence into a repeatable pattern
- f. Jump and land for height and distance using mature form
- g. Recognize and demonstrate agility, balance, coordination, power, speed, and reaction time in a variety of physical activities
- h. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement
- i. Create a routine to music
- j. Demonstrate balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line)
- k. Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels
- l. Distinguish and describe the similarities and differences of manipulative skills such as punting and kicking, and overhand and underhand

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

**Inquiry Questions:**

1. Which is more important – accuracy or speed? Why?
2. Which dances from today will be considered traditional 100 years from now? Why?
3. Why is it important to know traditional dances?
4. How can balance skills help to prevent injuries?
5. Which is harder to learn – in-line skating or ice-skating?

**Relevance and Application:**

1. Individuals participate successfully in playground or backyard games to develop locomotor, nonlocomotor, manipulative, and rhythmic skills, such as catching and throwing baseballs or playing tag.
2. Individuals participate in dances that are part of a community festival.
3. Individuals participate successfully in balance activities such as skiing or skating.
4. Individuals compare modern social dances to traditional social dances in terms of similar movement skills.
5. Individuals identify the locomotor skills and rhythmic skills in modern devices found around the home such as bicycles.

**Nature of Physical Education:**

1. Skillful movers are more likely to participate successfully in physical activity over a lifetime.
2. Good balance skills are important for lifelong wellness and injury prevention.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills

**Evidence Outcomes**

**Students can:**

- a. Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities
- b. Identify critical elements of movements skills when watching a video for self assessment

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

**Inquiry Questions:**

1. Why is it important to know the critical elements of movement?
2. Why is it important to improve physical skills?
3. What can a partner tell one about **one's** skills that he or she cannot see oneself?
4. Why is it helpful to give feedback to a peer?

**Relevance and Application:**

1. Individuals watch people performing sports to learn elements of movement for evaluating locomotor and manipulative skills.
2. Individuals use videos cameras to record elements of movement for evaluating locomotor and manipulative skills.
3. Individuals ask friends for advice about their performance of locomotor skills when playing games.

**Nature of Physical Education:**

1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
2. Ongoing feedback and assessment is necessary in determining the effectiveness of personal goal-setting strategies.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports

**Evidence Outcomes**

**Students can:**

- a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls
- b. Combine locomotor movements in time to music
- c. Dribble in soccer or basketball while changing speed and direction
- d. Demonstrate throwing, catching, striking ,or trapping in an activity
- e. Demonstrate skills of chasing, fleeing, and dodging to avoid others

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

**Inquiry Questions:**

1. Why is it enjoyable to combine locomotor movements in time to music?
2. How is dribbling a soccer ball different from dribbling a basketball?
3. Which combination of locomotor skills is most aesthetically pleasing?
4. Why are some games more enjoyable than others?
5. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
6. Why do some people find some games more enjoyable than others?

**Relevance and Application:**

1. Individuals move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends.
2. Individuals participate skillfully in a variety of games that require movement and skills.
3. Individuals combine locomotor movements in time to music while dancing at home or at a social dance.

**Nature of Physical Education:**

1. The ability to combine skills in meaningful ways is critical for success in most forms of physical activity.
2. Games and sports have motor patterns that appear in simple combinations.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

- 2. Perform movements that engage the brain to facilitate learning

**Evidence Outcomes**

**Students can:**

- a. Describe, create, and demonstrate movements that require crossing the mid-line
- b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos
- c. Combine jumping, tossing, dribbling, or catching to music or rhythmic beat
- d. Perform a basic tinkling step to 3/4 time (close, tap, and tap)
- e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts
- f. Perform forward and backward rolls with variation
- g. Combine two or more rotational skills

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

**Inquiry Questions:**

- 1. What must one think about when doing a forward roll?
- 2. Which activities are most effective for crossing the mid-line?
- 3. How does one use his or her mind in various activities and sports?
- 4. What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?

**Relevance and Application:**

- 1. Individuals learn new movements such as jumping rope to engage the brain.
- 2. Individuals perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls.

**Nature of Physical Education**

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. Exercise is linked to healthy brain development, and certain movements such as cross-laterals, patterns, rhythms are proven to be beneficial for making body and brain connections.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

1. Demonstrate the elements of movement in combination with a variety of locomotor skills

**Evidence Outcomes**

**Students can:**

- a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command
- b. Demonstrate smooth transitions between sequential motor skills such as running into a jump
- c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling
- d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping

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

**Inquiry Questions:**

1. How is walking different from running?
2. What activities require one to change movement skill during the activity?
3. How can one perform a skill without thinking about it?
4. If you could only master one of the locomotor movements, which one would you choose, and why?

**Relevance and Application:**

1. Individuals move skillfully under a variety of movement conditions.
2. Individuals participate skillfully in a variety of games at home that require movement such as playing tag, skipping, or jumping rope.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. The different combinations or ways that movement can be performed are virtually limitless.
3. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
4. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

- 2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements

**Evidence Outcomes**

**Students can:**

- a. Move to even and uneven beats using various locomotor movements
- b. Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll
- c. Jump rope repeatedly
- d. Throw, catch, strike, and trap objects while being stationary and also moving toward a partner
- e. Balance objects on various body parts while in various positions
- f. Demonstrate static and dynamic balance on lines or low beams and benches

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

**Inquiry Questions:**

- 1. Why is it important to be able to move in both even and uneven rhythms?
- 2. What does it mean to have rhythm?
- 3. What body parts are involved when one jumps rope?

**Relevance and Application:**

- 1. Individuals participate in a variety of activities such as playing basketball with friends while maintaining control of the body.
- 2. Individuals participate successfully in activities that require balance.
- 3. Individuals participate in activities such as social dances that require movements to even and uneven beats.
- 4. Individuals participate in activities that require throwing and catching with a friend such as playing catch with a football.

**Nature of Physical Education:**

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

- 3. Use feedback to improve performance

**Evidence Outcomes**

**Students can:**

- a. Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement
- b. Use instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movement
- c. Identify methods to keep the brain healthy and ready to learn
- d. Identify brain-healthy foods
- e. Describe the role of water as an essential nutrient for the body and brain

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

**Inquiry Questions:**

- 1. Why is water essential for the body?
- 2. When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?
- 3. Which health habit is most important? Why?
- 4. What are the advantages of instructor feedback over self feedback?

**Relevance and Application:**

- 1. Individuals examine the effects of limited water consumption after playing or doing yard work on a hot day.

**Nature of Physical Education:**

- 1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
- 2. The use of self and instructor feedback identifies strengths and weaknesses to improve performance.
- 3. Keeping the brain healthy keeps the body healthy.
- 4. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements

**Evidence Outcomes**

**Students can:**

- a. Move in different directions and at high, medium, and low levels in space
- b. Demonstrate locomotor movements in a variety of pathways and levels
- c. Travel in forward and sideways directions using a variety of locomotor and nonlocomotor patterns, and change direction quickly in response to a signal
- d. Perform a simple dance step in keeping with a specific tempoTravel to a variety of rhythms changing time, force, and flow
- e. Manipulate objects such as jump ropes, scarves, hoops, and balls
- f. Balance at different levels on different body parts
- g. Demonstrate both static and dynamic balances
- h. Perform rhythmical movements using small musical aids
- i. Perform a singing dance in a group

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

**Inquiry Questions:**

1. If you were to invent a new locomotor movement, what would it look like, and what would you call it?
2. Why are dances like the "chicken dance," "bunny hop," and "electric slide" so popular at group gatherings such as wedding receptions?
3. Why would someone want to know how to do the same things in different ways?
4. What does it mean to have rhythm? How can one notice whether someone has it?

**Relevance and Application:**

1. Individuals move skillfully under a variety of movement conditions.
2. Individuals successfully ride a two-wheeled bike without training wheels.
3. Individuals ride a skateboard or skates.
4. Individuals participate in games that require movement such as playing basketball or tag.
5. Individuals participate in games that require the use of objects such as jump ropes and balls.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Movement to a beat or pattern activates the brain to facilitate learning.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.



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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 2. Demonstrate fundamental manipulative skills

**Evidence Outcomes**

**Students can:**

- a. Standing in place, dribble a ball five times with **one's** dominant hand
- b. Throw a ball while stepping forward in opposition
- c. Strike a stationary object
- d. Throw an object with an overhand and underhand motion
- e. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces
- f. Catch a thrown large object with both hands
- g. Kick a stationary object using a simple kicking pattern
- h. Use body parts and light implements to strike stationary and moving objects

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

**Inquiry Questions:**

- 1. How does one get better at throwing a ball?
- 2. What is the most effective way to throw a ball?
- 3. When is striking used in games and sports?
- 4. Is it easier to catch a bigger object or a smaller one? Why?

**Relevance and Application:**

- 1. Individuals participate in activities that require patterned movements such as playing softball or basketball.
- 2. Individuals recognize manipulative skills in games and sports by watching sporting events on television.
- 3. Individuals recognize manipulative skills in games and sports by watching friends and family members participate in sports.
- 4. Individuals demonstrate the skillful use of a variety of manipulatives.
- 5. Individuals participate in activities that require the use of manipulatives.

**Nature of Physical Education:**

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. Patterned, rhythmic movement activates the brain to facilitate learning.
- 3. Many popular games and sports require the skillful manipulation of an object or objects.
- 4. Repetition improves the performance of motor skills.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 3. Establish a beginning movement vocabulary

**Evidence Outcomes**

**Students can:**

- a. Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide
- b. Respond appropriately to a variety of cues
- c. Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist
- d. Discuss personal space, general space, and boundaries

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

**Inquiry Questions:**

- 1. How can there be a game with no boundaries?
- 2. What are some similarities in different types of locomotor movements?
- 3. What makes a jog different from a run?
- 4. Why is it important to have personal space?

**Relevance and Application:**

- 1. Individuals perform movements safely on command.
- 2. Individuals recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home.
- 3. Individuals recognize when boundaries and personal space are needed in physical activities.

**Nature of Physical Education:**

- 1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
- 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Demonstrate body and spatial awareness through movement

**Evidence Outcomes**

**Students can:**

- a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills
- b. Demonstrate contrasts between slow and fast speeds while using locomotor skills
- c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations
- d. Travel in straight, curved, and zigzag pathways
- e. Move in opposition and alternately
- f. Move synchronously with others
- g. Participate in chase-and-flee activities that include various spatial relationships

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

**Inquiry Questions:**

1. When is moving at a fast speed safer, and when is moving at a slow speed safer?
2. Which animals use the same movements?
3. When moving in a group, how do you keep from bumping into each other?
4. Why is it easier to move in the same direction in which a group is moving than to move against the group?

**Relevance and Application:**

1. Individuals participate in games that require movement as a group.
2. Individuals travel successfully and safely in a variety of activities with a large group of friends and family members such as to the movies or a county fair.
3. Individuals create letters of the alphabet using their arms, legs, and torso.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Spatial awareness is critical for success in any movement-based activity.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

- 2. Locate the major parts of the body

**Evidence Outcomes**

**Students can:**

- a. Move specified body parts in response to a variety of sensory cues such as auditory or visual
- b. Identify body planes such as front, back, and side

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

**Inquiry Questions:**

- 1. Which body parts are unable to move?
- 2. Why do we walk on two feet?
- 3. Which are stronger – arms or legs? Why?
- 4. What in their arms and legs helps people to move?
- 5. When would it be important to be able to change directions quickly?

**Relevance and Application:**

- 1. Individuals play “head, shoulders, knees, and toes” with parents.
- 2. Individuals identify body parts correctly.
- 3. Individuals identify the front, back, and side of the body.

**Nature of Physical Education:**

- 1. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.
- 2. The brain helps the body to learn how to move.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space

**Evidence Outcomes**

**Students can:**

- a. Move safely in a large group without bumping into others or falling while using locomotor skills
- b. Travel forward and sideways while changing directions quickly in response to a signal
- c. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns
- d. Move with even and uneven rhythms
- e. Perform movements to the rhythm of music

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

**Inquiry Questions:**

1. Which movements are easy to control when in a large group?
2. Which types of music are more rhythmic?
3. Which are easier – even or uneven rhythms? Why?
4. Why is a certain amount of space needed between members of a group while the group is moving?

**Relevance and Application:**

1. Individuals travel successfully and safely with family members in a variety of activities such as to a shopping center, country fair, or movie theaters.
2. Individuals follow a rhythmic pattern when jumping rope with friends.
3. Individuals participate in games that require movement.

**Nature of Physical Education:**

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Spatial awareness is critical for success in any movement-based activity.

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

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

- 2. Demonstrate balance

**Evidence Outcomes**

**Students can:**

- a. Explore balancing on different body parts at different levels, becoming "like" a statue while making symmetrical and nonsymmetrical shapes
- b. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object

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

**Inquiry Questions:**

- 1. How long could one safely remain in an upside down position?
- 2. Why is it easier to stand on two legs than one?
- 3. What happens to balance when one spins around?
- 4. Why was it easier for small children to crawl first before they learn how to walk?

**Relevance and Application:**

- 1. Individuals successfully ride a tricycle.
- 2. Individuals successfully get on and off a moving escalator.

**Nature of Physical Education:**

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

## 2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### **Prepared Graduates**

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

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

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

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities</li> <li>Design and participate in activities that improve all components of health-related fitness</li> <li>Assess the components of health-related physical fitness</li> <li>Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria</li> <li>Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components</li> <li>Evaluate individual measures of physical fitness in relationship to patterns of physical activity</li> <li>Plan an extended personal physical fitness program in collaboration with an instructor</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>When one experiences a plateau in his or her fitness plan, what are options to consider?</li> <li>How does one know that a fitness plan is effective?</li> <li>How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle?</li> <li>How does your fitness plan compare to a <b>friend’s fitness plan?</b></li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>Individuals investigate such as by performing an Internet search the economic impact of being healthy.</li> <li>Individuals use health-related fitness software to compare fitness performance over several years.</li> <li>Individuals use the Internet to research a physical fitness plan that integrates workplace activities.</li> </ol>
	<p><b>Nature of Physical Education:</b></p> <ol style="list-style-type: none"> <li>Continually reassess fitness levels in order to establish and work toward meaningful goals.</li> <li>Regular assessment of physical activity is important for physical well-being.</li> <li><b>Be personally responsible for and monitor one’s own physical fitness goals.</b></li> </ol>



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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 2. Identify community resources to maintain lifelong physical activity

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Identify and access physical activity opportunities in the communities</li> <li>Explain the requirements such as cost involved with participation in a variety of physical activities</li> <li>Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities</li> <li>Evaluate the availability and quality of fitness resources in the community</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>Should insurance companies pay for memberships to health clubs if they will help to prevent chronic diseases?</li> <li>How do TV commercials and other fitness advertisements try to influence one to buy certain products, and how does one decide on quality fitness facilities, equipment, and activities?</li> <li>If you could create the ultimate physical activity facility, what would it include, where would it be located, and how much would it cost?</li> <li>If you lived in a social sphere with absolutely no fitness resources such as facilities, modern equipment, or the Internet, what would you do to reach and maintain optimal levels of health and fitness?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>Individuals access resources for physical activity participation throughout a lifetime such as public gyms, parks, and swimming pools.</li> <li>Individuals use a blog to compare and contrast physical activity opportunities in their community.</li> <li>Individuals select a piece of sporting equipment, and conduct Internet research and analysis of brands and cost.</li> <li>Individuals compare the cost of participating in an outdoor adventure sport such as mountain biking and a community-organized sport such as basketball.</li> <li>Individuals analyze the physical fitness messages in sports and athletic-related television advertisements.</li> </ol> <p><b>Nature of Physical Education:</b></p> <ol style="list-style-type: none"> <li>There are a variety of activities used to improve and maintain lifelong fitness. Participating in these activities likely improves quality of life now and in the future.</li> <li>Regular participation in physical activity requires access to opportunities in the wider community.</li> <li>Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.</li> <li>The revolution of health and fitness in the world and our nation is an ongoing evolution.</li> <li>There are a number of ways to get physical activity outside of school.</li> </ol>

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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education

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

- a. Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle
- b. Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week
- c. Monitor physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor
- d. Explain the benefits of participation in a variety of physical activities
- e. Demonstrate effective time management skills that allow opportunities for physical activity during the day
- f. Demonstrate the ability to monitor and adjust activity to meet personal goals
- g. Participate in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals

**Inquiry Questions:**

1. How should physical activity be prioritized between work and school?
2. Why is using a variety of physical activities important?
3. What are the pros and cons of participating in a variety of physical activities versus specializing in one sport or activity?
4. If you had a chance to address the U.S. President and Congress about the importance of physical activity, what would you say?
5. How are your current fitness goals likely to change over time?

**Relevance and Application:**

1. Individuals make physical activity a part of an individual lifestyle at home.
2. Individuals use technology such as computer spreadsheets to create and keep a physical activity diary or log.
3. Individuals compare and contrast the lifelong wellness benefits of participation in a physical education class versus participating in a high school marching band or a varsity sport.
4. Individuals appreciate the physical benefits of dancing.
5. Individuals appreciate the physical benefits of walking or riding a bike instead of driving a car.

**Nature of Physical Education:**

1. There are a variety of activities used to improve and maintain lifelong fitness. Participating in these activities likely improves the quality of **one's** life now and in the future.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. There are a number of ways to get physical activity outside of school.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Plan and implement an extended personal physical fitness plan in collaboration with an instructor</li> <li>b. Explain the relationship among physical activity, nutrition, adequate rest and sleep, and weight management</li> <li>c. Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, or injury)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How can individuals who do not meet ideal standards for body weight be fit?</li> <li>2. Why are fitness plans not "one size fits all?"</li> <li>3. Which physical activities do you enjoy performing in the rain or snow?</li> <li>4. Which is more important – good nutrition or adequate sleep? Why?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals engage in wellness behavior such as yoga or meditation that acknowledges its holistic nature.</li> <li>2. Individuals use technology such as computer spreadsheets to record activity goals, and monitor progress toward those goals.</li> <li>3. Individuals record how much sleep they get every night, and see how it affects their fitness.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Good health-related fitness is interrelated with nutrition and other personal health habits.</li> <li>2. Physical activities can be performed in a variety of conditions that are not typical.</li> </ul>

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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 2. Identify preferences for lifetime physical activity

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

- a. Participate in a variety of recreational activities appropriate to a geographical area
- b. Match personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength)

**Inquiry Questions:**

1. Which component of health-related fitness is most important, and why?
2. What recreational activities do you and your family participate in weekly, and where do you go to participate?
3. How does your physical fitness compare to peers from other countries around the world?
4. What is your favorite adventure sport?

**Relevance and Application:**

1. Individuals choose appropriate physical activities at home for wellness such as stretching or jogging.
2. Individuals use the Internet to learn about the health benefits of physical activities appropriate to their area such as mountain biking, rock climbing, skiing, or hiking.

**Nature of Physical Education:**

1. Physical activity choices that change throughout a lifetime have a positive effect on **the individual's overall health.**
2. Being aware of personal strengths, individual needs, and specific health risks is essential for safely starting a new physical activity.
3. The selection of activities in which to participate requires knowledge of benefits and outcomes for a wide range of activities.
4. A variety of physical activities can be performed in any geographical area.

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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness

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

- a. Create an individual physical activity portfolio that includes:
  1. Identifying reasons for choosing a particular physical fitness activity such as have fun, gain flexibility, increase core strength, increase fitness level, and lose weight
  2. Reflecting on how and why this activity may differ from now and when one is 25, 40, 55+
- b. Set realistic fitness goals, and strive to attain them through participation in activities of individual choosing
- c. Maintain a physical activity log for an extended period, documenting progress toward achievement of personal goals
- d. Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week
- e. Design and participate activities that will improve all components of health-related fitness

**Inquiry Questions:**

1. How do one's age, community, and friends affect the choices about participating in physical activities?
2. What do you think of your personal fitness assessment results, and what changes should you make in your exercise routine to improve those results?
3. If you were the editor of a fitness magazine for teenagers, what headlines would you include on your cover page? What hot topics would you include in the magazine?
4. How are **your parents' and grandparents'** physical fitness activities similar to or different from your physical fitness activities?

**Relevance and Application:**

1. Individuals enjoy participating in physical activity such as regular jogging or walking throughout a lifetime.
2. Individuals use a computer to monitor their physical activity, and meet guidelines for wellness.
3. Individuals discuss with family members the physical fitness activities that can be done together as a family.

**Nature of Physical Education:**

1. An individual's success in and enjoyment of and physical activity choices are affected by changes in geographical and community setting, lifestyles, friends, and age.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. It takes commitment and dedication to successfully attain personal goals in fitness and physical activities.
4. Goal-setting is a critical component of successful behavior change.

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

**Prepared Graduates:**

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

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

**Inquiry Questions:**

**Relevance and Application:**

**Nature of Physical Education:**

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 1. Set personal goals for improving health-related fitness

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

- a. Compare individual physical fitness goals with research-based standards for good health
- b. Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition

**Inquiry Questions:**

1. What are the best activities for improving muscular strength?
2. Why is it important to have flexible muscles?
3. What are the different components of fitness?
4. Which physical activities do you enjoy to help to improve cardio-respiratory and muscular endurance?

**Relevance and Application:**

1. Individuals use the Internet to compare their personal wellness to national trends.
2. Individuals create a graph to compare fitness test scores to health-related fitness standards.
3. Individuals research on the Internet national and state standards for good health.

**Nature of Physical Education:**

1. Setting and working toward fitness goals is critical for positive behavior change.
2. Everyone can set personal fitness goals for themselves.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 2. Demonstrate the ability to perform self-paced cardiovascular endurance activities

**Evidence Outcomes**

**Students can:**

- a. Monitor the intensity of one’s heart rate during physical activity
- b. Identify target heart rate

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

**Inquiry Questions:**

1. Why can a peer of the same age and same size have a completely different pace during a cardiovascular activity?
2. Why is the concept of pace so importance during both aerobic and anaerobic activities?
3. If you wanted to improve your cardiovascular endurance, what would your training look like?
4. What is your optimum heart rate for improving your cardiovascular endurance? How can you check and monitor this?

**Relevance and Application:**

1. Individuals self-assess their fitness levels in order to make and implement a personal wellness plan.
2. Individuals use a heart rate monitor to keep activity within the recommended intensity level.
3. Individuals compare the heart rates of family members during physical activities.

**Nature of Physical Education:**

1. Cardio-respiratory endurance is extremely important for the prevention of heart disease.



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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness

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

- a. Participate in self-selected activities that require muscular strength and endurance
- b. Sets realistic fitness goals
- c. Strive to attain fitness goals through participation in physical activity of individual choosing

**Inquiry Questions:**

1. Why should people of different ages have different fitness goals?
2. How does an individual demonstrate taking responsibility for his or her own physical fitness?
3. What muscular strength and endurance invention has made the most impact on people's fitness?
4. What five muscular strength and endurance activities would you do to become physically fit? Would your choices stay the same in order to maintain your fitness level?

**Relevance and Application:**

1. Individuals establish physical activity goals relevant to a selected component of fitness such as deciding how many push-ups to do once a week.
2. Individuals use technology to document and record progress toward fitness goals such as tracking progress with a computer or keeping a journal.
3. Individuals recognize that there are physical activities available to people of all ages in their community.

**Nature of Physical Education:**

1. An individual's success in and enjoyment of physical activity choices are affected by changes in geographical and community setting, lifestyles, friends, and age.
2. Living a healthy lifestyle contributes to a positive self awareness, fewer illnesses, and more opportunities to be active.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. Understand and apply basic principles of training to improving physical fitness

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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- Students can:**
- a. Accurately take a pulse at rest and during exercise
  - b. Develop and describe three short-term and three long-term fitness goals
  - c. **Correctly differentiate the body's response to** physical activities of various exercise intensities
  - d. Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices
  - e. Explain why dehydration impairs temperature regulation and physical and mental performance
  - f. Determine appropriate cardiovascular training zone
  - g. Perform flexibility exercises that will stretch particular muscles area for given physical activities
  - h. Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components
  - i. Engage in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day
  - j. Accurately identify activities that are aerobic and anaerobic
  - k. Determine the intensity of personal physical activity using the concept of perceived exertion

- Inquiry Questions:**
1. Which are more important – short-term goals or long-term goals? Why?
  2. What are all of the different ways that one can determine the intensity of an activity?
  3. How are your physical activity habits similar to or different from the other members of your family? Why are they similar or different? Who in your family benefits the most from their activities?
  4. What would a comprehensive, one-month fitness calendar include? How would this calendar change depending on the weather and available equipment?

- Relevance and Application:**
1. Individuals create and implement a fitness plan that reflects current best practices about fitness.
  2. Individuals use a heart rate monitor such as a clock or watch to measure intensity of activity.
  3. Individuals participate safely in a training program. For example, parents sign up their children for YMCA or community center classes.
  4. Individuals use a heart rate monitor such as a clock or watch) to determine whether the intensity of their activity is appropriate.
  5. Individuals create a graph, plotting resting and exercise heart rates over an established period of time.
  6. Individuals discuss with their family some ways they can become more physically active together.

- Nature of Physical Education:**
1. Knowledge of training principles is critical for developing an effective health-related fitness plan.
  2. Safety in exercise, including warm-up and cool-down techniques, is important to being healthy and injury free.
  3. Physical activity has health and fitness benefits for all ages.
  4. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance

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

- a. Identify an exercise that is used to develop agility, balance, coordination, power, reaction time, or speed
- b. Create an exercise plan using the six skill-related components to improve performance in a chosen activity

**Inquiry Questions:**

1. Which component of skill-related fitness do you like the most?
2. Which component of skill-related fitness is most important, and why?
3. In which component of skill-related fitness are you the strongest? How can you continue to improve in this component? How can you improve in the other components?

**Relevance and Application:**

1. Individuals participate effectively on a sport team by implementing training methods consistent with the requirements of the activity
2. Individuals use technology such as a personal computer to monitor an exercise program.
3. Individuals identify examples of components of skill-related fitness that they use in outdoor activities such as climbing trees.

**Nature of Physical Education:**

1. Knowledge of skill-related components can influence fitness and physical performance.
2. Different physical activities require different combinations of agility, balance, coordination, power, reaction time, and speed.

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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 3. Connect the health-related fitness components to the body systems

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

- a. Understand the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs
- b. Demonstrate appropriate warm-up procedures before participation in vigorous physical activity
- c. Distinguish healthy balanced meals and snacks designed to enhance the performance of physical activities

**Inquiry Questions:**

1. Do you prefer participating in organized group activities such as youth basketball leagues or playing in unstructured physical activities such as pick-up basketball games? Why?
2. If you managed a restaurant, what foods would be on the menu? Why?
3. Should children be allowed to eat whatever snacks they want? Why or why not?
4. Should people eat immediately before exercising? Why or why not?

**Relevance and Application:**

1. Individuals establish healthy habits for physical activity and nutrition such as tracking fat and caloric intake from nutritional information on food labels.
2. Individuals keep a computer log to track and analyze a daily diet.
3. Individuals use the Internet to research healthy, balanced meals.

**Nature of Physical Education:**

1. A healthy diet and exercise program provides energy for performance and successful participation in recreational and competitive activities.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. People have many options to participate in organized physical activities outside of school.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 1. Explain how the health-related components of fitness affect performance when participating in physical activity

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Explain the principles of physical fitness: Overload, progression and specificity, frequency, intensity, time, and type (F.I.T.T.)</li> <li>Identify the importance of correct body alignment for performing lower-body stretches</li> <li>Demonstrate an exercise that positively impacts each component of health-related physical activity</li> <li>Measure and record personal heart rate before, during, and after moderate to vigorous exercise</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What's the difference between the overload principle and "no pain, no gain?"</li> <li>Do different types of physical activities produce different results?</li> <li>Which exercise is the healthiest? Why?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>Individuals understand the benefits of stretching and warming up before playing a community-organized sport.</li> <li>Individuals prevent lower back injuries when engaging in exercise.</li> <li>Individuals complete a video comparison and analysis of safe and unsafe exercises.</li> <li>Individuals create a video demonstration of exercises for each component of health-related fitness.</li> <li>Individuals use a watch to monitor their heart rate before, during, and after performing a physical activity.</li> <li>Individuals watch a video or television, and compare the way professional athletes perform stretches to the way they perform stretches.</li> </ol> <p><b>Nature of Physical Education:</b></p> <ol style="list-style-type: none"> <li>Healthy living requires knowledge of the basic principles of physical fitness.</li> <li>The lack of knowledge regarding safety factors can adversely affect <b>one's</b> ability to participate in physical activity.</li> <li><b>Levels of exercise directly influence a person's heart rate</b>, and overall health and fitness.</li> </ol>

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 2. Recognize the relationship between healthy nutrition and exercise

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

- a. Record water intake before, during, and after physical activity
- b. Identify healthy choices for meals and snacks that help to improve physical performance

**Inquiry Questions:**

1. If you left home without your water bottle, how would that impact your choice of physical activity?
2. If an energy bar and a candy bar have the same number of calories, why is the energy bar considered to be healthier?

**Relevance and Application:**

1. Individuals maintain healthy body composition through a lifetime.
2. When hiking, keep a record of how much water you drink.
3. Keep a record of how much water you drink every day for a month. Explain days that have more or less water intake.

**Nature of Physical Education:**

1. Making healthy food choices is an important habit to learn to manage weight.
2. Drinking water is important for physical health and well-being.

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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 3. Recognize the benefits derived from regular, moderate, and vigorous physical activity

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

- a. Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities
- b. Compare results of fitness testing to personal health status and ability to perform various activities

**Inquiry Questions:**

1. What is the role of fitness testing in overall wellness?
2. Which specific activities might affect your body?
3. How does physical fitness impact successful participation of a variety of activities?
4. How would you go about improving your physical fitness?
5. Why would you want to change the results of your physical assessment?

**Relevance and Application:**

1. Individuals record and analyze fitness test results using fitness testing software.
2. Individuals keep a chart of all physical activities, listing the amounts of time for each.
3. Individuals compare the five health-related physical components to car parts, and explain how they are similar.

**Nature of Physical Education:**

1. Participation in moderate to vigorous daily activity is important to lifelong health.
2. It is important to choose activities that will enhance wellness.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity</li> <li>Recognize that the body will adapt to increased workloads</li> <li>Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity</li> <li>Identify several moderate to vigorous physical activities that provide personal pleasure</li> <li>Identify all activities that children participate in on a regular basis (formal or informal)</li> <li>Locate heart rate on at least two different pulse points on the body</li> <li>Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed</li> <li>Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity</li> <li>Explain how the intensity and duration of exercise as well as nutritional choices affect fuel use during physical activity</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>Which physical activities are the healthiest?</li> <li>What factors help you to decide why you enjoy an activity or sport?</li> <li>If you are bored with a current physical activity, how would you choose a new physical activity?</li> <li>Does your body feel different after you swim than after you run?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>Individuals maintain healthy cardiovascular and respiratory system to prevent heart disease.</li> <li>Individuals participate in a wide range of physical activities over a lifetime such as swimming, bicycling, running, or hiking.</li> <li>Individuals participate safely in physical activity under a variety of environmental conditions such as high altitude, heat, humidity, or cold.</li> <li>Individuals use a watch to monitor their heart rate.</li> <li>Individuals compare the way riding a bicycle makes them feel to the way riding a skateboard makes them feel.</li> <li>Individuals keep a chart for a month of all physical activities, listing the amount of time for each.</li> </ol> <p><b>Nature of Physical Education:</b></p> <ol style="list-style-type: none"> <li>Physical activity affects heart, lungs, and muscles.</li> <li>Physical activity affects the way one feels emotionally and physically.</li> <li>Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.</li> <li>Different levels of exercise affect heart rate and overall health and fitness.</li> </ol>



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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues

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

- a. Identify the location of the lungs and heart
- b. Identify muscles and fat
- c. Locate the heart, and feel it beat after moderate to vigorous exercise
- d. Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles
- e. Identify physical activities that cause the heart to beat faster

**Inquiry Questions:**

1. Do your heart and lungs feel different after you swim than after you run?
2. If entire bodies were made of fat, how would people move?
3. What would bodies look like if they had no bones?
4. Which of your favorite activities do you think contribute most to your heart beating faster?

**Relevance and Application:**

1. Individuals understand the role of fitness in preventing chronic disease.
2. Individuals take a virtual tour of the body, focusing on the lungs and heart.
3. Individuals prevent heart disease by engaging in aerobic activity such as bicycle riding, or playing tag or basketball.
4. Individuals use a heart rate monitor to compare heart rate before, during, and after exercise.
5. Individuals compare body parts to parts of a car or a computer.

**Nature of Physical Education:**

1. The amount of exercise done does directly influences heart rate and overall health and fitness.
2. The body is made up of different parts, and each part must be cared for with exercise.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class

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

- a. Correctly identify activities and the locomotor, nonlocomotor, and manipulative skill involved
- b. Identify activities enjoy the most, and connect success with enjoyment of activity

**Inquiry Questions:**

1. What is the relationship between enjoyment and wellness when choosing activities to participate in?
2. How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment?
3. If you had to choose one skill, which is the most important – locomotor, nonlocomotor, or manipulative? How would activities change if you were limited to only one or two of these skills?

**Relevance and Application:**

1. Individuals identify sports equipment such as skateboards and bicycles that requires locomotor skills.
2. Individuals value physical activity for a lifetime. For example, they might take an interest in outdoor activities.
3. Individuals photograph their favorite physical activities.
4. Individuals watch sports programs on television, and identify activities that involve locomotor, nonlocomotor and manipulative skills.

**Nature of Physical Education:**

1. Physical activities involve locomotor, nonlocomotor, and manipulative skills.
2. The more one performs physical activities, the more success and fun he or she will have doing them.

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

**Prepared Graduates:**  
 ➤ Participate regularly in physical activity

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 2. Identify good brain health habits

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

- a. Explain the fuel requirements of the body during physical activity and inactivity
- b. Identify healthy food choices to fuel the body
- c. Determine the proper amount of sleep to get every night
- d. Identify changes in the body during exercise and how that makes you feel
- e. Identify feelings resulting from challenges, successes, and failures in physical activity

**Inquiry Questions:**

1. What are your favorite healthy snacks?
2. How do you face challenges, overcome failures, and celebrate successes in physical activity?
3. Do you feel better or worse when you get a lot of sleep at night? Why?

**Relevance and Application:**

1. Individuals know the link between good nutrition and physical activity for being healthy.
2. Individuals ask their parents about healthy foods.
3. Individuals identify healthy foods on television or billboards.
4. Individuals experience a wide range of positive emotions and feelings through physical activity.
5. Individuals create a video demonstrating a wide range of emotions during physical activity.

**Nature of Physical Education:**

1. Physical activity affects overall health and fitness.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. Food choices affect overall health and fitness.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 1. Identify the body's normal reactions to moderate and vigorous physical activity

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

- a. Identify basic exercises that help to strengthen various muscles of the body
- b. Identify physical activities that require strong muscles
- c. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups
- d. Identify activities that rely on muscular endurance and muscular strength for someone to be successful

**Inquiry Questions:**

1. Would you rather have strong arm and leg muscles, or a strong heart muscle? Why?
2. How could you work on improving your muscular strength and endurance?
3. Can one have muscular strength without muscular endurance? What about the other way around? Explain.

**Relevance and Application:**

1. Individuals can prevent injury by maintaining adequate muscular strength and endurance.
2. Individuals use a computer to find examples of safe exercises to improve muscular strength and endurance.
3. Individuals create an exercise program that improves their health-related fitness.
4. Individuals identify equipment in parks and playgrounds that helps to build muscles.

**Nature of Physical Education:**

1. Regular physical activity contributes to emotional well-being.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. Muscular strength and endurance are separate and equally important components of fitness.
4. The body reacts positively to physical exercise.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Understand that physical activity increases the heart rate, making the heart stronger

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

- a. Identify the heart rate as an indicator of moderate to vigorous activity
- b. Sustain moderate to vigorous physical activity for short periods of time
- c. Identify activities that will increase the heart rate

**Inquiry Questions:**

1. Which activities can you do for the longest time? Shortest time?
2. Are there other ways other than checking your heart rate to know that your heart is working hard?

**Relevance and Application:**

1. Individuals participate in fitness activities to strengthen their heart.
2. Individuals identify technology that will allow heart rate monitoring and checking.

**Nature of Physical Education:**

1. The heart is the most important muscle in the body.
2. Exercise directly influences heart rate and overall health and fitness.
3. Taking responsibility **for one’s own health is an essential step** toward developing and maintaining a healthy, active life.

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

**Prepared Graduates:**  
 ➤ Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
 1. Recognize the positive feelings experienced during and after physical activity

**Evidence Outcomes**

**Students can:**

- a. Participate in activities that increase the heart rate
- b. Participate in activities that require stretching the muscles
- c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety

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

**Inquiry Questions:**

1. If your body could stretch like a rubber band, which activities would you like to be good at?
2. What are different ways to make a heart beat faster?
3. How does running make you feel?
4. How many different ways can one move his or her body safely?
5. How do you feel before exercising your body? Immediately after exercising your body? Five minutes after? Ten minutes after?
6. How do you feel after stretching?

**Relevance and Application:**

1. Individuals participate in fitness activities to have a healthy heart.
2. Individuals set a base groundwork for lifetime physical fitness such as enjoying outside play.
3. Individuals compare their heart rate.
4. Individuals use sports equipment such as bicycles and tricycles that increases their heart rate.

**Nature of Physical Education:**

1. Levels of exercise directly influence heart rate and overall health and fitness.
2. Regular physical activity contributes to emotional well-being.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.

# 3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **Prepared Graduates**

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

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

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

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

**Prepared Graduates:**

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: High School**

**Concepts and skills students master:**

1. Demonstrate respect for individual differences in physical activity settings

**Evidence Outcomes**

**Students can:**

- a. Acknowledge the performance of others, regardless of the outcome
- b. Participate with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture
- c. Practice conflict management and listening skills in a competitive atmosphere
- d. Demonstrate appropriate audience and participant behavior during class performances
- e. Identify areas of personal weakness, and complete an action plan for improvement

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

**Inquiry Questions:**

1. Why do some attendees at sporting events behave so badly?
2. What constitutes healthy competition?
3. What might one do if someone were being bullied because he or she showed poor physical fitness skills?
4. If peer pressure were nonexistent, how would you determine your choices of physical activity?
5. How might one peacefully resolve a dispute between friends? Between people who are not friends?

**Relevance and Application:**

1. Individuals appreciate the diversity of physical activity experiences in the broader community such as visiting a park and seeing the variety of people engaged in physical activities).
2. Individuals explain how social networking tools help to and hinder interpersonal relationships.

**Nature of Physical Education:**

1. Physical education can help individuals from different backgrounds to work together successfully.
2. Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.
3. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.



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

**Prepared Graduates:**

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 2. Demonstrate collaboration, cooperation, and leadership skills

**Evidence Outcomes**

**Students can:**

- a. Contribute to group success through a variety of noncompetitive roles
- b. Initiate responsible behavior, and function independently and cooperatively
- c. Identify and utilize the potential strengths of each individual within a group setting
- d. Influence positively the behavior of others in physical activity settings
- e. Evaluate the role of cooperation and positive interactions with others when participating in physical activity in a variety of settings
- f. Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles
- g. Implement cooperative learning strategies to achieve group goals
- h. Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants
- i. Identify contributions of members of a group or team, and reward members for accomplishing a task or goal
- j. Compare and contrast different leadership skills required in a variety of physical activities such as outdoor education and adventure activities, and weight training

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

**Inquiry Questions:**

1. Is it more important to have the most-skilled players on a team, or to have a team that demonstrates teamwork? Which has more influence on the outcome of a game?
2. How do you choose to lead or follow in group settings?
3. **How would a team look if all teammates' behavior** were the same?
4. If you could develop the perfect team, what behaviors and traits would your players express?
5. What are some things one could do to show appreciation of opponents?

**Relevance and Application:**

1. Individuals participate effectively in groups across a variety of settings such as community-sponsored sports leagues.
2. Individuals describe how technology can aid a coach of a sport team.
3. Individuals create and follow behavior modification plans for a variety of wellness areas.
4. Individuals describe how they could use technology to create and monitor an action plan for physical activity.
5. Individuals create a document outlining proper etiquette for social networking sites.
6. Individuals react to negative events in healthy ways such as going for a walk after an argument with a friend.
7. Individuals work effectively with a wide range of personality types in a job setting.
8. Individuals use technology to show appreciation of fans, officials, and teammates. For example, they might design a website or blog.

**Nature of Physical Education:**

1. Participation in lifetime sports requires cooperation and leadership skills.
2. Character can be developed and supported through individual and group activities, influence of positive role models, and involvement in community service and activities.
3. Individuals can develop positive behavior patterns if they take personal responsibility for their actions.
4. Cooperation can help to solve difficult problems in groups or teams.
5. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 3. Demonstrate responsible behavior in group settings

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

- a. Engage in physical activity with others
- b. Display empathy toward the feelings of others during physical activities
- c. Accept the diversity and individual differences in participation in physical activity
- d. Accept the roles of group members within the structure of a game or activity

**Inquiry Questions:**

1. How might one help a teammate with poor physical skills to be a team contributor?
2. What might one do if he or she were assigned to a team with friends whom he or **she doesn't** like?
3. How might one respond if friends didn't want him or her on their team?
4. How might one try to make a new team member feel welcomed to the team?

**Relevance and Application:**

1. Individuals participate as both a leader and a group member in a variety of settings such as a community-sponsored sports league.
2. Individuals describe how a social networking site could be used to include others in physical activity such as using social networking sites to organize a game.

**Nature of Physical Education:**

1. Respect for differences can enhance group performance.
2. Character can be developed and supported through individual and group activities, influence of positive role models, and involvement in community service and activities.
3. The development of self-esteem, resiliency, tolerance, and coping skills supports social and emotional health.
4. Individuals with different levels of physical skill can make a contribution to a group activity.
5. Physical activities can be useful tools for getting to know other people.

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

**Prepared Graduates:**

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

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

**Inquiry Questions:**

**Relevance and Application:**

**Nature of Physical Education:**

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
 1. Develop strategies to communicate ideas and feelings

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

- a. Demonstrate through verbal and nonverbal behavior cooperation with peers of different backgrounds
- b. Consider the consequences of various choices, and make a responsible decision when confronted with negative peer pressure

**Inquiry Questions:**

1. What are some ways to demonstrate cooperation without actually talking to someone?
2. How can one nonverbally communicate with teammates to ensure they feel like an important component of the team?
3. How can one communicate to others that he or she does not want to participate in an activity when confronted by peer pressure?

**Relevance and Application:**

1. Individuals work with a variety of people to accomplish group goals.
2. Individuals compare and contrast digital and face-to-face communication as a method of showing feelings or emotions.

**Nature of Physical Education:**

1. Communication can take many forms in physical activity settings.
2. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.
3. There are effective ways to handle peer pressure.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
 2. Demonstrate inclusiveness in and out of classroom settings

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

- a. Seek out participation with, and show respect for a peer with varying skill ability
- b. Participate in group cooperation games and adventure activities to encourage team building and fun
- c. Make decisions to modify a game to allow all members to participate
- d. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds

**Inquiry Questions:**

1. Are some physical activities better for getting people to interact with each other? Which ones?
2. What is the value of team-building activities? How can what is learned in team-building activities be applied to other settings?
3. How could schools support a physically active environment outside of physical education classes?
4. Why is it important to learn to cooperate with many types of individuals from diverse backgrounds?
5. How does increasing the number of players in a game affect the outcome?

**Relevance and Application:**

1. Individuals recognize and utilize the talents of others when solving a problem.
2. Individuals describe how technology has impacted adventure activities. For example, helicopters help people to reach remote destinations for rock climbing, hiking, and skiing.
3. Individuals understand that others of different physical skill levels can make a contribution to a group activity.
4. Individuals appreciate that physical activities can be useful tools for getting to know other people. For example, community sports leagues are used for social networking.

**Nature of Physical Education:**

1. Physical education is for people of all abilities.
2. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Evaluate individual responsibility in group efforts</li> <li>b. Demonstrate an acceptance of differences among friends in physical development</li> <li>c. Participate in activities that address diversity</li> <li>d. Participate in activities with individuals of various skill levels</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why might it be difficult to be the smallest person in class? The largest?</li> <li>2. What variety of modifications could be made in a game of basketball, volleyball, or other game to include others of beginning to advanced skills on the same team?</li> <li>3. Why are dance and music universal forms of expression?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Individuals work with others from a variety of cultural backgrounds in community sports leagues.</li> <li>2. Individuals describe how technology could be used to track individual performance in a team sport. For example, computer spreadsheet programs can be used to keep individual statistics.</li> <li>3. Individuals appreciate that others have different levels of skills and physical abilities.</li> </ul>
	<p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"> <li>1. Physical activity experiences are enriched by the diversity of the participants.</li> <li>2. Individuals of different physical skill levels can make a contribution to a group activity.</li> <li>3. All participants in a group activity can make a contribution and have responsibilities.</li> </ul>

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 2. Work cooperatively and productively in a group

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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- Students can:**
- a. Establish and accomplish goals in both cooperative and competitive activities
  - b. Identify and define the role of each participant in a cooperative physical activity
  - c. Analyze possible solutions to a movement problem in a cooperative physical activity, and come to a consensus on the best solution
  - d. Demonstrate the ability to resolve conflicts with peers

- Inquiry Questions:**
1. What might one do to interact with a friend who refuses to participate in a group problem-solving activity?
  2. How might one include a friend with a disability into the activity?
  3. Do cooperative and competitive activities have similar or different goals?
  4. How might one recommend resolving a dispute between two peers in a game?

- Relevance and Application:**
1. Individuals identify and utilize the strengths of group members in a work setting.
  2. Individuals make a video demonstrating conflict resolution through role play.
  3. Individuals visit a rock-climbing gym with friends and determine the best path up a climbing wall.

- Nature of Physical Education:**
1. Participation in competitive sports and games requires cooperation.
  2. Cooperation between teammates is important for solving complex problems.
  3. Cooperation in physical activities prepares individuals to learn how to cooperate in other activities.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. Assess and take responsibility for personal behavior and stress management

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

- a. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity
- b. Set a personal goal to improve a skill, and work toward that goal
- c. Describe and demonstrate responsible behavior and decision-making while participating in physical activity
- d. Demonstrate respect for the person who is officiating

**Inquiry Questions:**

1. How does setting goals for physical activities help one to take on personal responsibilities in school work?
2. Why are officials necessary? What would be the result if there were no officials?
3. What are some of the ways you have seen others treat officials?
4. Why is it important to set personal goals?
5. Are you going to work harder for your goals if you write them out rather than just talk about them? Why?

**Relevance and Application:**

1. Individuals follow and respect established guidelines for behavior in a variety of settings.
2. Individuals use a computer to keep track of personal achievements in physical activities such as running or doing push-ups and pull-ups.

**Nature of Physical Education:**

1. Taking personal responsibility for healthy behaviors is a foundation for lifetime wellness.
2. Recognizing that stress is a manageable part of life is important for an individual's emotional development.
3. Recognizing that performing physical activities can help to manage stress is important.



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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 2. Choose to participate cooperatively and productively in group and individual physical activities

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

- a. Help others with physical activity challenges
- b. Contribute ideas, and listen to the ideas of others in cooperative problem-solving activities
- c. Acknowledge and accommodate individual differences in others' physical abilities in small-group activities
- d. Officiate an activity, game, or sport
- e. Demonstrate conflict resolution behavior in socially appropriate ways

**Inquiry Questions:**

1. How might one interact with a friend who dominates the discussion in a cooperative problem-solving activity?
2. What are ways to include others who are physically unable to participate due to a disability or injury?
3. Does your view of talking to officials change when you are an official yourself?
4. Why is resolving conflicts more important than winning a game?

**Relevance and Application:**

1. Individuals solve problems or help to negotiate a conflict among friends.
2. Individuals participate in a blog with friends, demonstrating positive social behaviors.
3. Individuals interact with people such as officials, teachers, and coaches who are in leadership roles in a sport or game setting.

**Nature of Physical Education:**

1. Successful participation in physical activity requires communication and cooperation.
2. Individuals with different physical skill levels can participate and contribute to activities.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 3. Identify personal activity interests and abilities

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

- a. Accept responsibility for one's own performance without blaming others
- b. Respond to winning and losing in socially appropriate ways
- c. Develop confidence in a physical activity setting

**Inquiry Questions:**

1. Why do professional athletes sometimes blame others for their performance?
2. Why do citizens of a city sometimes riot or vandalize things when their team wins the World Series or the NBA Championship?
3. What is the difference between being confident and being cocky?
4. What can losing a game or activity allow one to learn that winning can't?
5. Why do teams sometimes shake hands with the opposition after competing?

**Relevance and Application:**

1. Individuals can cope with adversity in a healthy manner such as talking with a parent about a problem.
2. Individuals can use a social networking website to congratulate an opponent after competition.

**Nature of Physical Education:**

1. Participation in physical activity promotes positive emotional well-being.
2. Winning is not the most important thing in playing sports.
3. Losing can be an opportunity to learn.
4. How one behaves when one wins or loses influences people's perception of him or her.

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

**Prepared Graduates:**

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

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

**Inquiry Questions:**

**Relevance and Application:**

**Nature of Physical Education:**

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 1. Demonstrate positive social behaviors during class

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

- a. Identify the positive behaviors of self and others
- b. Congratulate partners, opponents, or team upon conclusion of game or activity
- c. Accept and give constructive feedback to peers
- d. Follow directions, activity-specific rules, procedures, and etiquette with few reminders
- e. Encourage others regularly, and refrain from put-down statements
- f. Ask a partner to participate in a physical activity
- g. Congratulate friends for a well-executed movement

**Inquiry Questions:**

1. How should you congratulate someone when he or she wins, and you lose?
2. When would peer feedback be inappropriate?
3. How can you give advice to a friend about how to improve at a physical activity?
4. How does your body feel when you achieve success while working with others?
5. What is your role in maintaining a positive learning environment that everyone can enjoy?
6. Why is it important to be polite when you lose?

**Relevance and Application:**

1. Individuals acknowledge the efforts of others when they have done something well such as sending a group email acknowledging the efforts of someone to other people.
2. Individuals describe how they could use technology to assist a friend in learning a skill.
3. Individuals are gracious winners and losers. For example, they shake the hand of a winning opponent.
4. Individuals initiate social interaction with someone they don't know in a social situation such as a school dance.
5. Individuals send an electronic invitation to a friend asking him or her to join them in a physical activity such as playing Frisbee.

**Nature of Physical Education:**

1. Physical education provides opportunities to reinforce positive social behaviors.
2. Successful participation in physical activity requires cooperation with others.
3. Group physical activities should be fun for everyone participating.
4. How you behave when you win or lose influences how people look at you.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 1. Demonstrate positive and helpful behavior and words toward other students

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

- a. Describe how positive social interaction can make physical activity with others more fun
- b. Participate in a variety of group settings without distracting behavior
- c. Encourage others by using verbal and nonverbal communication

**Inquiry Questions:**

1. Why should you be polite when playing in a group physical activity?
2. Why is it important to have good behavior, especially when in a group setting?
3. Is it easier or harder to work with peers to complete a task? Explain.
4. How can you encourage someone who is shy to participate in a physical activity?

**Relevance and Application:**

1. Individuals encourage friends or peers.
2. Individuals brainstorm the forms of technology that have been used to make physical activity more fun.

**Nature of Physical Education:**

1. Successful participation in physical activity requires cooperation with others.
2. Group physical activities should be fun for everyone participating.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 1. Work independently and with others to complete work

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

- a. Identify and demonstrate acceptable responses to challenges, successes, and failures
- b. Invite others to use equipment before repeating a turn
- c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity
- d. Help another student share space effectively

**Inquiry Questions:**

1. What is the most important quality of a good partner, and why?
2. What makes you a good partner?
3. What is different about working with someone rather than working by yourself?
4. What does "help" look like? Express "help" without using words.

**Relevance and Application:**

1. Individuals share limited resources in a way that allows everyone access.
2. Individuals describe how to share technology with a partner.
3. Individuals include everyone in an activity such as inviting friends to participate in a game on the weekend.
4. Individuals can describe a tool that requires more than one person to operate such as a sailboat.

**Nature of Physical Education:**

1. Physical education provides opportunities to practice and reinforce positive social behaviors.
2. Physical education provides opportunities to demonstrate responsible social behavior.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 2. Follow the rules of an activity

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

- a. Perform a simple sequence of movements within given parameters and guidelines
- b. Develop rules for an activity, and participate in the activity while following the rules
- c. Follow the rules for simple games
- d. Accept responsibility for one's behavior in a game situation

**Inquiry Questions:**

1. Which rules for good behavior would you most want to see in your physical education class, and why?
2. Why is it important to follow the rules?
3. What would happen if there were no rules when playing a game?
4. What game has too many rules?

**Relevance and Application:**

1. Individuals use technology to create a rules sheet for a game.
2. Individuals create games and physical activities that have rules.

**Nature of Physical Education:**

1. Respect for and commitment to rules is an underlying foundation of game play.
2. Rules are important for enjoying game play.

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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Demonstrate respect for self, others, and equipment

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

- a. Demonstrate the characteristics of sharing
- b. Identify feelings that result from participation in physical activity
- c. Participate as a leader and follower
- d. Help to manage equipment
- e. Play without interfering with others

**Inquiry Questions:**

1. Why is sharing sometimes difficult?
2. Would you rather be a leader or a follower? Why?
3. What would equipment look like if we didn't take care of it? How would that change the games?
4. **How does playing "Simon says" make you feel?**
5. Why is it important to take care of equipment?

**Relevance and Application:**

1. Individuals recognize when leading is necessary and when following is necessary such as **playing at a friend's house.**
2. Individuals use technology to demonstrate feelings associated with physical activity.
3. Individuals recognize that taking care of equipment such as toys is an important responsibility.

**Nature of Physical Education:**

1. Physical education provides opportunities to reinforce healthy social and emotional behaviors.
2. Physical education provides opportunities to participate in different roles.



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

**Prepared Graduates:**  
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 2. Demonstrate the ability to follow directions

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

- a. Start and stop on an auditory and visual signal
- b. Follow a simple series of instructions for an activity
- c. Speak at appropriate times
- d. Follow established class protocols

**Inquiry Questions:**

1. Why is it important to follow directions when participating in physical education?
2. How is playing "red light, green light" similar to crossing the street?

**Relevance and Application:**

1. Individuals follow established rules when engaging in physical activity in settings such as the community pool public playground.
2. Individuals identify traffic rules that they see on the street.

**Nature of Physical Education:**

1. Respect for and commitment to rules is an underlying foundation of game play.

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

**Prepared Graduates:**

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b>	<b>Inquiry Questions:</b>
	<b>Relevance and Application:</b>
	<b>Nature of Physical Education:</b>

## 4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

### **Prepared Graduates**

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

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

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

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 1. Understand the risks and safety factors that may affect participation in physical activity

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

- a. Describe and demonstrate the correct use of safety equipment for a variety of physical activities
- b. Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities
- c. Demonstrate proper spotting techniques for all lifts and exercises that require spotting
- d. Inspect equipment and facilities for safety hazards prior to participation
- e. Explain strategies for the prevention of injuries when engaging in physical activity

**Inquiry Questions:**

1. Are physical activities becoming safer or more dangerous?
2. What is the meaning of the saying, "No pain, no gain?" What's the potential harm in it?
3. What is the importance of fitness and nutrition to safe and efficient practices at home, in school, and at work?
4. Why is risk a positive aspect of physical activity?

**Relevance and Application:**

1. Individuals participate safely in lifetime physical activities.
2. Individuals create a video demonstrating proper form for lifts and exercises.
3. Individuals make good choices when confronted with a life-threatening situation.
4. Individuals identify proper safety equipment for different physical activities. For example, they visit a sporting goods store, and compare safety equipment for different physical activities.

**Nature of Physical Education:**

1. Participation in physical activity requires attention to safety.
2. Participation in physical activity often involves controlled risk.

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 2. Demonstrate knowledge of safety and emergency response procedures

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

- a. Demonstrate knowledge in one or more of the following areas: Basic first aid, CPR, lifeguard training, water safety instruction, basic water safety, and automated external defibrillators (AEDs)
- b. Describe emergency procedures for a physical education setting

**Inquiry Questions:**

1. If you are not trained in first aid or CPR, how can you be of help in an emergency situation?
2. When did you want to help with a problem, but couldn't?
3. Why is it important to be trained in first aid, CPR, lifeguarding, water safety, and AEDs?

**Relevance and Application:**

1. Individuals assist in efforts to help someone in case of an accident or emergency.
2. Individuals use technology to practice skills in emergency first aid or CPR. For example, they might take a CPR course at a community center.
3. Individuals can volunteer to work as lifeguards after they are properly trained.

**Nature of Physical Education:**

1. Everybody can save a life if given the proper training.
2. Safety and emergency response procedures are not limited to emergency medical technician (EMT) professionals.
3. Understanding safety and emergency response procedures is important to the well-being of the community.

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

**Prepared Graduates:**

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<p><b>Students can:</b></p>	<p><b>Inquiry Questions:</b></p>
	<p><b>Relevance and Application:</b></p>
	<p><b>Nature of Physical Education:</b></p>

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
 1. Implement safety procedures in the utilization of space and equipment

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

- a. Identify and participate in safe warm-up and cool-down activities
- b. Review components of safe participation and what constitutes a safe environment
- c. Follow the rules of activities to maintain safe playing conditions
- d. Describe safe and unsafe practices for a variety of physical activities

**Inquiry Questions:**

1. If you had to skip warming up or cooling down, which one would you skip, and why?
2. What are ways to avoid injury in basketball? In softball or baseball? In soccer?

**Relevance and Application:**

1. Individuals participate safely in a variety of physical activities.
2. Using a computer, individuals create a safety information sheet for a favorite physical activity.
3. Individuals learn safe practices for downhill skiing.
4. Individuals learn safe practices for climbing.
5. Individuals learn safe practices for swimming in a public pool.

**Nature of Physical Education:**

1. Participating in physical activities such as swimming or skating requires attention to safety.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

Demonstrate knowledge of safe practices in a physical activity setting

**Evidence Outcomes**

**Students can:**

- a. Maintain a safe distance from others when using implements
- b. Explain safety considerations prior to participation in invasion, net/wall, target, and fielding/run-scoring games
- c. Demonstrate the safe use of rackets, bats, and other long-handled implements
- d. Differentiate between safe and unsafe participation and environment
- e. Display safe and responsible behavior while engaging in fitness activities

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

**Inquiry Questions:**

1. If a friend is engaging in unsafe behavior in the weight room, how would you handle it?
2. How would you explain why the behavior was unsafe?
3. How would your unsafe behavior affect your friends?
4. Why do sports have different or similar safety practices?

**Relevance and Application:**

1. Individuals learn how to avoid injury when using sports equipment.
2. Individuals analyze video clips of people engaging in a physical activity to learn safe and unsafe practices.
3. Individuals learn safe practices for skateboarding or bicycle riding.
4. Individuals learn that different physical activities such as football, skateboarding, bicycle riding, and skiing have different safe practices.

**Nature of Physical Education:**

1. Participation in physical activity requires attention to safety.
2. Athletes understand that not following safe practices for sports can lead to serious personal injuries.



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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

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

- a. Prepare a report, bulletin board, or poster on safety factors for a chosen activity
- b. Identify proper warm-up and cool-down techniques
- c. Explain that warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries
- d. Identify safety rules for the activity and area being used

**Inquiry Questions:**

1. Does the time of year matter when cooling down after exercising?
2. Which warm-up activities are the most effective in preparing the body for movement?
3. Why is it important to be able to identify safety rules on your own?
4. Do different sports require more or less warming up than other sports?

**Relevance and Application:**

1. Individuals talk to family members about how to participate safely in a physical activity.
2. Individuals practice proper warm-up and cool-down techniques at home.
3. Individuals practice warming up when playing soccer with friends.

**Nature of Physical Education:**

1. Safe participation in physical activity requires an individual to manage risks.

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity

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

- a. Identify proper safety equipment for various physical activities such as riding a bicycle, climbing, or playing hockey
- b. Describe the correct form to push, pull, and lift heavy objects
- c. Identify appropriate footwear and clothing for safe participation in various activities
- d. Develop **with an instructor's help** the safety rules for physical education, and create a list or poster
- e. List the benefits of following and risks of not following safety procedures and rules associated with physical activity

**Inquiry Questions:**

1. What is a possible risk of not following rules when swimming?
2. When and for which activities should helmets be mandatory, and when should they be optional?
3. How should people lift heavy objects?
4. What would be your number-one safety rule? Why?
5. Why do football players need to wear a lot of protective gear, and basketball players **don't**?

**Relevance and Application:**

1. Individuals can prevent lower-back injuries by taking proper precautions when playing with friends.
2. Individuals select proper footwear at a store for when they participate in physical activity. For example, they might buy basketball shoes versus cleats.
3. Individuals use technology to create a poster about safety.
4. Individuals look at the equipment in a sporting good store and determine its safety benefits.
5. Individuals look at safety rules for a sport on the Internet.

**Nature of Physical Education:**

1. Injuries can be prevented through the use of proper movement technique.
2. Clothing and footwear are important considerations for safe participation in physical activity.
3. Warm-up and cool-down activities are important for safe participation in physical activity.

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

**Prepared Graduates:**

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

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

**Inquiry Questions:**

**Relevance and Application:**

**Nature of Physical Education:**

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement

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

- a. Maintain safety within personal space while using implements
- b. Follow safety rules in the gymnasium and on the playground

**Inquiry Questions:**

1. What is a safety rule for running?
2. If you could implement only one safety rule for the gymnasium, what would it be?
3. How are safety rules the same for the playground and gym? How are they different?
4. Why is personal space even more important when you are using implements?
5. What is the proper way to play with a baseball bat?

**Relevance and Application:**

1. Individuals avoid injury when participating in a wide range of physical activities.
2. Individuals make time for participation in activities outside of school hours.
3. Individuals watch a video, and identify good safety practices.

**Nature of Physical Education:**

1. Paying attention to safety can prevent injuries.
2. Understanding safety rules for games can lead to greater enjoyment when playing them.

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 1. Develop movement control for safe participation in games and sports

**Evidence Outcomes**

**Students can:**

- a. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw
- b. Demonstrate the ability to follow verbal and nonverbal instruction

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

**Inquiry Questions:**

- 1. If nonviolence and respect for others is so important, why do we play dodgeball?
- 2. Why does a person need to know how to follow directions if the directions are not given verbally?
- 3. Why should you not throw balls at other people?

**Relevance and Application:**

- 1. Individuals avoid injuring others when participating in physical activity.

**Nature of Physical Education:**

- 1. Following safety rules can prevent injury in physical education.

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

**Prepared Graduates:**

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b>	<b>Inquiry Questions:</b>
	<b>Relevance and Application:</b>
	<b>Nature of Physical Education:</b>

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
 1. Apply safe practices, rules, and procedures

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

- a. Demonstrate safety awareness when purposefully using materials
- b. Participate in activity without colliding into other students
- c. Identify proper footwear for physical education

**Inquiry Questions:**

1. What's the value of having special footwear for physical education?
2. Why should shoes be tied tight?
3. Why should exercise equipment be put away after it is used?

**Relevance and Application:**

1. Individuals participate safely in a wide range of physical activities.
2. Individuals visit a shoe store to identify proper footwear.
3. Individuals observe people crossing a street to see how they are aware of their physical space and do not bump into each other.

**Nature of Physical Education:**

1. Paying attention to safety guidelines can prevent injuries.

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# **COMPREHENSIVE HEALTH**

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# Comprehensive Health

## Grade Level Expectations at a Glance

### Standard    Grade Level Expectation

#### High School

2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet</li> <li>2. Analyze how family, peers, media, culture, and technology influence healthy eating choices</li> <li>3. Demonstrate ways to take responsibility for healthy eating</li> <li>4. Use a decision-making process to make healthy decisions about relationships and sexual health</li> <li>5. Support others in making positive and healthful choices about sexual activity</li> <li>6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Analyze the interrelationship of physical, mental, emotional, and social health</li> <li>2. Set goals, and monitor progress on attaining goals for future success</li> <li>3. Advocate to improve or maintain positive mental and emotional health for self and others</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Comprehend concepts that impact of <b>individuals' use or nonuse of</b> alcohol or other drugs</li> <li>2. <b>Analyze the factors that influence a person's decision to use or not use</b> alcohol, tobacco, and other drugs</li> <li>3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs</li> <li>4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free</li> <li>5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence</li> <li>6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help</li> <li>7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them</li> <li>8. Access valid information and resources that provide information about sexual assault and violence</li> <li>9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence</li> <li>10. Advocate for changes in the home, school, or community that would increase safety</li> </ol>

# Comprehensive Health

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Eighth Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active</li> <li>2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy</li> <li>3. Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs)</li> <li>4. Promote and enhance health through disease prevention</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Access valid school and community resources to help with mental and emotional health concerns</li> <li>2. Internal and external factors influence mental and emotional health</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Analyze influences that impact <b>individuals' use or non-use</b> of alcohol, tobacco, and other drugs</li> <li>2. Access valid sources of information about alcohol, tobacco, and other drugs</li> <li>3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free</li> <li>4. Analyze the factors that influence violent and non-violent behavior</li> <li>5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior</li> </ol>
<b>Seventh Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Analyze factors that influence healthy eating behaviors</li> <li>2. Demonstrate the ability to make healthy food choices in a variety of settings</li> <li>3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)</li> <li>4. Analyze the internal and external factors that influence sexual decision-making and activity</li> <li>5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate effective communication skills to express feelings appropriately</li> <li>2. Develop self-management skills to prevent and manage stress</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Analyze the consequences of using alcohol, tobacco and other drugs</li> <li>2. Demonstrate safety procedures for a variety of situations</li> </ol>

# Comprehensive Health

## Grade Level Expectations at a Glance

**Standard                      Grade Level Expectation**

<b>Sixth Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Access valid and reliable information, products, and services to enhance healthy eating behaviors</li> <li>2. Access valid and reliable information regarding qualities of healthy family and peer relationships</li> <li>3. Comprehend the relationship between feelings and actions</li> <li>4. Analyze how positive health behaviors can benefit people throughout their life span</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Understand how to be mentally and emotionally healthy</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. <b>Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco</b></li> <li>2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs</li> <li>3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention</li> <li>4. Demonstrate ways to advocate for safety, and prevent unintentional injuries</li> </ol>
<b>Fifth Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to engage in healthy eating behaviors</li> <li>2. Explain the structure, function, and major parts of the human reproductive system</li> <li>3. Describe the physical, social, and emotional changes occurring at puberty</li> <li>4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness</li> <li>5. Comprehend concepts, and identify strategies to prevent the transmission of disease</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Analyze internal and external factors that influence mental and emotional health</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs</li> <li>2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying</li> <li>3. Demonstrate basic first aid and safety procedures</li> </ol>
<b>Fourth Grade</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to set a goal to enhance personal nutrition status</li> <li>2. Examine the connection between food intake and physical health</li> <li>3. Explain that the dimensions of wellness are interrelated and impact personal health</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Identify the positive behaviors that support relationships</li> <li>2. Comprehend concepts related to stress and stress management</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Identify positive and negative uses for medicines</li> <li>2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco</li> <li>3. Demonstrate skills necessary to prevent a conflict from escalating to violence</li> </ol>

# Comprehensive Health

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Third Grade</b>	
2. Physical and Personal Wellness	1. Demonstrate the ability to make and communicate appropriate food choices
3. Emotional and Social Wellness	1. Utilize knowledge and skills to treat self and others with care and respect 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others
4. Prevention and Risk Management	1. Examine the dangers of using tobacco products or being exposed to second hand smoke. 2. Describe pro-social behaviors that enhance healthy interactions with others 3. Identify ways to prevent injuries at home, in school, and in the community
<b>Second Grade</b>	
2. Physical and Personal Wellness	1. Identify eating behaviors that contribute to maintaining good health 2. Recognize basic childhood chronic diseases
4. Prevention and Risk Management	1. Identify the dangers of using tobacco products and being exposed to second hand smoke. 2. Identify safe and proper use of household products 3. Explain why bullying is harmful and how to respond appropriately 4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation
<b>First Grade</b>	
2. Physical and Personal Wellness	1. Eating a variety of foods from the different food groups is vital to promote good health 2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness
3. Emotional and Social Wellness	1. Demonstrate how to express emotions in healthy ways 2. Identify parents, guardians, and other trusted adults as resources for information about health
4. Prevention and Risk Management	1. Demonstrate strategies to avoid hazards in the home and community
<b>Kindergarten</b>	
2. Physical and Personal Wellness	1. Identify the major food groups and the benefits of eating a variety of foods 2. Explain how personal hygiene and cleanliness affect wellness
3. Emotional and Social Wellness	1. <b>Exhibit understanding that one's actions impact others</b>
4. Prevention and Risk Management	1. Identify the importance of respecting the personal space and boundaries of self and others 2. Explain safe behavior as a pedestrian and with motor vehicles 3. Demonstrate effective communication skills in unsafe situations
<b>Preschool</b>	
2. Physical and Personal Wellness	1. Develop self-management skills and personal hygiene skills to promote healthy habits
4. Prevention and Risk Management	1. Identify ways to be safe while at play

## 2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### **Prepared Graduates**

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

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

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

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

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

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet

**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 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

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

**Inquiry Questions:**

- 1. How do you define "healthy eating"?
- 2. If everyone had a healthy diet, how would diseases be impacted?
- 3. Can frequent exercise make up for poor food habits (or vice versa)? Why or why not?

**Relevance and Application:**

- 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.

**Nature of Health:**

- 1. Healthful living requires an individual to act on available information about good nutrition, even it means breaking comfortable habits.

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

**Prepared Graduates:**

- Apply knowledge and skills to engage in lifelong healthy eating

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 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

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

**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? What criteria can you use, and what supporting evidence should you seek?
5. How can personal economics influence food choices?

**Relevance and Application:**

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.

**Nature of Health:**

1. Healthful living requires an individual to critically analyze all available information about good nutrition, and make healthy, informed choices based on that information.

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

**Prepared Graduates:**

- Apply knowledge and skills to engage in lifelong healthy eating

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 3. Demonstrate ways to take 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. Use 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. **Set a goal to improve one's personal food choices that lead to a healthier diet**

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

**Inquiry Questions:**

1. How can you use "Nutrition Facts" labels and federal nutrition standards and guidelines such as the Dietary Guidelines for Americans or My Pyramid to help to make nutritious food choices as well as establish healthy eating habits?
2. From a health perspective, how can you become a "wise" shopper?

**Relevance and Application:**

1. "Nutrition Facts" labels provide information that aid in making healthy choices.
2. Current research on how heredity and individual metabolism impacts caloric needs is revolutionizing the wellness industry.
3. Specific diet plans found in popular magazines, books, Internet sites, and infomercials should be carefully evaluated for health benefits or consequences.

**Nature of Health:**

1. Dietary requirements vary for individuals based on age, activity level, metabolism, and health.
2. Healthy eating can influence physical, emotional, and mental health in a variety of positive ways.



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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

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

**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?

**Relevance and Application:**

- 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, economic, emotional, social, intellectual, and cultural demands of 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.

**Nature of Health:**

- 1. Decision-making can be affected by a variety of influences that may or may not be in a person's best interest.
- 2. Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- 3. Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active
- Communicate the benefits of avoiding or reducing the risk of unplanned pregnancy and sexually transmitted diseases, including HIV
- Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active

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

**Inquiry Questions:**

- Why would someone engage in intimate behaviors without first having the emotional safety to talk about it?
- What support do you need to assist you in making healthy decisions about sexual activity?
- Why would a teenager choose to delay sexual activity?

**Relevance and Application:**

- Cultural and religious beliefs, popular trends, fads, and current and emerging technological advances influence sexual and reproductive health.
- Advocating to others at school or in the community regarding positive and healthful choices about sexual activity creates an environment of open communication.

**Nature of Health:**

- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
- Reliable personal and professional resources are available to assist with sexual and reproductive health problems.

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

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**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. Explain the importance of health screenings, immunizations, checkups, i and other examinations that are necessary to maintain overall health and wellness

**Inquiry Questions:**

1. Would one still need a doctor if one always ate "healthy," and always maintained an active lifestyle?
2. What could happen if everyone's medical records were open for public viewing?
3. **How does one's neighborhood 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?

**Relevance and Application:**

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.

**Nature of Health:**

1. Quality of life is linked to our personal investment in health and wellness.
2. Self-evaluation and self-regulation contribute to well-being.

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

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

**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. Explain why individuals have the right to refuse sexual contact
- d. Seek support to be sexually abstinent
- e. Develop personal standards for dating situations

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

**Inquiry Questions:**

1. How do health practices in adolescence affect lifelong health?
2. What is the difference between affection, love, commitment, and sexual attraction?
3. What characteristics do you find most appealing in a dating relationship?
4. Why would you choose to be sexually abstinent?
5. What advice would you give to a friend who is being pressured to become sexually active?

**Relevance and Application:**

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

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

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

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

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

**Inquiry Questions:**

1. To what extent can we keep ourselves disease-free?
2. Why might a person be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs?
3. What advice would you give to a friend who is being pressured to do something he or she does not want to do?
4. Why is it important to stand up for what you believe?
5. Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?

**Relevance and Application:**

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

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

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

**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

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

**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?

**Relevance and Application:**

1. Medical advances for the prevention and treatment of STDs continue to evolve.
2. Society has viewed persons diagnosed with STDs differently throughout history.

**Nature of Health:**

1. Current and emerging diagnostic, prevention, and treatment strategies can help people to live healthier and longer lives than ever before.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

- 4. Promote and enhance health through disease prevention

**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 disease 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

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

**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?
- 4. Why do some people get sick more than others?

**Relevance and Application:**

- 1. Popular fads or trends have potential social and health consequences.
- 2. Advances in genetics and science influence health outcomes.
- 3. Global travel affects disease transmission and outbreaks.

**Nature of Health:**

- 1. Health and wellness is a personal and a global issue dependent on behavior choices, scientific advances, and ever-changing information.
- 2. Decisions made today may affect personal health in the future.

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

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

**Grade Level Expectation: Seventh Grade**

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

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**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. Recognize that people with eating disorders may need professional help
- f. Describe the signs, symptoms, and consequences of common eating disorders
- g. Identify internal and external influences on one's body image

**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?
4. Why do people have eating disorders?

**Relevance and Application:**

1. Cultural perspectives influence food choices.
2. Making unhealthy foods more expensive is meant to influence food choices.
3. A variety of strategies are used to market food products to individuals and these strategies will change as technology advances.
4. Portion sizes have increased over time.
5. It is important to recognize signs or symptoms of eating disorders and seek treatment.

**Nature of Health:**

1. Healthful living requires an individual to analyze all available information about good nutrition and to use such information to make healthy choices, even when doing so means breaking comfortable habits.



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

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

**Grade Level Expectation: Seventh Grade**

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

**Evidence Outcomes**

**Students can:**

- a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school
- b. Demonstrate interpersonal skills that deal with negative influences on healthy eating

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

**Inquiry Questions:**

1. What is a healthy weight?
2. How can a healthy diet for one person be unhealthy for another?
3. Why do people on restrictive diets often end up gaining more weight?

**Relevance and Application:**

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

**Nature of Health:**

1. Healthy eating can influence physical, emotional, and environmental health.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Describe the characteristics of healthy relationships, and discuss factors that support and sustain them
- b. Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions
- c. Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
- d. Describe the emotional effects of breaking up in a dating relationship
- e. Explain the role of dating in personal growth

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

**Inquiry Questions:**

- 1. What is "dating"?
- 2. How might "unhealthy" family and peer relationships influence future dating relationships?

**Relevance and Application:**

- 1. Various cultures date and select life partners differently.
- 2. Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
- 3. Healthy relationships require many things of both people.

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- 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

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

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

**Relevance and Application:**

- 1. The internet and other forms of media influence sexual decision-making.
- 2. 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.
- 3. Families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships.

**Nature of Health:**

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

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

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

**Grade Level Expectation: Seventh Grade**

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

**Evidence Outcomes**

**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

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

**Inquiry Questions:**  
 1. Is it safe to be around people who are infected with HIV? Why or why not?  
 2. Why is HIV/AIDS generally thought to be more dangerous than other STDs?

**Relevance and Application:**  
 1. The human immunodeficiency virus affects the body's immune.  
 2. Universal precautions are recommended for anyone who comes into contact with bodily fluids.

**Nature of Health:**  
 1. Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.  
 2. There are many different kinds of sexually transmitted diseases. Some can be treated and/or cured and some cannot, and all can lead to serious health complications.

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

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 1. Access valid and reliable information, products, and services to enhance healthy eating behaviors

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

- a. Distinguish accurate nutrition information from inaccurate information
- b. Evaluate the nutrition information on food labels to compare products
- c. Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating

**Inquiry Questions:**

1. Who has the final say on what is "healthy" food?
2. If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
3. Does posting nutritional information on products and in restaurants change behavior?

**Relevance and Application:**

1. Advertisements are designed to sell products not necessarily to provide accurate health information.
2. Family members, health professionals, organizations, books, dietary guidelines,
3. "Nutrition Facts" labels help to identify healthy food choices and eating behaviors.

**Nature of Health:**

1. The ability to discriminate between false advertising and accurate information is key for lifelong healthy food choices

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

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 2. Access valid and reliable information regarding qualities of healthy family and peer relationships

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

- a. Describe the benefits of healthy relationships
- b. Describe how peer relationships may change during adolescence

**Inquiry Questions:**

1. How does it feel when a friendship ends?
2. How do I cope with conflict within my family or with my friends?
3. How do healthy relationships contribute to overall wellness?

**Relevance and Application:**

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.

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

3. Comprehend the relationship between feelings and actions

**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 behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy
- d. Describe the need to have clear expectations, boundaries, and personal safety strategies

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

**Inquiry Questions:**

1. Is sexual health a difficult topic to discuss?
2. How do I figure out my personal beliefs about sexual activity?
3. What do you need to help you effectively communicate with a trusted adult about sexual and reproductive health?

**Relevance and Application:**

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.

**Nature of Health:**

1. Learning about sexuality and discussing sexual issues is critical for health.
2. There are many physical, emotional, and social implications associated with engaging in sexual activity.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Explain the concepts of the food pyramid such as 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 sun damage as well as hearing and vision damage
- d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships

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

**Inquiry Questions:**

- 1. What are the most important determinants of mortality?
- 2. Why are there so many health problems in the U.S. caused by poor nutrition and inactivity in spite of available information?
- 3. What are the different energy requirements of different ages and different activity levels?

**Relevance and Application:**

- 1. Physical activity improves physical, mental and cognitive health.
- 2. Sunscreens come in different protection levels to accommodate individual skin-types and burn rate.

**Nature of Health:**

- 1. People who eat a healthy diet, are physically active and do not smoke have a greatly reduced incidence of morbidity and mortality.



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

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. Demonstrate the ability to engage in healthy eating behaviors

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

- a. Identify eating behaviors that contribute to maintaining good health
- b. Make a personal commitment to improve food choices
- c. Choose healthy foods and beverages instead of less healthy foods and beverages
- d. Use current federal nutrition standards and guidelines to plan healthy meals and snacks
- e. Demonstrate the ability to identify and select healthy from unhealthy foods
- f. Summarize how to request politely foods that are more nutritious
- g. Analyze the difference between disordered eating and eating disorders

**Inquiry Questions:**

1. What would happen if the school only served healthy meals and healthy beverages, including vending machine choices?
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?

**Relevance and Application:**

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. Food storage and processing can result in chemical changes that affect the nutritional value of food.

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

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 relationship of conception to the menstrual cycle
- c. Explain that after fertilization, cells divide to create a fetus and embryo that grows and develops inside the uterus during pregnancy

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

**Inquiry Questions:**

1. What is optimal growth and development?

**Relevance and Application:**

1. In nature, different animals have different gestation cycles.

**Nature of Health:**

1. There are many influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment.

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

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 3. Describe the physical, social, and emotional changes that occur at puberty

**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

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

**Inquiry Questions:**

1. Why are some aspects of puberty "embarrassing"?
2. What is "normal"?

**Relevance and Application:**

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.

**Nature of Health:**

1. Tolerance, appreciation, and understanding of individual differences are critical during times of change.
2. **There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment.**

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

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Identify appropriate adults with whom to discuss personal health problems</li> <li>b. Demonstrate appropriate ways to talk to someone such as a parent or health care provider about personal health problems, issues, and concerns</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What could happen if I did not tell someone about my health condition?</li> <li>2. Why is it important to ask for what I need?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible.</li> <li>2. Web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Interpersonal communication about health conditions and concerns is critical for prevention of disease and maintaining good health.</li> <li>2. Individuals need support when making decisions about when and with whom to discuss healthcare questions or concerns.</li> </ul>

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

- 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, and touch
- 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

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

**Inquiry Questions:**

1. Why did people die earlier 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?

**Relevance and Application:**

1. Good hygiene, such as handwashing, deters the spread of germs.
2. Technological advances assist with disease tracking and prevention.

**Nature of Health:**

1. Many strategies exist to prevent transfer of germs and disease transmission and to control the severity of illnesses.
2. Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.

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

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 1. Demonstrate the ability to set a goal in order to enhance personal nutrition status

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

**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 can you tell if a portion size is appropriate?

**Relevance and Application:**

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.

**Nature of Health:**

1. Healthy eating is a personal responsibility and is affected by the choices available to us.

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

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 2. Examine the connection between food intake and physical health

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

**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. How can you increase physical activity during the school day?
4. What happens to your body and brain if you eat too much or not enough?

**Relevance and Application:**

1. Daily physical activity can make a person feel more awake, better able to concentrate, and full of energy.
2. Hunger signals tell us when to eat, and when to stop.

**Nature of Health:**

1. Healthy food choices and exercise can positively affect brain function, and physical and emotional health
2. Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating.

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

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
 3. Explain that the dimensions of wellness are interrelated and impact personal health

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

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

**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?

**Relevance and Application:**

1. Personal behaviors, such as eating healthy and engaging in physical activity, have a long term effect on wellness.

**Nature of Health:**

1. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.



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

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

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 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

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

**Inquiry Questions:**

1. What is a healthy portion size?
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?

**Relevance and Application:**

1. Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating.

**Nature of Health:**

1. Messages about healthy eating are abundant and require accurate information to discern them.
2. Making responsible food choices is dependent on personal responsibility and decision making skills.

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

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

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 1. Identify eating and drinking behaviors that contribute to maintaining good health

**Evidence Outcomes**

**Students can:**

- a. Explain the importance of choosing healthy foods and beverages
- b. Identify the benefits of drinking plenty of water
- c. Describe the benefits of eating breakfast every day
- d. Identify a variety of healthy snacks
- e. Understand that the body exhibits signals that tell people when they are hungry and when they are full

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

**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?

**Relevance and Application:**

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.

**Nature of Health:**

1. A healthy, balanced diet includes eating appropriate portion sizes from multiple food groups throughout the the day.

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

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

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 2. Recognize basic childhood chronic diseases

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**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 an appropriate adult when a person is having an allergic reaction or difficulty breathing

**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?

**Relevance and Application:**

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.

**Nature of Health:**

1. Chronic diseases and allergies can be effectively managed.

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

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 1. Eating a variety of foods from the different food groups is vital to promote good health

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

- a. Categorize foods into the major food groups
- b. Identify a variety of foods in each of the food groups that are healthy choices
- c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives

**Inquiry Questions:**

1. What makes some foods healthy and other foods unhealthy?
2. Why is it helpful to know which major food group a food belongs to?
3. What if all the foods you ate came from only one food group?
4. What if all foods looked and tasted exactly the same?

**Relevance and Application:**

1. The tastes, colors, smells, and textures of foods provide sensory experiences that add or take away from enjoying what we eat.

**Nature of Health:**

1. To maintain a health body, it is important to eat a variety of healthful foods.

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

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness

**Evidence Outcomes**

**Students can:**

- a. Demonstrate ways to prevent harmful effects of the sun as well as hearing and vision loss
- b. Explain that germs cause disease
- c. Describe the symptoms that occur when a person is sick
- d. Demonstrate ways to prevent the spread of germs that cause common, infectious diseases
- e. Demonstrate proper steps for treating a wound to reduce chances of infection

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

**Inquiry Questions:**

1. What makes some people more susceptible to Sun damage?
2. What if we lived in a place that had loud noises all the time?
3. How does a person get a cold?
4. Why do surgeons scrub their hands and put on gloves prior to surgery?

**Relevance and Application:**

1. Goggles and sun glasses help protect the eyes from injury and damage.
2. The use of soaps and tissues help prevent the spread of germs.
3. Scientists have developed products designed to limit sun exposure.
4. Researchers study how germs spread locally and around the world.

**Nature of Health:**

1. Strategies exist to prevent damage to the skin from the sun, hearing loss, and vision loss.
2. A person can make positive decisions to protect themselves from getting sick.

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

**Prepared Graduates:**

- Apply knowledge and skills to engage in lifelong healthy eating

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Recognize major food groups
- b. Identify foods and beverages that are healthy choices for teeth and bones
- c. Explain how food is fuel and that different activities need different fuel
- d. Explain the health benefits of choosing healthy foods and beverages

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

**Inquiry Questions:**

1. How do healthy foods help your body?
2. How does food fuel our bodies?
3. What can you do besides brushing and flossing your teeth to help make your teeth and bones strong and healthy?
4. What would happen to your body if you only ate cookies and candy?

**Relevance and Application:**

1. Some automobiles run on gasolines as fuel, humans rely on food as fuel.
2. Foods like apples, celery, and carrots are known to help keep teeth clean between brushing.
3. Different people like different foods (culture, geography, family).

**Nature of Health:**

1. Healthy foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health.

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

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 2. Explain how personal hygiene and cleanliness affect wellness

**Evidence Outcomes**

**Students can:**

- a. Describe what it means to be healthy
- b. Explain why hygiene is important for good health
- c. Demonstrate the steps for proper hand washing
- d. Explain positive outcomes from brushing and flossing teeth daily
- e. Demonstrate steps for proper brushing and flossing of teeth
- f. Explain why sleep and rest are important for proper growth and good health

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

**Inquiry Questions:**

1. What does it mean to be healthy?
2. How would your teeth look and feel if you did not brush them?
3. What if nobody ever washed their hands?

**Relevance and Application:**

1. Lack of sleep affects concentration and mood.
2. Effective hand washing can reduce the spread of germs that cause colds and flu.

**Nature of Health:**

1. Good hygiene promotes good physical health.

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

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

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
 1. Develop self-management skills and personal hygiene skills to promote healthy habits

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

- a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather

**Inquiry Questions:**

1. Why is it important to take care of your teeth?
2. How would you feel if you did not have the right clothes for a very cold or hot day?

**Relevance and Application:**

1. The mothers of many baby animals such as cats and rabbits, clean their babies by licking them.
2. Automatic water faucets, soap dispensers and toilets allow users to be "hands-free" in public place.

**Nature of Health:**

1. Personal hygiene is an important step in the prevention of disease and illness.



# 3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## Prepared Graduates

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

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

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

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Analyze the characteristics of a mentally and emotionally healthy person
- b. Describe how mental and emotional health can affect health-related behaviors
- c. Evaluate effective strategies for dealing with stress
- d. Analyze the causes, symptoms, and effects of depression and anxiety

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

**Inquiry Questions:**

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

**Relevance and 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.

**Nature of Health:**

1. One's overall well being and learning are affected by physical, mental and emotional health.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Analyze why setting a personal goal contributes to mental and emotional wellness
- b. Define a clear, attainable personal goal
- c. Describe steps needed to reach personal goals

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

**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?

**Relevance and Application:**

- 1. Setting goals can influence a person’s health.
- 2. Individual, family, school, and peer factors influence goal setting.

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 3. Advocate to improve or maintain positive mental and emotional health 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

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

**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?

**Relevance and 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.

**Nature of Health:**

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

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Explain that 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 to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety

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

**Inquiry Questions:**

1. Why is it sometimes hard to talk about emotional concerns?
2. When you need to talk about problems, how do you know who to trust to tell speak to about problems?
3. Under what circumstances might you strongly encourage a friend to seek help for his problem? Should you ask a trusted adult for advice if your friend refuses to get help?

**Relevance and Application:**

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

**Nature of Health:**

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

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

- 2. Internal and external factors influence mental and emotional health

**Evidence Outcomes**

**Students can:**

- a. Analyze how culture, media, and others influence personal feelings and emotions
- 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

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

**Inquiry Questions:**

- 1. How can too much time on the internet or watching TV affect mental and emotional health?
- 2. How can I avoid negative peer pressure that goes against my personal values?
- 3. Does everyone have bias?

**Relevance and Application:**

- 1. Alcohol and other drug use can interfere with a person's ability to effectively deal with emotional and mental health issues.
- 2. Heredity plays a major role in the development of certain mental illnesses.

**Nature of Health:**

- 1. Overall health is enhanced when one learns how to cope with influences on their mental and emotional health.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

1. Demonstrate effective communication skills to express feelings appropriately

**Evidence Outcomes**

**Students can:**

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

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

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Health:**

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

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Compare and contrast positive and negative ways of dealing with stress
- 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 reduce stress

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

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Health:**

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



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

**Prepared Graduates:**

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Understand how to be mentally and emotionally healthy

**Evidence Outcomes**

**Students can:**

- a. Explain the interrelationship of physical, mental, emotional, social, and spiritual health
- b. Analyze the relationship between feelings and behavior
- c. Explain appropriate ways to express needs, wants, and feelings
- d. Explain the causes, symptoms, and effects of anxiety and depression
- e. Identify feelings of depression, sadness, and hopelessness for which someone should seek help
- f. Identify feelings and emotions associated with loss and grief

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

**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. When is it normal to experience anxiety? Depression?

**Relevance and Application:**

1. Role-playing activities allow individuals to explore how they might react to unfamiliar situations.
2. **Being aware of one's own feelings and of being sensitive to the feelings of others is important.**

**Nature of Health:**

1. Physical, mental, emotional, social, and spiritual health are interrelated.
2. Mental and emotional problems are often regarded as less important than physical problems but can be just as debilitating.
3. Feelings of sadness and grief are normal.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

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

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

**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?

**Relevance and 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.

**Nature of Health:**

1. 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.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Identify positive behaviors that support healthy relationships

**Evidence Outcomes**

**Students can:**

- a. Discuss factors that support healthy relationships with friends and family
- b. Describe the characteristics of a friend
- c. Discuss how culture and tradition influence personal and family development
- d. Describe different kinds of families, and discuss how families can share love, values, and traditions as well as provide emotional support, and set boundaries and limits
- e. Identify the positive ways that peers and family members show support, care, and appreciation for one another

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

**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?**

**Relevance and 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.

**Nature of Health:**

1. Sensitivity to differences and appreciation for diversity are characteristics of good mental and emotional health.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 2. Comprehend concepts related to stress and stress management

**Evidence Outcomes**

**Students can:**

- a. Identify personal stressors at home, with friends, in school and 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

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

**Inquiry Questions:**

- 1. What would school be like if there was no stress?
- 2. Can stress be positive?

**Relevance and Application:**

- 1. Stress management techniques relieve and re-direct stress.

**Nature of Health:**

- 1. Stress management is key for positive mental health.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Utilize knowledge and skills to treat self and others with care and respect

**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 thinking **about the effects of one's actions on other people**
- e. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and self-control
- f. Describe the importance of being **aware of one's own feelings and of being sensitive to the feelings of others**
- g. Express intentions to treat self and others with care and respect

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

**Inquiry Questions:**

1. What does self respect and self esteem look like?
2. What if no one respected other peoples' space, property or feelings?

**Relevance and Application:**

1. Being a contributor to the neighborhood is an actionable way to show care
2. Individual actions can impact a school and community

**Nature of Health:**

1. Care and respect has benefits for both the person giving it and the ones receiving it.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

- 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

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

**Inquiry Questions:**

- 1. How can a shy person show how they are feeling?
- 2. What if I am embarrassed to show how I am feeling?
- 3. What do I say if someone makes me feel bad?

**Relevance and Application:**

- 1. Feelings can be expressed in verbal and non verbal ways
- 2. Online groups can provide support and care for others.

**Nature of Health:**

- 1. Positive communication that enhances mental and emotional well being is a lifelong skill

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

**Evidence Outcomes**

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

**Students can:**

**Inquiry Questions:**

**Relevance and Application:**

**Nature of Physical Education:**

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

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Demonstrate how to express emotions in healthy ways

**Evidence Outcomes**

**Students can:**

- a. Identify a variety of emotions
- b. Identify appropriate ways to express and deal with emotions and feelings
- c. Demonstrate effective listening skills
- d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry
- e. Cooperate and share with others
- f. Identify problem-solving strategies, and demonstrate the ability to make choices using those strategies

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

**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?

**Relevance and Application:**

1. People express their emotions in a variety of ways.
2. Playing games are one way to learn how to express emotions.

**Nature of Health:**

1. Expressing emotions in appropriate ways is a lifelong skill for school, work and family.



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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 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. Identify the importance of talking about feelings with parents and other trusted adults
- d. Demonstrate the ability to ask for help from a trusted adults

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

**Inquiry Questions:**

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

**Relevance and Application:**

- 1. School, health care sites, and community and belief centers are places where help might be found.

**Nature of Health:**

- 1. Asking for help and health information is a lifelong skill

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Exhibit understanding that one's actions impact others

**Evidence Outcomes**

**Students can:**

- a. Demonstrate ways to show respect, consideration, and care for others
- b. Explain the importance of respecting the personal space and boundaries of others
- c. Explain that feelings influence behavior

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

**Inquiry Questions:**

1. How does the way I feel change how I act?
2. How do my actions affect others?

**Relevance and Application:**

1. Families are places where personal space is practiced.
2. Feelings affect behavior at home and at school.

**Nature of Health:**

1. The understanding of how emotions influence behavior and physical feelings is important to emotional and mental health.

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

**Standard: 3. Emotional and Social Wellness in Health**

**Prepared Graduates:**

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

**Evidence Outcomes**

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

**Students can:**

**Inquiry Questions:**

**Relevance and Application:**

**Nature of Physical Education:**

## 4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

### **Prepared Graduates**

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

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

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Analyze healthy alternatives to substance use</li> <li>b. Predict the potential effects of an <b>individual's substance abuse on others</b></li> <li>c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</li> <li>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</li> <li>e. Describe the harmful effects of binge drinking</li> <li>f. Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why does it matter whether or not I understand there are relationships between risky behaviors?</li> <li>2. What could happen if I relied on substances to solve situational needs that confronted me (weight, trying to improve athletic performance, adrenalin rush...)</li> <li>3. Why is a person more likely to engage in risky behaviors when under the influence of alcohol or drugs than when sober?</li> <li>4. What kinds of risks do people sometimes take when under the influence of alcohol or drugs?</li> <li>5. <b>How can a person's decision to use/abuse tobacco, alcohol, or drugs affect other people (e.g., friends, families, strangers)?</b></li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. There are physical, financial, social, and psychological cost of addiction.</li> <li>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.</li> <li>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.</li> </ol>
	<p><b>Nature of Health:</b></p> <ol style="list-style-type: none"> <li>1. There are common indicators, stages, and influencing factors of chemical dependency.</li> <li>2. Knowledge about alcohol, tobacco, and other drugs inform decision making related to personal wellness and the wellness of others.</li> </ol>

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

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

- a. 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

**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?

**Relevance and 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.

**Nature of Health:**

1. Culture, media and social pressures influence health decision-making related to alcohol, tobacco, and other drug use.
2. 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.

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

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs</li> <li>b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs</li> <li>c. Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What would I say if my best friend wanted to drive home after drinking alcohol at a party?</li> <li>2. Are some strategies more effective than others in getting people to stop pressuring you to use tobacco, alcohol, or other drugs?</li> <li>3. What could you say or do to convince a friend not to try or use tobacco, alcohol, or other drugs?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Communication skills will need to change as communication technology changes.</li> <li>2. Automobile technologies exist to prevent the starting of an ignition if alcohol is present in the driver.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Knowledge and skills about alcohol, tobacco, and other drugs are needed to inform decision making related to personal wellness and the wellness of others.</li> </ul>

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

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs</li> <li>Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors</li> <li>Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs</li> <li>Predict how a drug-free lifestyle supports the achievement of short- and long-term goals</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>Under what circumstances, if any, is it "ok" to use alcohol, tobacco, or other drugs?</li> <li>If you make a commitment to remain or become tobacco, alcohol, and drug free, what support will you need to be successful?</li> <li>How can remaining alcohol and drug free help you achieve your goals for the future?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>Groups in neighborhoods and around the world exist to support alcohol and drug-free living.</li> <li>Many athletes promote and demonstrate examples of how clean lifestyles bring success.</li> <li>The use of alcohol, tobacco, and other drugs has short- and long-term psychological and social effects on self and others.</li> </ol> <p><b>Nature of Health:</b></p> <ol style="list-style-type: none"> <li>Effective strategies can be learned to develop and promote healthy behaviors and to avoid, reduce, and cope with, risky, or potentially unsafe situations.</li> <li>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.</li> </ol>



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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 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

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

**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?

**Relevance and 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.

**Nature of Health:**

- 1. Personal responsibility is the first line of violence-free behavior.
- 2. Individual differences are linked to personal perspectives.
- 3. Federal, state, and local laws are often written to prevent violence.

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

6. Analyze the underlying causes of self-harming behavior and harming others, and identify steps 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

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

**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?

**Relevance and Application:**

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

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 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

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

**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?

**Relevance and 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.

**Nature of Health:**

- 1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations.

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

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 8. Access valid information and resources that provide information about sexual assault and violence

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence</li> <li>b. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Who can I trust to talk to about sexual assault and personal violence?</li> <li>2. Under what circumstances should you maintain confidentiality with someone who has been sexually assaulted?</li> <li>3. When is it most important to turn to adult resources and/or school or community authorities for help?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. School and community resources are available to assist individuals with problems related to violence.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> <li>2. 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.</li> </ul>

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

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 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

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

**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?

**Relevance and 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.

**Nature of Health:**

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

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

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**  
 10. Advocate for changes in the home, school, or community that would increase safety

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

- a. Determine situations and environments that could lead to unsafe risks that cause injuries
- b. Explain ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles, and jet skis, including cell phone use and texting
- c. Advocate for others to not use alcohol or other drugs when biking, driving, or riding in a car
- d. Advocate for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools

**Inquiry Questions:**

1. What can you do to increase the chances of being safe?
2. What conditions are most likely to increase the risk of injury? Which are under your control?
3. Why does risky behavior sometimes seem fun?

**Relevance and 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.**

**Nature of Health:**

1. Advocating for better results is a trait which serves others.
2. Effective strategies can be learned for avoiding and reducing the risk of harm in unhealthy or potentially unsafe situations.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Analyze influences that impact individuals' use or nonuse of alcohol, tobacco, and other drugs

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

- a. Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs
- b. List the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
- c. Describe addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable
- d. Determine situations that could lead to the use of alcohol and other drugs
- e. Describe how mental and emotional health and life circumstances can affect alcohol or other drug use
- f. Discuss the harmful effects of using weight-loss products
- g. Describe the health risks associated with using performance-enhancing drugs

**Inquiry Questions:**

1. How can depression, anxiety, and other mental problems influence a person's decisions related to tobacco, alcohol, and drug use?
2. Why are tobacco, alcohol, 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?

**Relevance and Application:**

1. Support groups exist to clarify, inform and support individuals who are influenced by addictive substances.
2. Substances that promise health benefits (i.e. weight loss or enhanced performance) must be evaluated carefully before use.

**Nature of Health:**

1. Overcoming addictions to tobacco, alcohol, or drugs requires making a firm commitment to be substance free, taking purposeful action to quit, establishing a network for support, and getting professional help if needed.
2. Research has established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

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

**Inquiry Questions:**

1. How can you tell the difference between valid and invalid sources of information about alcohol, tobacco, and other drugs?
2. Why is it important to understand that media messaging has embedded values and points of view?
3. Should alcoholic beverage companies be allowed to sponsor athletic events? Why or why not?

**Relevance and Application:**

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

**Nature of Health:**

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



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

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

**Grade Level Expectation: Eighth Grade**

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

**Evidence Outcomes**

**Students can:**

- a. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations
- b. Analyze choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family
- c. Express intentions to be alcohol, tobacco, and drug free

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

**Inquiry Questions:**

1. Why should I care about about being alcohol, tobacco, 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?

**Relevance and Application:**

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

**Nature of Health:**

1. Decision-making about health is affected by a variety of influences.

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

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

**Grade Level Expectation: Eighth Grade**

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

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

- a. Identify media and cultural messages that could lead to different types of violence, including sexual violence
- b. Examine the presence of violence in the media and its possible effects on violent behavior
- c. Describe external influences that could lead to violence
- d. Identify verbal and nonverbal communication that constitutes sexual harassment
- e. Recognize behaviors that are perceived as sexually coercive
- f. Explain that rape and sexual assault should be reported to a trusted adult
- g. Understand that sexual assault is a crime and must be reported

**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?

**Relevance and 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.

**Nature of Health:**

1. Culture, media and social influences affect violent and non violent behavior.

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

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
 5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim</li> <li>b. Stand up for those being bullied</li> <li>c. Advocate for a positive and respectful school environment that supports pro-social behavior</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do I know if someone is being bullied?</li> <li>2. What if my friend is a bully?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Positive behavior support and other school and community programs advocate for pro-social behavior.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> </ul>

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

**Prepared Graduates:**

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

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

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

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

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

**Grade Level Expectation: Seventh Grade**

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

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**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. Identify methods of preventing injuries, e.g. transportation, climate
- d. Describe actions to take during severe weather or trauma-related emergencies
- e. Analyze the role of peers, family, and media in causing or preventing injuries

**Inquiry Questions:**

1. What are the challenges of creating an emergency plan?
2. What are the creative ideas that can emerge from building an emergency plan?
3. Who can I trust to tell me how to be safe?

**Relevance and Application:**

1. Every community has emergency plans unique its region.
2. Every community or region has unique risks associated with living there.
3. Individual behaviors and the environment interact to cause or prevent injuries.

**Nature of Health:**

1. Basic first aid is a lifelong skill.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Analyze the factors that influence a person’s decision to use or not to use alcohol and tobacco

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on alcohol and tobacco use</li> <li>b. Analyze external influences on alcohol and tobacco use</li> <li>c. Analyze the influence of exercise, nutrition, and social relationships on alcohol and tobacco</li> <li>d. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage tobacco and alcohol</li> <li>e. Identify common mixed messages about alcohol in the media such as “drink responsibly” messages</li> <li>f. Analyze the perception versus the reality of alcohol use in adolescents</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does alcohol affect the body?</li> <li>2. If everyone had the most accurate information available, would they still use alcohol or tobacco?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Historically, alcohol and tobacco were not considered harmful.</li> <li>2. Social networks can support positive decision making.</li> </ol>
	<p><b>Nature of Health:</b></p> <ol style="list-style-type: none"> <li>1. Behaviors are affected by heredity, environment and lifestyle.</li> </ol>

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

**Prepared Graduates:**

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Demonstrate decision-making skills that lead to being substance-free
- b. Demonstrate effective, assertive refusal skills in refusing tobacco, alcohol, drugs, and other substances
- c. Explain how decisions about substances affect relationships
- d. Identify and summarize positive alternatives to substance use
- e. Demonstrate planning skills for avoiding alcohol, tobacco, and other drugs

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

**Inquiry Questions:**

1. Why is it important to be accountable for decisions about substance use?
2. What would you say to a friend who asked you to try a cigarette when you did not want to?

**Relevance and Application:**

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

**Nature of Health:**

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.

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

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders</li> <li>Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence</li> <li>Describe strategies to avoid physical fighting and violence</li> <li>Identify a variety of nonviolent ways to respond when angry or upset</li> <li>Demonstrate the ability to identify a trusted adult to whom school or community violence should be reported</li> <li>Describe the dangers of and actions to be taken if weapons are seen or suspected in schools</li> <li>Demonstrate ways of solving conflicts nonviolently such as conflict resolution and diffusion</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>How can one person reduce violence?</li> <li>What are positive and negative effects of weapons on society?</li> <li>What situations lead to physical fighting and violence?</li> <li>Why is it my job to stop violence?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>The presence of weapons increases the risk of serious injuries.</li> <li>There are school and community resources to help with violence issues.</li> </ol>
	<p><b>Nature of Health:</b></p> <ol style="list-style-type: none"> <li>Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> </ol>



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

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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 4. Demonstrate ways to advocate for safety, and prevent unintentional injuries

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

- a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community
- b. Demonstrate ways to campaign to help to promote safety, and prevent unintentional injuries

**Inquiry Questions:**

1. Is it possible to create schools and communities that are totally safe?
2. Would it be desirable to create these totally safe communities?

**Relevance and Application:**

1. Advocate for safe efficient transportation for all users surrounding your school.

**Nature of Health:**

1. Helping my community through advocacy efforts for safety positively affects others and may inspire others to advocate for safety concerns

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Identify sources of accurate information about the effects of tobacco use and exposure to second-hand smoke</li> <li>b. Analyze the dangers of using tobacco products or being exposed to second-hand smoke</li> <li>c. Identify ways to avoid the use of tobacco products as well as exposure to other tobacco smoke</li> <li>d. Describe the proper use of over-the-counter and prescription drugs</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What would advertising look like if the media wasn't allowed to omit relevant, but revealing negative information about their product?</li> <li>2. Are over the counter drugs safer than prescription drugs?</li> <li>3. How would tobacco use or exposure, affect your ability to exercise or play sports?</li> <li>4. Why might someone else who uses tobacco want others to do so as well?</li> <li>5. If adults can legally drink alcohol, how can it be harmful?</li> <li>6. Can your body system continue to operate with a malfunctioning part (i.e. liver)?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Technology has influenced credibility and availability of information.</li> <li>2. Tobacco use is the number one behavior associated with early mortality.</li> <li>3. There are varying cultural and religious beliefs surrounding alcohol and tobacco use.</li> </ol>
	<p><b>Nature of Health:</b></p> <ol style="list-style-type: none"> <li>1. Making good health decisions requires the ability to evaluate reliable resources.</li> <li>2. Research has clearly established that the use of alcohol, tobacco, and other drugs has a variety of harmful effects on the human body.</li> </ol>

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

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Identify factors that influence both violent and nonviolent behaviors and attitudes</li> <li>b. Explain the significance and impact of as well as the short- and long-term consequences of bullying</li> <li>c. Demonstrate pro-social communication skills and strategies</li> <li>d. Identify resources, including safe people or adults, regarding violence in the school and community</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why do people become violent?</li> <li>2. What is the difference between bullying and aggression?</li> <li>3. Why is it important to report incidents of bullying?</li> <li>4. What types of communication can help you avoid fighting and bullying?</li> <li>5. How can we demonstrate appreciation and value for differences?</li> <li>6. How do I know who to tell about an unsafe situation?</li> <li>7. How do people become prejudiced?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Non-violence is always an option in conflict.</li> <li>2. Gangs are examples of bullying groups.</li> <li>3. Bullying and violence can have long term emotional and physical consequences.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Culture, media and social influences affect violent and non violent behavior.</li> <li>2. Individuals have a personal responsibility to develop, maintain, and enhance healthy behaviors.</li> <li>3. Making good health decisions requires the ability to evaluate reliable resources.</li> </ul>

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

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 3. Demonstrate basic first aid and safety procedures

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

- a. Identify ways to reduce the risk of injuries from animal and insect stings as well as basic first aid procedures
- 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

**Inquiry Questions:**

1. Which animals and insects can be dangerous?
2. What occurs when someone save another from choking?

**Relevance and 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.

**Nature of Health:**

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

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

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

**Inquiry Questions:**

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

**Relevance and Application:**

1. Other cultures treat common medical problems in different ways.
2. Doctors, nurses and pharmacists provide guidance on proper use of medications.

**Nature of Health:**

1. Medicines must be used correctly to order to be safe and have a maximum benefits.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco

**Evidence Outcomes**

**Students can:**

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco
- b. Describe how to ask for help from a trusted adult in staying away from second-hand smoke
- c. Examine the factors that influence a **person's decision to use or not to use tobacco**

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

**Inquiry Questions:**

1. Why is it important to know when to say "no," even when it's not popular?
2. Why do commercials and media sometimes make smoking look glamorous?
3. Who or what impacts my ability to choose not to use tobacco?

**Relevance and Application:**

1. Researchers study tobacco use rates in adolescents.
2. Researchers have found that exposure to second-hand smoke can have short- and long-term effects on health.

**Nature of Health:**

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.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 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. Discuss methods for making decisions to avoid conflicts or violence
- d. Explain the positive alternatives to using violence
- e. Explain the dangers of having weapons at home, in school, and in the community
- f. Explain the importance of respecting the personal space and boundaries of others

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

**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?

**Relevance and Application:**

- 1. Physical and emotional consequences of violence have a significant impact on society.

**Nature of Health:**

- 1. Conflict resolution is a lifelong skill.
- 2. Effective communication and personal skills can develop, maintain, and enhance healthy behaviors.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Examine the dangers of using tobacco products or being exposed to second-hand smoke

**Evidence Outcomes**

**Students can:**

- a. Summarize the dangers of experimenting with tobacco
- b. Describe how tobacco and prolonged exposure to cigarette smoke affects the body
- c. Understand that tobacco and other drugs can be addicting, but can be treated
- d. Describe the benefits of abstaining from or discontinuing tobacco use

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

**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?

**Relevance and Application:**

1. From a historical perspective tobacco was used for medicinal purposes.
2. Medical technology has identified the dangers of tobacco use.

**Nature of Health:**

1. Research has clearly established that tobacco has a variety of harmful effects on the body.



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

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

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 2. Describe pro-social behaviors that enhance healthy interactions with others

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

- a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others
- b. Describe some of the ways that young children can be helpful intentionally
- c. Describe the importance of self-control and ways to manage anger

**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. How can you tell if someone is angry?

**Relevance and Application:**

1. Helping others in school and the community is a pro-social behavior.
2. Self-control can be used to manage anger.

**Nature of Health:**

1. Anger management is a lifelong skill.
2. Tolerance, appreciation, and understanding of diversity are important to learn and practice.

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

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

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 3. Identify ways to prevent injuries at home, in school, and in the community

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

- a. Define how injuries can occur at home, in school, and in the community
- b. Identify rules and practices for fire safety
- c. Demonstrate the ability to understand a safety plan
- d. Demonstrate safe pedestrian and bicycle behaviors

**Inquiry Questions:**

1. Is it important to pre-plan for safety?

**Relevance and Application:**

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

**Nature of Health:**

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

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

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

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 1. Identify the dangers of using tobacco products and being exposed to second-hand smoke

**Evidence Outcomes**

**Students can:**

- a. Describe the benefits of not using tobacco
- b. Identify the short- and long-term physical effects of using tobacco and being exposed to tobacco smoke
- c. State reasons why one should avoid second-hand smoke
- d. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer

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

**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?

**Relevance and Application:**

1. Researchers explore the impact of tobacco on the body's ability to function normally.
2. Second-hand smoke impacts air quality .

**Nature of Health:**

1. Effective communication skills enhance a person's ability to express wants and defend their beliefs.
2. Research has clearly established that tobacco has a variety of harmful effects on the human body.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

2. Identify safe and proper use of household products

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

- a. Identify and distinguish between substances that are safe and unsafe to be taken orally
- b. Explain that taking medications incorrectly can be harmful, including vitamins
- c. Articulate the proper and safe use of household products

**Inquiry Questions:**

1. What could happen if there were not any labels on medicines, foods, vitamins or other household products?
2. What is safe or unsafe to eat?

**Relevance and 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.

**Nature of Health:**

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

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

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

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
 3. Explain why bullying is harmful and how to respond appropriately

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**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. Describe the difference between bullying and teasing
- d. Explain what to do if you or someone else is being bullied

**Inquiry Questions:**

1. How does the old saying, "walk a mile in the other person's shoes" apply to teasing and bullying?
2. If it's just "making fun" then how can it be harmful?

**Relevance and 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.

**Nature of Health:**

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

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

**Prepared Graduates:**

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

- 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 verbal and nonverbal ways to ask an adult for help about an emergency
- c. Demonstrate effective refusal skills to avoid unsafe situations
- d. Describe the use of safety equipment for specific activities and sports such as biking, skateboard, riding a scooter and inline skating
- e. Identify ways to reduce or prevent the risk of injuries around water

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

**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 kneepads?
- 5. Why is it important to be careful around water?
- 6. Why do lifeguards say "walk don't run" at swimming pools?

**Relevance and 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. Injury prevention requires preparation and communication.
- 4. Coast Guard and lifeguards are equipped to prevent and provide help in a water safety situation.
- 5. A 911 operator is trained to send help in an emergency and provide help over the phone.
- 6. Safety equipment, such as helmets, knee pads, and life jackets, exist to help prevent unintentional injuries.

**Nature of Health:**

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

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

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 1. Demonstrate strategies to avoid hazards in the home and community

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

- a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community
- b. Explain why household products are harmful if ingested or inhaled
- c. Describe how to safely ride a bike, skateboard, and scooter as well as use inline skates
- d. Identify safety rules for being around fire
- 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 a situation involving fires

**Inquiry Questions:**

1. Why is it important to know the difference between what we can and cannot eat?
2. Why is it important to know that certain items in the refrigerator and pantry cannot be eaten?
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?

**Relevance and Application:**

1. Firefighters 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.

**Nature of Health:**

1. Use concepts and skills to identify potential hazards and respond appropriately.

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

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Identify the importance of respecting the personal space and boundaries of self and others

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

- a. Identify “appropriate” and “inappropriate” touches
- b. Identify characteristic 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

**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?  
What is privacy?

**Relevance and Application:**

1. Different situations and settings have varied rules about personal space.
2. Boundaries are applied to nations, cities and people

**Nature of Health:**

1. Every individual has the right to personal space and boundaries.



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

**Prepared Graduates:**

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

- 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 buses
- 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

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

**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?

**Relevance and Application:**

- 1. Crosswalk and traffic signs change based on new research about how children see and react to symbols.

**Nature of Health:**

- 1. Vehicles and streets are places with hazards and require careful attention.
- 2. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

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

**Prepared Graduates:**

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

- 3. Demonstrate effective communication skills in unsafe situations

**Evidence Outcomes**

**Students can:**

- a. Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation
- b. Demonstrate the ability to call 911 or other emergency numbers for help
- c. Define and explain the dangers of weapons and how to tell a trusted adult if you see or hear about someone having a weapon

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

**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?  
Without using words, what are ways you could let someone know you need help?

**Relevance and Application:**

- 1. Effective communication is crucial in an emergency situation.
- 2. Other forms of technology can be used to communicate in an emergency situation.

**Nature of Health:**

- 1. Verbal and non-verbal communication is a creative task in an emergency situation.
- 2. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

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

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

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
 1. Identify ways to be safe while at play

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

- a. State how to be a safe pedestrian
- b. Identify ways to reduce injuries on the playground

**Inquiry Questions:**

1. Why walk on a sidewalk and not in the middle of the road?
2. Why should I listen to my teacher when I am on the playground?
3. How can the playground be a place where I could get hurt when it is so much fun to be there?

**Relevance and Application:**

1. It is important to identify situations that are unsafe to prevent injuries.
2. Many playgrounds are built in special ways to prevent injury.
3. Some roads and playgrounds are built to accommodate individuals with disabilities.

**Nature of Health:**

1. All fun settings have material and objects which can inadvertently be the source of injury.

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