



Colorado
Academic Standards

Comprehensive Health



Sixth Grade



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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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 person¹, 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.²

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.

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

² 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. Evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors.

Evidence Outcomes

Students Can:

- a. Define valid and reliable as a means to access information that enhances healthy eating behaviors.
- b. Evaluate the nutrition information on food labels to compare products.
- c. Identify reliable and unreliable resources and information regarding healthy eating.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify how advertisements are designed to sell products not necessarily to provide accurate health information. (Professional Skills: Information Literacy)
2. Consider a full array of resources when determining lifelong healthy eating (e.g., family members, health professionals, organizations, books, dietary guidelines, internet sites, current applications, etc..). (Professional Skills: Information Literacy)
3. Discriminating between false advertising and accurate information is crucial for lifelong healthy food choices. (Professional Skills: Information Literacy)

Inquiry Questions:

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

Health Skills:

1. Accessing Information



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Describe the benefits of healthy relationships.
- b. Describe how peer and family relationships may change during adolescence.
- c. Determine valid and reliable resources that enhance healthy relationships.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze how technological advances provide increased opportunities to develop relationships. (Civic/Interpersonal Skills: Communication)
2. Discuss the various ways we communicate with one another and how that impacts human relationships. (Civic/Interpersonal Skills: Communication)
3. Relationships affect your physical, mental, emotional, and social well-being. (Civic/Interpersonal Skills: Character)
4. Understanding the various aspects of human relationships assists in making healthy choices. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. What are the qualities of a healthy relationship?
2. How does it feel when a relationship ends?
3. How do I cope with conflict within my family or with my friends?
4. How do healthy relationships contribute to overall wellness?
5. Where would you go if you needed support with improving a struggling relationship?

Health Skills:

1. Accessing Information

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them.
- b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity.
- c. Describe the need to have clear expectations, boundaries, and personal safety strategies.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze how attitudes about sexuality are influenced by families, peers, and the media. (Entrepreneurial Skills: Inquiry/Analysis)
2. Analyze how relationships with friends and family members can influence decision-making in positive and negative ways. (Entrepreneurial Skills: Inquiry/Analysis)
3. Learn about sexuality and that discussing sexual issues is critical for health. (Entrepreneurial Skills: Inquiry/Analysis)
4. Discuss the many physical, emotional, and social implications associated with engaging in sexual activity. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Why can sexual health be a difficult topic to discuss?
2. How does a person determine their beliefs around sexuality?
3. What is necessary to effectively communicate with a parent or trusted adult about sexual and reproductive health?

Health Skills:

1. Self-Management/Personal Responsibility
2. Interpersonal Communication



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Explain the concept of nutrient-rich foods being balanced with physical activity.
- b. Analyze the short- and long-term benefits and consequences of healthy eating and physical activity.
- c. Summarize personal strategies for reducing environmental dangers to health (e.g., sun damage to skin, hearing, and vision damage).
- d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze how person's level of physical activity and nutritional choices drastically impacts physical, mental, social and emotional health. (Entrepreneurial Skills: Creativity/Innovation)
2. Analyze how positive health behaviors are needed to maintain or improve a person's physical, mental, social and emotional well-being. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. What positive behaviors can benefit a person's health?
2. Why are there so many health problems in the U.S. caused by poor nutrition and inactivity in spite of available information?
3. Why are there different levels of recommended physical activity for different ages and different activity levels?

Health Skills:

1. Self-Management/Personal Responsibility
2. Decision-Making





Prepared Graduates:

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

Grade Level Expectation:

1. Understand how to be mentally and emotionally healthy.

Evidence Outcomes

Students Can:

- a. Explain the interrelationship of mental, emotional, and social health.
- b. Analyze the relationship between thoughts, emotions, feelings and behavior.
- c. Identify healthy ways to express needs, wants, and feelings.
- d. Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression.
- e. Identify when someone should seek help for sadness, hopelessness, and depression.
- f. Identify emotions and feelings associated with loss and grief.
- g. Explain how modern technology can have a positive and negative impact on mental and emotional health.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Teens must understand that the inter-relatedness of their physiology (e.g., brain development, chemistry) and emotions are connected. (Entrepreneurial Skills: Inquiry/Analysis)
2. Developing a sense of self-awareness around one's own feelings and of being sensitive to the feelings of others is an important part of a healthy human connection. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Why do feelings affect behavior?
2. How can a person control their feelings?
3. How can the expression of feelings or emotions help or hurt you and others?
4. Are mental health problems as real/valid as other health problems?
5. How might the ability to identify your emotions be beneficial?
6. Can modern technology be beneficial to your emotional health?

Health Skills:

1. Interpersonal Communication
2. Self-Management/Personal Responsibility



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Determine when and how to utilize different communication strategies to deal with a variety of situations and conflict. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

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

Health Skills:

1. Advocacy
2. Interpersonal Communication





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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

- Teens need to be able to evaluate the internal and external influences that are having the biggest impact on their choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
- It is important to address current trends of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

- How does alcohol and drug use affect the body and brain? (e.g., neurological processes)
- What does the latest research say about teen brain development and the impact it has on their choices?
- If everyone had the most accurate information available, would they still use marijuana, illegal drugs, prescription drugs, alcohol, or tobacco?
- What are the most powerful influences around a teen's decision to use alcohol or drugs?

Health Skills:

- Analyzing Influences





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 refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Evidence Outcomes

Students Can:

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Learning to respectfully and assertively communicate sets the foundation for healthy choices. (Professional Skills: Self-Advocacy)
2. Good decision making involves personal efficacy, accurate information, and skill development. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. Why is it important to be accountable for decisions about substance use?
2. What are effective ways to respond to situations where you want to say “no”?
3. What are effective ways to respond to situations where you want to say “no”?

Health Skills:

1. Interpersonal Communication
2. Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- Understand the definition of bullying, as well as the roles of a bystander, perpetrator/bully, and victim in bullying.
- Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim.
- Understand the consequences of unaddressed bullying for the victim, perpetrator/bully, and bystanders.
- Advocate for a positive and respectful school environment that supports pro-social behavior.
- Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.
- Describe the dangers of and actions to be taken if aware of threats to harm self or others.
- Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.
- Demonstrate appropriate communication skills to solve conflicts nonviolently.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

- Discuss if the presence of weapons increases the risk of serious injuries. (Entrepreneurial Skills: Inquiry/Analysis)
- Understand the variety of school and community resources that can help with school-violence issues. (Entrepreneurial Skills: Creativity/Innovation)
- Understand the importance of advocating for themselves or others in bullying situations. (Professional Skills: Self-Advocacy)

Inquiry Questions:

- How do I know if someone is being bullied?
- What if my friend is a bully?
- What does pro-social behavior look like in our community?
- What effect has social media had on bullying and harassment?

Health Skills:

- Self-Management/Personal Responsibility
- Advocacy





Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community.
- b. Develop a safety plan for self and/or others in home, school, and community.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Being able to prepare for the safety and welfare of self and others is a lifelong skill. (Professional Skills: Self-Advocacy)

Inquiry Questions:

1. Is it possible to create safe schools and communities?
2. Why might it be desirable to create these safe communities?
3. What are potential safety issues in our community?

Health Skills:

1. Advocacy for self and others

