



★  
Colorado  
Academic Standards

# Comprehensive Health



# Fourth Grade



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Comprehensive Health Standards Review and Revision Committee

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## Purpose of Comprehensive Health and Physical Education

“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

"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

Preparing students for the 21st 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. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

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 21<sup>st</sup> 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.

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<sup>1</sup> SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

<sup>2</sup> Centers for Disease Control and Prevention. What is Health Literacy. *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

## Prepared Graduates in Comprehensive Health and Physical Education

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

# Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

## **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.

## **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.

## **3. Social and Emotional 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.

## **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.

The four standards are organized across comprehensive health and physical education in the following manner:

### **Comprehensive Health standards:**

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

### **Physical Education standards:**

1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

## General Considerations for Health Education:

There has been a shift in the focus of health education instruction in the last few years. In the past, health education was very much focused on health knowledge. The current state of health education encourages comprehensive skills-based health education that addresses multiple behaviors through instruction that ensures that information is medically accurate and developmentally appropriate, while allowing students to have multiple opportunities to learn, practice, and reinforce their learning and skills to support transfer beyond the classroom. The essential health skills of accessing information, analyzing influences, decision making, goal setting, interpersonal communication, self-management, and advocacy are foundational component to the comprehensive health education standards. These standards ultimately focus on supporting healthy behaviors, life-long health, and wellness.

In revising the health education standards, the authors fully acknowledge that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the health education experience of students' PK-12 and are not intended to be a checklist, but are used to frame objectives for a standard and to provide guidance for teaching health concepts and skills. As part of the revision process, the committee identified the key health skills for each grade level expectation. This provides a specific skill focus across all grade levels.

It is important to note that local data and students' needs should drive the focus of the health education at the local level. With constantly changing health concerns regarding behaviors and drug use, it is up to the local communities to address their specific local needs regarding priority behaviors and drug use. The standards related to drug use prevention are intended to guide specific skills regarding the prevention of drug use. The specific drugs identified in the standards are not limiting, prioritized, or, comprehensive, and local schools and districts should identify their areas of focus on based on local data.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Analyze how healthy foods provide nutrients that in turn provide you energy for daily activities. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how nutrients are necessary for good health and proper growth and development. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Demonstrate how to set a goal to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?
2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?
3. Do all foods help your body in the same ways? Why or why not?
4. How does your lifestyle impact whether a portion size is appropriate?

#### *Health Skills:*

1. Goal-Setting



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Describe how daily physical activity can make a person feel more awake, better able to concentrate, and full of energy. (Personal Skills: Self-Awareness)
2. Explain how healthy food choices and exercise can positively affect brain function and physical and emotional health. (Personal Skills: Self-Awareness)
3. Analyze the cause-and-effect relationship between eating healthy portions when you are hungry and stopping when you are full to help you meet your energy needs and avoid overeating. (Entrepreneurial Skills: Inquiry/Analysis)
4. Describe how personal life choices impact unhealthy weight. (Personal Skills: Self-Management)

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Self-Management/Personal Responsibility



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
- b. Define wellness.
- c. Assess how modern technology can impact your social, emotional, and physical health and wellness.

### Academic Context and Connections

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

1. Explain how personal behaviors that address the physical, social and emotional dimensions have a long-term effect on wellness. (Personal Skills: Self-Awareness)
2. Apply health-related concepts and skills in everyday lifestyle behaviors. (Personal Skills: Initiative/ Self-Direction)
3. Evaluate the use of modern technology on the long-term effects on wellness. (Professional Skills: Use Information and Communication Technologies)

#### *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?
4. Can social media impact how you feel?

#### *Health Skills:*

1. Self-Management/Personal Responsibility



### Prepared Graduates:

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

### Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Investigate how families interact differently in various parts of the world. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. (Civic/Interpersonal Skills: Collaboration/Teamwork)
3. Demonstrate a sensitivity to differences and appreciation for diversity which are characteristics of good mental and emotional health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify strategies to use in maintaining and supporting healthy relationships. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. Why are relationships with family and friends so important?
2. What is friendship?
3. How do your family's customs differ from those of your neighbor? Why is it important to learn about other traditions and values?
4. What conflicts could arise between friends and what strategies could you use to solve those problems?

#### *Health Skills:*

1. Analyzing Influences



### Prepared Graduates:

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

### Grade Level Expectation:

2. Comprehend concepts related to stress and stress management.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Demonstrate positive stress management techniques that relieve and redirect stress. (Personal Skills: Initiative/Self-Direction)
2. Identify personal stressors and their physical and emotional reactions on the body. (Personal Skills: Self-Awareness)
3. Explain how to advocate for yourself when experiencing stress responses of the body and brain. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. What would school be like if there was no stress?
2. Can stress be positive?
3. Does being stressed out affect the way you think?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

1. Identify positive and negative uses for medicines.

### Evidence Outcomes

#### *Students Can:*

- 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.
- Demonstrate the ability to read, understand, and follow labels such as those on common household medicines.
- Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins.
- Describe the steps to take if over-the-counter or prescription drugs are used incorrectly.

### Academic Context and Connections

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

- Investigate how other cultures treat common medical problems in different ways. (Civic/Interpersonal Skills: Global-Cultural Awareness)
- Explain why doctors, nurses, trusted medical websites, and pharmacists provide guidance on proper use of medications. (Professional Skills: Information Literacy)
- Summarize the effects of using medicines correctly and incorrectly. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- What could happen if I misread a medicine label?
- Is caffeine a harmful drug?
- If vitamins are good for me, why would I need to be careful when taking them?
- If someone in my family is sick and then I get sick with the exact same thing, can I take the same medication?
- Other than drugs and alcohol, what else can you be addicted to (e.g., technology, relationships)?

#### *Health Skills:*

- Accessing Information
- Self-Management/Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- c. Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

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

1. Demonstrate healthy interpersonal communication skills when conveying your personal health needs and wants. (Civic/Interpersonal Skills: Communication)
2. Explain how culture, media, and social pressures influence health behaviors and how you can resist the distractions. (Personal Skills: Perseverance/Resilience)
3. Identify the cause and effect relationship between drug use and making healthy decisions. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. Why is it important to know when to say “no,” even when it’s not popular?
2. Why is it important to know when to say “no,” even when it’s not popular?
3. Who or what impacts my ability to choose not to use drugs?
4. Why is it important for me to take personal responsibility for not using drugs?

#### *Health Skills:*

1. Interpersonal Communication
2. Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Identify the physical and emotional consequences of violence and the significant impact they have on society. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Demonstrate effective conflict resolution skills. (Personal Skills: Adaptability/Flexibility)
3. Explain how effective communication and personal skills can develop, maintain, and enhance healthy behaviors. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Interpersonal Communication: Conflict Resolution

