



★  
Colorado  
Academic Standards

# Comprehensive Health



# Grade High School



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

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Jaime Grimm-Rice  
Health Education Content Specialist  
Jeffco Public Schools

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Social Emotional Learning Specialist  
Jeffco Public Schools

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Health Educator

Desiree Crocker  
Physical Education and Health Education  
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Cherry Creek Schools

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Health & Wellness Director  
The Colorado Education Initiative

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Professor, Child, Family, and School Psychology  
University of Denver

Jim Karas  
RMC Trainer/Consultant  
RMC Health

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Health/Wellness Coordinator and Health  
Teacher  
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Early Childhood Special Education Teacher  
Fountain-Fort Carson School District 8

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Health Educator  
Adams 12 Five Star Schools

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Center School District

Kelli Sisson  
Teacher on Special Assignment with the District  
Curriculum, Instruction, and Assessment  
Department  
Harrison School District 2

Shawn St. Sauveur  
Wellness Coordinator/High School Health  
Teacher  
Colorado High School Charter

Brad Wiidakas  
Wellness Instructor (Integrated Health/PE)  
Douglas County School District

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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. Synthesize the impact of healthy and unhealthy diets on daily living.

### Evidence Outcomes

#### *Students Can:*

- a. Use nutritional evidence to describe a healthy diet and an unhealthy diet.
- b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as obesity, heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis.
- c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs.
- d. Explain the effects of disordered eating and eating disorders on healthy growth and development.
- e. Analyze the relationship between eating behavior and metabolism.

### Academic Context and Connections

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

1. Evaluate the diets and eating behaviors of others, and recommend strategies for improving health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Examine how restaurants and food companies respond to concerns among consumers about healthful food choices, and create menus and products to address those concerns. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Advocate for nutritious foods in public programs such as food banks and school lunch programs. (Civic/Interpersonal Skills: Civic Engagement)
4. Healthful living requires an individual to act on available information about good nutrition, even if it means breaking comfortable habits or societal norms. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do you define “healthy eating”?
2. How do personal food choices impact all areas of health and wellness?
3. If everyone had a healthy diet, how would physical and mental health be impacted?
4. Can frequent exercise make up for poor food habits (or vice versa)? Why or why not?

#### *Health Skills:*

1. Accessing Information
2. Analyzing Influences
3. Decision Making







### Prepared Graduates:

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

### Grade Level Expectation:

2. Analyze how family, peers, media, culture, and technology influence healthy eating choices.

### Evidence Outcomes

#### *Students Can:*

- a. Evaluate 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. Examine the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior.
- e. Differentiate how a positive or a negative body image can influence eating behavior.

### Academic Context and Connections

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

1. Use diet analysis software to help people create healthy diets by providing extensive nutritional information. (Professional Skills: Use Information and Communication Skills)
2. Advocate for school and community policies such as replacing soda machines with water and high-quality juices that can influence healthy or unhealthy eating. (Civic/Interpersonal Skills: Civic Engagement)
3. Analyze how subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
4. Critically analyze all available information about good nutrition, and make healthy, informed choices based on that information. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate ways to take personal responsibility for healthy eating.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Use "Nutrition Facts" labels to provide information that aid in making healthy choices. (Personal Skills: Self-Awareness)
2. Analyze current research on how heredity and individual metabolism impacts caloric needs and how it's revolutionizing the wellness industry. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Explain how specific diet plans found in popular magazines, books, internet sites, and infomercials should be carefully evaluated for health benefits or consequences. (Personal Skills: Personal Responsibility)
4. Analyze how dietary requirements vary for individuals based on age, activity level, metabolism, and health. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Self-Management / Personal Responsibility
2. Goal Setting



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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Identify family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual to individual, family to family, and culture to culture. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explain why various factors often create discrepancies between actual and perceived social norms related to sexual activity among teenagers. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Analyze how cultural, religious beliefs, popular trends and fads, current and emerging technological advances influence sexual and reproductive health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
4. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
5. Examine culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. (Civic/Interpersonal Skills: Global/Cultural Awareness)
6. Examine why prenatal exposure marijuana, illegal drugs, certain prescription drugs, alcohol, tobacco, infections, and environmental hazards may affect the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
7. Analyze how decision-making can be affected by a variety of influences that may or may not be in a person's best interest. (Entrepreneurial Skills: Critical Thinking/Problem Solving)



8. Analyze why tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
9. Examine why technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
10. Analyze why tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
11. Examine culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. (Civic/Interpersonal Skills: Global/Cultural Awareness)

*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?
9. How does peer pressure impact the decision around sexual health?
10. What could be the impact of peer pressure on a person who chooses to abstain from sexual activity?
11. What are the potential consequences of sexting?

*Health Skills:*

1. Decision-Making
2. 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:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Analyze how cultural and religious beliefs, popular trends, fads, and current and emerging technological advances influence sexual and reproductive health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Advocating to others at school or in the community regarding positive and healthful choices about sexual activity creates an environment of open communication. (Professional Skills: Self-Advocacy)
3. Examine how advocacy for self and others can promote personal and community wellness and impact society as a whole. (Professional Skills: Leadership)
4. Identify reliable professional resources that are available to assist with sexual and reproductive health problems (e.g. STIs and infertility). (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.
- b. Debate the social and ethical implications of the availability, use of technology and medical advances to support wellness.
- c. Explore the importance of health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain health.

### Academic Context and Connections

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

1. Examine why individuals who lack access to health care and adequate wellness information may be at risk for developing illnesses. (Civic/Interpersonal Skills: Communication)
2. Evaluate how socioeconomic status and educational attainment impact health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Examine why 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. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Analyze how behavioral and environmental factors can contribute to major chronic diseases. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. Would one still need a doctor if one always ate “healthy,” and always maintained an active lifestyle?
2. What influences could impact a person’s decision to receive health services and or medical treatment?
3. How does one’s environment impact one’s health?
4. What are the obstacles to accessing health care?

#### *Health Skills:*

1. Interpersonal Communication
2. Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

1. Analyze the interrelationship of physical, mental, emotional, and social health.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Analyze how individual, family, school, peer, and community factors can affect physical, mental, emotional and social health. (Personal Skills: Personal Responsibility)
2. Examine how consistent access to real-time technologies can influence a person's stress level. (Civic/Interpersonal Skills: Communication)
3. Describe the strategies that can relieve stress. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Analyzes Influences
2. Self-Management / Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Connect how setting a personal goal contributes to positive mental, emotional, and social wellness.
- b. Define a clear, attainable personal goal.
- c. Describe steps needed to reach personal goals.
- d. Apply concepts to self-reflect on the progress and success of personal goals.

### Academic Context and Connections

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

1. Describe why setting goals can influence a person's health. (Personal Skills: Initiative/Self-Direction)
2. Analyze how individual, family, school, and peer factors influence goal setting. (Personal Skills: Initiative/Self-Direction)
3. The ability to plan and set realistic goals can lead to a sense of well-being and positive mental health. (Personal Skills: Initiative/Self-Direction)

#### *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?
4. How has what you've learned about healthy eating decisions affected your current diet?
5. How would you prioritize a healthy diet on a list of health maintenance activities?

#### *Health Skills:*

1. Goal Setting





### Prepared Graduates:

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

### Grade Level Expectation:

3. Advocate to improve or maintain positive mental, emotional well-being for self and others.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other.
- b. Demonstrate support and respect for diversity.
- c. Advocate for positive and respectful school environment that supports pro-social behavior.
- d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems.

### Academic Context and Connections

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

1. Examination of the Internet and other digital communications devices allow people from different countries to correspond and learn about each other's lives and culture. (Professional Skills: Use Information and Communication Technologies)
2. Specialized support groups offer respectful assistance to those experiencing medical, mental, emotional, or addiction-related challenges. (Professional Skills: Self-Advocacy)
3. Mental and emotional health sometimes seems like a personal issue but others can support and advocate for improved mental and emotional health. (Professional Skills: Self-Advocacy)

#### *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?
4. In what ways might exposure to human rights abuses affect my social and emotional wellness, as well as the social and emotional wellness of my fellow students, and other members of the community?

#### *Health Skills:*

1. Advocacy



### 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 impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze healthy alternatives to substance use.
- b. Predict the potential effects of an individual's substance abuse on others.
- c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs.
- d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.
- e. Describe the harmful effects of binge drinking.
- f. Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis.

### Academic Context and Connections

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

1. Identify the physical, financial, social, and psychological cost of addiction. (Professional Skills: Use Information and Communication Technologies)
2. Analyze why rules and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco products are based on the potential risks of drug and alcohol use. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Examine how marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco is related to the major causes of death, including driving a motor vehicle, and disease in the United States. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
4. Analyze the common indicators, stages, and influencing factors of addiction and chemical dependency. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
5. Analyze how knowledge about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco inform decision making related to personal wellness and the wellness of others. (Entrepreneurial Skills: Critical Thinking/Problem Solving)





*Inquiry Questions:*

1. Why does it matter whether or not I understand there are relationships between risky behaviors?
2. What could happen if I relied on substances to solve situational needs that confronted me (weight, trying to improve athletic performance, adrenalin rush etc..)?
3. Why is a person more likely to engage in risky behaviors when under the influence of alcohol or drugs than when sober?
4. What kinds of risks do people sometimes take when under the influence of alcohol or drugs?
5. How can a person's decision to use/abuse marijuana, illegal drugs, prescription drugs, alcohol, and tobacco affect other people (e.g., friends, families, strangers)?
6. What is the difference between physiological addiction and behavioral addiction?
7. How do cultural and social norms impact behavior surrounding binge drinking?
8. Is it responsible to experiment with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco in a responsible way?
9. How does genetic predisposition impact decisions surround marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco use?
10. What influences the abuse of prescription drugs?

*Health Skills:*

1. Analyze Influences
2. Decision Making



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

### Evidence Outcomes

#### *Students Can:*

- Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

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

- Analyze how financial interests based in agriculture, lobbying, manufacturing and distribution support targeted marketing to maintain or increase sales of alcohol, tobacco, marijuana. (Professional Skills: Use Information and Communication Technologies)
- Evaluate how normal and daily socializing may present access to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Professional Skills: Use Information and Communication Technologies)

- Explore how society changes and new drugs are developed, knowledge and skills about drugs will need to be learned. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Analyze how culture, media and social pressures influence health decision-making related to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Civic/Interpersonal Skills: CivicEngagement)
- Examine how effective decision-making, communication skills and accurate information about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can help people make healthy choices that benefit themselves and others. (Personal Skills: PersonalResponsibility)

#### *Inquiry Questions:*

- Why would I choose not to use marijuana, illegal drugs, abuse prescription drugs or, alcohol, and tobacco when it sometimes feels like "everyone is doing it"?
- How do I make the "right" decisions?
- How does the teen brain and the adult brain differ?

#### *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:

3. Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco.
- c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Academic Context and Connections

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

1. Evaluate why communication skills will need to change as communication technology changes. (Professional Skills: Use Information and Communication Technologies)
2. Identify how new technologies could be used to prevent drug use, abuse or injuries due to their use. (Entrepreneurial Skills: Creativity/Innovation)
3. Analyze how knowledge and skills about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco are needed to inform decision making related to personal wellness and the wellness of others. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

1. What would I say if my best friend wanted to drive home after drinking alcohol or using drugs at a party?
2. Are some strategies more effective than others in getting people to stop pressuring you to abuse prescription drugs or use marijuana, illegal drugs, alcohol, and tobacco?
3. What could you say or do to convince a friend not to abuse prescription drugs, or try or use marijuana, illegal drugs, alcohol, and tobacco?

#### *Health Skills:*

1. 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:

4. Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).
- Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription of drugs, alcohol, and tobacco, including sexual activity and other risky behaviors.
- Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs.
- Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

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

- Examine why groups in neighborhoods and around the world exist to support alcohol, tobacco and drug-free living. (Personal Skills: Personal Responsibility)

- Evaluate why many athletes promote and demonstrate examples of how clean lifestyles bring success. (Personal Skills: Personal Responsibility)
- Analyze how the abuse of prescription drugs and use of marijuana, illegal drugs, alcohol, and tobacco has short- and long-term psychological and social effects on self and others. (Entrepreneurial Skills: Inquiry/Analysis)
- Evaluate why effective strategies should be learned to develop and promote healthy behaviors and to avoid, reduce, and cope with, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)
- Analyze why 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. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- Under what circumstances, if any, is it “ok” to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco?
- If you make a commitment to remain or become alcohol, tobacco, marijuana and drug free, what support will you need to be successful?
- How can remaining alcohol, marijuana and drug free help you achieve your goals for the future?

#### *Health Skills:*

- Self-Management/Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

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:*

- Examine the importance of respecting individual differences.
- Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes.
- 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.
- Demonstrate the ability to take the perspectives of others in a conflict situation.

### Academic Context and Connections

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

- Analyze how blogs, websites and social networks provide vast opportunities to see the perspectives of others in a conflict situation. (Professional Skills: Use Information and Communication Technologies)
- Examine why personal responsibility is the first line of violence-free behavior. (Personal Skills: Personal Responsibility)
- Explore how individual differences are linked to personal perspectives. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine how federal, state, local laws, and social norms impact incidences of violence. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

- Under what circumstances is conflict necessary?
- What are strategies for preventing a conflict from escalating?
- Is society desensitized to violence?
- Are all prejudices wrong?

#### *Health Skills:*

- Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the signs and symptoms of people who are in danger of harming themselves or others.
- b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
- c. Summarize why it is important to tell a parent or adult if there are people who are in danger of harming themselves or others.

### Academic Context and Connections

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

1. Explain how school and community resources for adolescent mental and emotional health services provide support for those in need. (Professional Skills: Use Information and Communication Technologies)
2. Analyze how knowledge about self-harming behaviors informs decision-making related to personal wellness and the wellness of others. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. Why might someone think it is necessary to feel pain to feel alive?
2. Under what circumstances should you maintain a confidence with someone who may be at risk of hurting himself or others?

#### *Health Skills:*

1. Analyzing Influences







### Prepared Graduates:

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

### Grade Level Expectation:

7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.

### Evidence Outcomes

#### *Students Can:*

- Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.
- Analyze situations that could lead to pressure to have sex.
- Summarize why individuals have the right to refuse sexual contact.
- Analyze the effects of emotional abuse.
- Analyze how media messages normalize violence (e.g., physical, sexual, emotional, relational).
- Identify strategies to deal with, prevent, and or report violence.

### Academic Context and Connections

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

- Identify where school and community resources for domestic violence, abuse and rape are available to those in need. (Professional Skills: Use Information and Communication Technologies)
- Analyze the difference in power and control and how it affects personal relationships. (Personal Skills: Personal Responsibility)
- Explain how personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- Is emotional abuse as harmful as physical abuse?
- What are the short- and long-term effects of emotional abuse and physical abuse?
- Are the friends and relationships you keep a reflection of yourself?
- How do I know what personal boundaries to set in relationships?

#### *Health Skills:*

- Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

8. Access valid information and resources that provide information about sexual assault and violence.

### Evidence Outcomes

#### *Students Can:*

- a. Identify resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence.
- b. Evaluate reliable school and community resources to assist with problems related to violence.

### Academic Context and Connections

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

1. Analyze how school and community resources are available to assist individuals with problems related to violence. (Professional Skills: Use Information and Communication Technologies)
2. Analyze how personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)
3. Explain how 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. (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

1. Who can I trust to talk to about sexual assault and personal violence?
2. Under what circumstances should you maintain a confidence with someone who has been sexually assaulted?
3. When is it most important to turn to adult resources and/or school or community authorities for help?

#### *Health Skills:*

1. Accessing Information





### Prepared Graduates:

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

### Grade Level Expectation:

9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.

### Evidence Outcomes

#### *Students Can:*

- Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence.
- Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
- Explain the strategies that could be used to prevent a conflict from starting or escalating.
- Discuss effective strategies for resolving conflicts with another person in nonviolent ways.
- Demonstrate verbal and nonverbal ways to stop or prevent hazing.

### Academic Context and Connections

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

- Explain how effective conflict resolution strategies, both verbal and non-verbal are learned over time when the temptation to accept pressure is resisted. (Civic/Interpersonal Skills: Communication)
- Explain how hostage negotiators utilize conflict resolution strategies to avoid violence and the escalation of conflict. (Civic/Interpersonal Skills: Communication)
- Explain how effective refusal skills can be used to resist pressures to engage in unhealthy behaviors and situations. (Civic/Interpersonal Skills: Communication)
- Explain how personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

- How can I stop violence and still keep my relationships?
- How can I identify if someone needs help?
- What are different strategies for helping someone who may be at risk of being a victim of violence?
- When does good-natured teasing become hazing, harassment and bullying?

#### *Health Skills:*

- Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

10. Advocate for changes in the home, school, or community that would increase safety.

### Evidence Outcomes

#### *Students Can:*

- Evaluate situations and environments that could lead to unsafe risks that cause injuries.
- Identify strategies to reduce the risk of injuries in situation and environments.
- Determine and utilize the correct steps in reporting unsafe or suspicious behavior.
- Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle.
- Advocate for changes at home, in school, or in the community that would increase safety.

### Academic Context and Connections

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

- Analyze why insurance companies advocate for safe practices. (Professional Skills: Career Awareness)
- Explain why employers reward employees at work for reduced injuries and constantly remind workers to be safe. (Professional Skills: Career Awareness)
- Explore the nation's authorities on product safety and preventable injury concerns (e.g., Underwriters Laboratory). (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

- How can personal choices (e.g., friendships, activities, environments) reduce the incidence of risk?
- Why do people engage in risky behaviors regardless of consequences?
- How would you determine the severity of suspicious behavior?

#### *Health Skills:*

- Advocacy for Self and Others
- Self-Management/Personal Responsibility
- Decision-Making

