



★
Colorado
Academic Standards

Comprehensive Health



Seventh Grade



A white silhouette of a mountain range with several peaks, set against a background of vertical grey lines.



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. Analyze factors that influence healthy eating behaviors.

Evidence Outcomes

Students Can:

- a. Analyze how family, peers, media, and culture influence food choices.
- b. Analyze how social and cultural messages about food and eating influence nutrition choices.
- c. Analyze the influence that adults and role models have on one's food choices.
- d. Analyze internal influences on one's food choices.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify how cultural perspectives influence food choices. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Examine the impact of cost and other policies on the consumption of healthy and unhealthy foods. (Entrepreneurial Skills: Creativity/Innovation)
3. Identify a variety of strategies that are used to market food products to individuals and these strategies will change as technology advances. (Entrepreneurial Skills: Creativity/Innovation)
4. Examine why portion sizes have increased over time. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. What internal and external influences affect your eating choices?
2. How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices?
3. What would happen if your body did not tell you when you were hungry or full?

Health Skills:

1. Analyzing Influences
2. Decision-Making





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Various cultures date and select life partners differently.
(Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
(Entrepreneurial Skills: Creativity/Innovation)
3. Discuss how healthy relationships require many things of both people.
(Personal Skills: Self-Awareness)

Inquiry Questions:

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

Health Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity.
- b. Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity.
- c. Describe how personal, peer, and family values and beliefs influence decisions about sexual and reproductive health.
- d. Analyze the discrepancies between perceived and actual sexual activity and how the information influences your sexual decision-making.
- e. Develop strategies that advocate for healthy sexual boundaries and decision-making.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze how the internet and other forms of media influence sexual decision-making. (Professional Skills: Information Literacy)
2. Analyze how 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. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Analyze how families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships. (Civic/Interpersonal Skills: Global/Cultural Awareness)

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 do what my friends and peers think about sexual activity affect me?
4. How do my beliefs affect my decisions about sexual activity?

Health Skills:

1. Analyzing Influences

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Describe the effects of HIV infection on the body.
- b. Explain how HIV is and is not contracted.
- c. Define common STDs.
- d. Explain how certain behaviors put a person in higher risk of contracting STD's.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Discuss how abstinence from all sexual behaviors prevents the acquisition and spreading of STDs. (Civic/Interpersonal Skills: Character)
2. If sexually active, identify precautions that can be taken to reduce the risk of spreading STDs. (Entrepreneurial Skills: Inquiry/Analysis)
3. Identify how tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. What behaviors can and cannot lead to spreading STDs?
2. What safety measures will reduce or eliminate the risk of contracting an STD?

Health Skills:

1. Accessing information



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Setting boundaries provides a framework for responsible decision-making and can contribute to the development of a positive self-image. (Civic/Interpersonal Skills: Character)
2. Determine how effective communication skills affect mental and social health, and are lifelong skills. (Civic/Interpersonal Skills: Communication, Using Information and Communications Technologies)
3. Demonstrate why effective communication skills need to be applied when communicating wants and needs. (Civic/Interpersonal Skills: Communication, using Information and Communications Technologies)
4. Communication skills can be used to advocate for the safety of a school community. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

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

Health Skills:

1. Interpersonal communication
2. Advocacy
3. Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

2. Develop healthy 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 healthy strategies to deal with stressors.
- f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Examine how attitude plays an important role in managing stress. (Civic/Interpersonal Skills: Character)
2. Explore how personal stressors at home, with friends, in school, the community, and in the environment can affect one's feelings and emotions. (Personal Skills: Self-Awareness)
3. Healthy coping strategies exist to help people deal with stress in order to maintain emotional and physical health. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. What are some physical cues or internal "red flags" one would experience if anger was the primary emotion felt?
2. Why is it important to have a variety of healthy ways to manage stress effectively?
3. Describe circumstances where positive stressors are useful.
4. How does the use of modern technology impact stress levels?

Health Skills:

1. Decision-Making
2. 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. Analyze the consequences of using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcomes

Students Can:

- Examine the social and economic, consequences of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- Explain how drugs are addictive (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Explain family rules, school policies, and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Explain how drugs alter the body and the brain (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Analyze the effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco on a person's ability to make decisions.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

- Identify research that identifies the impact of drug use on the brain during adolescents. (Entrepreneurial Skills: Inquiry/Analysis)
- Explore the social, emotional, and financial consequences to drug use and addiction. (Entrepreneurial Skills: Inquiry/Analysis)
- Drug abuse/misuse and addiction does not just impact oneself, but others in one's family, peer group, community, and society. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

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

Health Skills:

- Decision making
- Self-management / Personal Responsibility
- Access information





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders.
- Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence.
- Describe strategies and skills one could use to avoid physical fighting and violence.
- Identify a variety of nonviolent ways to respond when angry or upset.
- 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:

- Explore if the presence of weapons impacts the risk of serious injuries. (Entrepreneurial Skills: Inquiry/Analysis)
- Discuss the variety of school and community resources that can help with school-violence issues. (Professional Skills: Information Literacy)
- Advocate for selves or others in bullying situations. (Civic/Interpersonal Skills: Civic Engagement)
- Develop personal strategies to enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

Inquiry Questions:

- How can one person reduce violence?
- What are positive and negative effects of weapons on society?
- What situations lead to physical fighting and violence? How could those situations be avoided?
- What is my civic responsibility to respond to violence in my community?
- How might someone's words, including social media, impact another person emotionally and socially?

Health Skills:

- Self-Management
- Advocacy





Prepared Graduates:

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

Grade Level Expectation:

3. Demonstrate safety procedures for a variety of situations.

Evidence Outcomes

Students Can:

- a. Describe first-response procedures needed to treat injuries and other emergencies.
- b. Identify accepted procedures for emergency care and lifesaving care.
- c. Describe actions to take during severe weather or trauma-related emergencies.
- d. Analyze the role of peers, family, and media in causing or preventing injuries.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify how community or region has unique risks associated with living there. (Civic/Interpersonal Skills: Civic Engagement)
2. Individual behaviors and the environment interact to cause or prevent injuries. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. What are the challenges of maintaining one's safety in a variety of dangerous situations?
2. What are the alternate ideas or methods that can emerge from an emergency situation in case the original plan does not work or typical equipment is not available?

Health Skills:

1. Analyze Influences
2. Advocacy

