



★
Colorado
Academic Standards

Comprehensive Health



Social Emotional Wellness



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:

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

Preschool Learning and Development Expectation:

1. Children develop healthy relationships and interactions with adults and peers.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Communicate with familiar adults and accept or request guidance.
- b. Cooperate with others.
- c. Develop friendships with peers.
- d. Establish secure relationships with adults.
- e. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.
- f. Resolve conflict with peers alone and/or with adult intervention as appropriate.
- g. Recognize and label others' emotions.
- h. Express empathy and sympathy to peers.
- i. Recognize how actions affect others and accept consequences of one's action.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Model positive ways to interact with others.
2. Provide opportunities for children to understand and discuss their feelings and those of others (i.e. show empathy).

3. Help children see the effect of their behavior on others and help them resolve conflicts.
4. Model asking for and understanding viewpoints and opinions of others. For example, a teacher may kneel between two children in conflict over classroom materials and comment, "I'm looking at Jason's face and I notice his tight lips and wonder if he is angry."
5. Accept silence and quiet observation as a proper way for some children to participate, especially when they first join your class.
6. Embed learning of friendships skills such as taking turns, exchanging toys, entering a playgroup, and resolving conflict daily in the classroom.
7. Comments on a specific behavior using positive descriptive praise. ("You stayed with the puzzle until you finished! That is great persistence-sticking with a difficult activity.")

Examples of Learning/Children May:

1. During large group time, the adult asks Lamar and Antonia to share how they solved their problem of both children wanting to use the tree blocks to build. Lamar responds "We used our solutions and took turns!"
2. During a small group activity the adult asks children to provide examples of when a friend helped you. Jamie responds "Edgar helped me zip up my coat. He is good at zipping."
3. The adult role plays, with puppets, a scenario of a child taking a toy from another child. The adult asks "How might that make Gwen feel, when Gabby took away her toy?" Nicholas responds with "Gwen would feel sad."

Prepared Graduates:

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

Preschool Learning and Development Expectation:

- Children develop self-concept and self-efficacy skills.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- Identify personal characteristics, preferences, thoughts and feelings.
- Demonstrate age-appropriate independence in a range of activities, routines and tasks.
- Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrate age appropriate independence in decision-making regarding activities and materials.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

- Encourage children to try new things by sharing and learning together.
- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.
- Observe for children's interests and plan learning activities to support them.
- Support children's awareness of pride in their cultural heritage. (e.g. Adult learns and utilizes child's home language. Adult reads multicultural books).

- Listen to what children are saying and show you value their opinions by acknowledging them and building on their ideas.
- Provide choices in materials and activities to further learning at the child's developmental level (open-ended art materials, knobbed puzzles, child-sized manipulatives).
- Accept silence or quiet observation as a proper way for some children to participate, especially when they first join your class.
- Use open-ended questions such as "What would happen if...?" "How would you feel if...?" "What would you do if...?"

Examples of Learning/Children May:

- Provide opportunities for children to understand similarities and differences with each other.
- During the preschool day, children put on their coat, hat and gloves, wash their hands and serve themselves a snack. When needed, an adult scaffolds children's abilities to be independent.
- As part of planning time, Marek discusses his plan for work time.
- During large group time, the adult provides opportunities for community building. Abby talks about her favorite pet kitty. Marco shares his favorite ice cream and Leo talks about his nana in Arizona.

Prepared Graduates:

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

Preschool Learning and Development Expectation:

- Children develop self-regulation skills.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- Recognize and label emotions.
- Handle impulses and behavior with minimal direction.
- Follow simple rules, routines and directions.
- Shift attention between tasks and move through transitions with minimal direction from adults.
- Attend to free play activities for longer periods of time.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

- Make a cozy, safe area where children can be alone if they wish.
- Establish, explain and model flexible routines (e.g., a naptime routine, snack and meal routines, transitions, and small group time expectations) in terms children can understand including songs, rhymes, and pictures.
- Be aware that children from different cultures may interpret a single action by an adult to have different meanings. For example, an adult may point a finger to signal where she wants the child to go, but some children may think she is reprimanding them, singling them out for some reason, or saying she wants “one” of something (since she has one finger out).

- Provide physical environments, schedules, social stories, solution tools, routines that promote self-regulation and self-control.
- Provide physical environments, daily schedules, and a variety of open-ended materials that support children in spending the majority of their day in purposeful, unstructured play to ensure children have ample opportunity to make choices and direct their own play.
- Modify the environment for children who have sensory issues and may be affected by noise, lights or movement.

Examples of Learning/Children May:

- Listen to/discuss books about emotions and respond to situations in stories that evoke emotions.
- Identify emotions in photographs of other children and adults.
- Create drawings, paintings, collages or a class book about emotions.
- Engage in decision making throughout the day including choice of materials, centers and play partners.
- Practice waiting for short periods of time such as waiting for a turn to pour milk at a meal or waiting for a peer to finish using the scissors while rolling and cutting play-dough.

Prepared Graduates:

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

Preschool Learning and Development Expectation:

4. Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- b. Refrain from disruptive behavior, aggressive, angry, or defiant behaviors.
- c. Adapt to new environments with appropriate emotions and behaviors.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers.
2. Be aware that ways of expressing feelings, such as excitement, anger, happiness, frustration and sadness, differ in various cultures.
3. Observe for and verbally describe strategies that children are already using to express and manage emotions. Provide constructive and connected learning experiences that build upon those strategies.

Examples of Learning/Children May:

1. Talk about and model ways children can express emotions without harming themselves, others, or property (e.g., using calm down techniques such as cozy corner, breathing exercises, using pounding toys, manipulating playdough or talking to an adult.)
2. Reflect on personal experiences that evoked strong emotions
3. Experiment with new materials and activities without fear of making mistakes.
4. Act out powerful emotions (e.g., fear, anger) through dramatic play.
5. Engage with peers and teachers appropriately, demonstrating socially acceptable behaviors.



Prepared Graduates:

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

Grade Level Expectation:

1. Recognize the relationship between emotions and actions.

Evidence Outcomes

Students Can:

- a. Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.
- b. Identify a variety of emotions.
- c. Recognize that feelings influence actions.
- d. Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explore how feelings affect behavior at home and at school. (Personal Skills: Self-Awareness)
2. Analyze how emotions influence behavior and how physical feeling are important to emotional and mental health. (Personal Skills: Self-Awareness)
3. Demonstrating how effective communication skills can support students working together. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. How does the way I feel change how I act?
2. How do my actions affect others?

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. Demonstrate how to effectively communicate and cooperate with others.

Evidence Outcomes

Students Can:

- a. Demonstrate effective listening skills.
- b. Demonstrate effective verbal and nonverbal communication skills.
- c. Demonstrate sharing with peers.
- d. Demonstrate strategies to cooperate with others.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Collaborating with others, people must be able to listen and communicate effectively. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Health Skills:

1. Interpersonal Communication





Prepared Graduates:

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

Grade Level Expectation:

1. Demonstrate how to express emotions in healthy ways.

Evidence Outcomes

Students Can:

- a. Explain possible causes for a variety of emotions.
- b. Identify appropriate ways to express emotions and cope with strong feelings.
- c. Demonstrate effective listening skills and verbal/non verbal communication skills.
- d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry.
- e. Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Examine how people express their emotions in a variety of ways. (Civic/Interpersonal Skills: Character)
2. Explain how playing games with others can be one way to learn how to express emotions. (Personal Skills: Self-Awareness)
3. Expressing emotions in appropriate ways is a lifelong skill for school, work, and family. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. How does a person control their feelings?
2. Why is it important to be a good listener?
3. How can I show someone I am listening to them?
4. Why is it hard to stop arguing with someone else when you disagree?

Health Skills:

1. Interpersonal Communication





Prepared Graduates:

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

Grade Level Expectation:

2. Identify parents, guardians, and other trusted adults as resources for information about health.

Evidence Outcomes

Students Can:

- a. Identify trusted adults at home and at school.
- b. Identify trusted adults who promote health such as health care providers.
- c. Demonstrate the ability to talk about feelings with parents and other trusted adults.
- d. Demonstrate the ability to ask for help from a parent and/or trusted adults.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. School, health care sites, community, and spiritual centers are places where help might be found. (Professional Skills: Self-Advocacy)
2. Asking for help and health information is a lifelong skill. (Professional Skills: Self-Advocacy)

Inquiry Questions:

1. Who are your trusted adults?
2. Why should you ask an adult for help?

Health Skills:

1. Accessing Information
2. Interpersonal Communication
3. Advocacy





Prepared Graduates:

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

Grade Level Expectation:

1. Utilize knowledge and skills to develop a positive self-concept.

Evidence Outcomes

Students Can:

- a. Identify the characteristics of someone who has personal qualities that are important to you.
- b. Identify the personal traits that best represent who you are and why they are important.
- c. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- d. Express intentions to treat self with care and respect.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain how positive qualities and traits of a person can help someone have a better understanding of their own self. (Personal Skills: Self-Awareness)
2. Identify some ways to express emotions appropriately, and how to treat yourself and others with respect. (Professional Skills: Self-Advocacy)

Inquiry Questions:

1. What does self-respect look like?
2. What if no one respected your space, property, or feelings?
3. What would you do to treat yourself with care and respect?
4. Would eating ice cream demonstrate care and respect for yourself?

Health Skills:

1. Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.

Evidence Outcomes

Students Can:

- a. Summarize the importance of respecting the personal space and boundaries of others.
- b. Discuss the importance of thinking about the effects of one's actions on other people.
- c. Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.
- d. Describe the benefits of a friendship.
- e. Describe how to make and maintain friendships.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Demonstrate how people can show respect to others (e.g., respect their personal space, and boundaries). (Personal Skills: Self-Awareness)
2. Identify how qualities of healthy relationships, like cooperation and respecting others can help people develop and maintain friendships. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. Do my actions always affect others?
2. Do I have to be friends with everyone?
3. Are all friendships the same?
4. How do we know how other people are feeling?

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:

1. Utilize knowledge and skills to treat self and others with care and respect.

Evidence Outcomes

Students Can:

- a. Identify the characteristics of someone who has self-respect and positive self-esteem.
- b. Acknowledge the value of personal and others' talents and strengths.
- c. Summarize the importance of respecting the personal space and boundaries of others.
- d. Discuss the importance of treating others the way you would like to be treated.
- e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Assess how being a contributor to the neighborhood is an actionable way to show care. (Civic/Interpersonal Skills: CivicEngagement)
2. Examine how individual actions can impact a school and community. (Civic/Interpersonal Skills: Character)
3. Analyze how positive self-esteem and respect for others benefits healthy relationships and strong friendships. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. What does self-esteem look like?
2. What if everyone had the same talents and strengths?
3. Do we communicate with all of our friends the same way?

Health Skills:

1. Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes

Students Can:

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- b. Describe positive ways to show care, consideration, and concern for others.
- c. Identify how to show respect for individual differences.
- d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain how feelings can be expressed in verbal and nonverbal ways. (Civic/Interpersonal Skills: Communication)
2. Investigate online groups and how they can provide support and care for self and others. (Professional Skills: Self-Advocacy)
3. Demonstrate positive communication that enhances mental and emotional well-being. (Civic/Interpersonal Skills: Communication)
4. Practice valuing different perspectives in order to resolve conflicts and reach workable solutions. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. How can a shy person show how they are feeling?
2. Do you express feelings to friends, family, parents, adults, or strangers in the same way?
3. Should I tell someone if they make me feel bad? How would you do that?
4. Do you ever feel embarrassed by your feelings?
5. What if we were all the same?

Health Skills:

1. Interpersonal Communication



Prepared Graduates:

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

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Analyzing Influences



Prepared Graduates:

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

Grade Level Expectation:

2. Comprehend concepts related to stress and stress management.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

1. Self-Management/Personal Responsibility





Prepared Graduates:

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

Grade Level Expectation:

1. Analyze internal and external factors that influence mental and emotional health.

Evidence Outcomes

Students Can:

- a. Describe how feelings and emotions are portrayed in the media.
- b. Identify how society, media, and the use of modern technology can influence mental and emotional health.
- c. Explain how families and peers can influence mental and emotional health.
- d. Identify ways to counteract negative influences that impact mental and emotional health.
- e. Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze how family, peers, and the media can influence a person's mental and emotional health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Creating art and reflecting on the art products and processes, people can increase awareness of self and others and better cope with stress and traumatic experiences. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Examine how mental and emotional health can be affected by many influences so it is important to be able to recognize both positive and negative influences on our feelings and behavior. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. How can you control what you are feeling?
2. In what ways can others affect how you feel?
3. How does the media show us both appropriate and inappropriate models for feelings and emotions?
4. What is mental health?

Health Skills:

1. Analyzing Influences





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:

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:

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

Grade Level Expectation:

1. Access valid and reliable school and community resources to help with mental and emotional health concerns.

Evidence Outcomes

Students Can:

- a. Explain that why getting help for mental and emotional health problems is appropriate and sometimes necessary.
- b. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help.
- c. Explain when it is necessary and how to seek help for mental and emotional health problems: such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders.
- d. Determine valid and reliable mental and emotional health resources.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Discuss why laws have been enacted to protect patient confidentiality. (Civic/Interpersonal Skills: Character)
2. Explore why stereotypes exist about people with mental disabilities and illness. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Recognize the cause and effect of self-harming behaviors, depression, and suicide. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. Why is it sometimes hard to talk about emotional concerns?
2. When you need to talk about problems, how do you know who to trust or speak to about problems?
3. Under what circumstances might you strongly encourage a friend to seek help for his problem? Should you ask a parent or trusted adult for advice if your friend refuses to get help?
4. How can adolescent development (e.g., hormonal changes, brain development, etc.) impact their social and emotional health?

Health Skills:

1. Accessing Information





Prepared Graduates:

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

Grade Level Expectation:

2. Analyze internal and external factors that influence mental and emotional health.

Evidence Outcomes

Students Can:

- a. Analyze how culture, media, and others influence personal feelings and behaviors.
- b. Describe how personal and family values and feelings influence choices.
- c. Describe strategies to minimize negative influences on mental and emotional health.
- d. Analyze internal factors that contribute to mental and emotional health.
- e. Identify the factors that could negatively influence a person's well-being with regard to depression, suicide, and/or self-harm.
- f. Identify internal and external influences on one's body image.
- g. Describe the signs, symptoms, and consequences of common eating disorders.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Hypothesize how alcohol and other drug use can interfere with a person's ability to effectively deal with emotional and mental health issues. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Examine societal, factors and physical factors play a role in the development of certain mental illnesses. (Entrepreneurial Skills: Inquiry/Analysis)
3. Examine how a constant infusion of technology influences social and emotional health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How can too much time with media (e.g., TV, social media, video games, and screen time) affect a person's social and emotional health?
2. How can I avoid negative peer pressure that goes against my personal values?
3. How can biases influence our choices?

Health Skills:

1. 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:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

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

Inquiry Questions:

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

Health Skills:

- Analyzes Influences
- 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