



★  
Colorado  
Academic Standards

# Comprehensive Health



Sixth Grade – Eighth Grade



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Comprehensive Health Standards Review and Revision Committee

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## Purpose of Comprehensive Health and Physical Education

“In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.” ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of “gym class” and “hygiene lessons.” Today’s world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one’s health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21<sup>st</sup> century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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

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

## Prepared Graduates in Comprehensive Health and Physical Education

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

# Standards in Comprehensive Health and Physical Education

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

## **1. Movement Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **2. Physical and Personal Wellness**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

## **3. Social and Emotional Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **4. Prevention and Risk Management**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

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

### **Comprehensive Health standards:**

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

### **Physical Education standards:**

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



## **General Considerations for Health Education:**

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

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

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

# How to Read the Colorado Academic Standards

CONTENT AREA		Grade Level, Standard Category		
<b>Prepared Graduates:</b> The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.				
<b>Grade Level Expectation:</b> The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.				
<u>Evidence Outcomes</u>		<u>Academic Context and Connections</u>		
The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.		The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the <a href="#">Colorado Essential Skills</a> , which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.		
		The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.		
Grade Level, Standard Category		2020 Colorado Academic Standards		GLE Code
				

## Academic Context and Connections in Comprehensive Health:

**Colorado Essential Skills and Real-World Application:** These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the [Colorado Essential Skills](#) named in the parentheses and how these skills relate to lifelong learning.

**Inquiry Questions:** The sample questions that are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Health Skills:** This section connects and focuses on the key health specific skills connected to this grade level expectation.





## Prepared Graduates:

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

## Grade Level Expectation:

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

## Evidence Outcomes

### *Students Can:*

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

## Academic Context and Connections

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

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

### *Inquiry Questions:*

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

### *Health Skills:*

1. Accessing Information





## Prepared Graduates:

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

## Grade Level Expectation:

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

## Evidence Outcomes

### *Students Can:*

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

## Academic Context and Connections

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

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

### *Inquiry Questions:*

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

### *Health Skills:*

1. Accessing Information





## Prepared Graduates:

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

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

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





## Prepared Graduates:

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

## Grade Level Expectation:

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

## Evidence Outcomes

### *Students Can:*

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

## Academic Context and Connections

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

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

### *Inquiry Questions:*

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

### *Health Skills:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

1. Understand how to be mentally and emotionally healthy.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Advocacy
2. Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

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







### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Self-Management
2. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Advocacy for self and others





### Prepared Graduates:

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

### Grade Level Expectation:

1. Analyze factors that influence healthy eating behaviors.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Analyzing Influences
2. Decision-Making





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

1. Analyze how the internet and other forms of media influence sexual decision-making. (Professional Skills: Information Literacy)
2. Analyze how families, peers, the media, culture, and society influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Analyze how families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How do I discern media and cultural messages that support optimal health versus those that undermine optimal health regarding sexual decision-making and activity?
2. How does what my family thinks about sexual activity affect me?
3. How do what my friends and peers think about sexual activity affect me?
4. How do my beliefs affect my decisions about sexual activity?

#### *Health Skills:*

1. Analyzing Influences





## Prepared Graduates:

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

## Grade Level Expectation:

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

## Evidence Outcomes

### *Students Can:*

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

## Academic Context and Connections

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

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

### *Inquiry Questions:*

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

### *Health Skills:*

1. Accessing information





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

- Develop healthy self-management skills to prevent and manage stress.

### Evidence Outcomes

#### *Students Can:*

- Compare and contrast positive and negative ways of dealing with stress.
- Define stress.
- Identify personal stressors.
- Explain the body's physical and psychological responses to stressful situations.
- Develop healthy strategies to deal with stressors.
- 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:*

- Examine how attitude plays an important role in managing stress. (Civic/Interpersonal Skills: Character)
- 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)
- Healthy coping strategies exist to help people deal with stress in order to maintain emotional and physical health. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

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

#### *Health Skills:*

- Decision-Making
- Self-Management/Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

1. Analyze the consequences of using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Decision making
2. Self-management / Personal Responsibility
3. Access information





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders.
- b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence.
- c. Describe strategies and skills one could use to avoid physical fighting and violence.
- d. Identify a variety of nonviolent ways to respond when angry or upset.
- e. Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.
- f. Describe the dangers of and actions to be taken if aware of threats to harm self or others.
- g. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.
- h. Demonstrate appropriate communication skills to solve conflicts nonviolently.

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Self-Management
2. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate safety procedures for a variety of situations.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

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

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

#### *Inquiry Questions:*

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

#### *Health Skills:*

1. Analyze Influences
2. Advocacy





### Prepared Graduates:

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

### Grade Level Expectation:

1. Demonstrate the ability to make healthy food choices in a variety of settings.

### Evidence Outcomes

#### *Students Can:*

- a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school.
- b. Describe the influences that impact healthy food choices.

### Academic Context and Connections

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

1. Debate if food choices have an impact on the environment. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Determine how individuals must identify which food choices lead to their optimal health and weight goals. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What is a “healthy” weight?
2. How can a healthy diet for one person be unhealthy for another?
3. Why do people on restrictive diets often end up gaining more weight?
4. What internal/external factors influence food choices?

#### *Health Skills:*

1. Analyzing Influences
2. Decision-Making





### Prepared Graduates:

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

### Grade Level Expectation:

2. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.
- c. Define sexual consent and explain why individuals have the right to refuse sexual contact.
- d. Seek support to be sexually abstinent.
- e. Develop personal standards for dating situations.

### Academic Context and Connections

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

1. Compare and contrast how historical societal norms related to sexual activity with today's culture provides information on how a culture perceives and values sexual relationships. (Entrepreneurial Skills: Inquiry/Analysis)
2. Discuss how consent is an on-going process and important to remember when establishing personal boundaries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How do health practices in adolescence affect lifelong health?
2. What is the difference among affection, love, commitment, and sexual attraction?
3. What characteristics do you find most appealing in a dating relationship?
4. Why would you choose to be sexually abstinent?
5. What advice would you give to a friend who is being pressured to become sexually active?
6. How can media affect relationships and sexual health (e.g., sexually explicit content, sexual norms, and values)?

#### *Health Skills:*

1. Decision-Making
2. Interpersonal Communication





### Prepared Graduates:

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

### Grade Level Expectation:

3. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.
- b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy.
- c. Describe the risk relationship between using alcohol and other drugs and sexual activity.
- d. Demonstrate peer resistance skills and personal boundary behavior.
- e. Examine how healthy relationships can impact one's risk for avoiding STDs.

### Academic Context and Connections

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

1. Examine how age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how personal self-awareness can enhance positive health practices. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. To what extent can we keep ourselves disease-free?
2. Why might a person be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs?
3. What advice would you give to a friend who is being pressured to do something he or she does not want to do?
4. Why is it important to stand up for what you believe?
5. Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?
6. How can media affect relationships and sexual health (e.g., sexually explicit content, sexual norms, and values)?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

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

### Grade Level Expectation:

4. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs).

### Evidence Outcomes

#### *Students Can:*

- a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia.
- b. Explain that some STDs are asymptomatic.
- c. Summarize which STDs can be cured, prevented by vaccine, and be treated.

### Academic Context and Connections

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

1. Explore how medical advances for the prevention and treatment of STDs continue to evolve. (Professional Skills: Information Literacy)
2. Examine how society has viewed persons diagnosed with STDs differently throughout history. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Evaluate current trends with the incident rates of STDs to establish a relevant understanding of risk to one's health. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How would I identify reliable sources of medically accurate information?
2. Why is it important to seek medical attention if you think you may have been exposed to an STD?
3. How can you find more information about STDs?

#### *Health Skills:*

1. Accessing Information





### Prepared Graduates:

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

### Grade Level Expectation:

5. Promote and enhance health through disease prevention.

### Evidence Outcomes

#### *Students Can:*

- a. Explain contributing factors to health status.
- b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status.
- c. Explain the body's response to disuse and other stressors.
- d. Explain how the immune system functions to prevent and combat disease.
- e. Describe the potential health consequences of popular fads or trends.

### Academic Context and Connections

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

1. Analyze how popular fads or trends have potential social and health consequences. (Entrepreneurial Skills: Inquiry/Analysis)
2. Assess how advances in genetics and science influence health outcomes. (Entrepreneurial Skills: Inquiry/Analysis)
3. Predict how global travel affects disease transmission and outbreaks. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. Why are some people healthier than others?
2. What might happen if there were a cure for cancer and genetic diseases?
3. When might stress be beneficial?
4. Why do some people get sick more than others?

#### *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. 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) 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, 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:

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

### Grade Level Expectation:

1. Analyze influences that impact individuals' use or non-use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze potential risks and protective factors (e.g., personal, family, and peer) that could impact drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- b. Determine situations that could lead to the drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- c. Describe how mental and emotional health and life circumstances can affect the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- d. Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use.

### Academic Context and Connections

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

1. Support groups exist to clarify, inform and support individuals who are influenced by addictive substances. (Professional Skills: Information Literacy)
2. Current cultural fads that promise benefits (e.g., weight loss, performance enhancement, energy drinks) must be evaluated carefully before use. (Entrepreneurial Skills: Inquiry/Analysis)
3. Understand that caffeine is a drug and is addictive. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How can depression, anxiety, and other mental problems influence a person's decisions related to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco?
2. Why are marijuana, illegal drugs, prescription drugs, alcohol, and tobacco addictive?
3. What does it take to overcome addiction to these substances?
4. Is the teen brain more susceptible to addictions than the adult brain?
5. What is the relationship between using drugs and alcohol and involvement in sexual activity?

#### *Health Skills:*

1. Analyzing Influences





### Prepared Graduates:

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

### Grade Level Expectation:

2. Access valid sources of information about use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the validity of information, products, and services related to the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- b. Analyze the accuracy of images of use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco conveyed in the media, including advertisements.

### Academic Context and Connections

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

1. Through varied technologies, there exists a proliferation of accurate and inaccurate health information. (Professional Skills: Use Information and Communication Technologies)
2. Identify community groups can provide a network of support for individuals trying to abstain from alcohol, tobacco, and other drug use. (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

1. How can you tell the difference between valid and invalid sources of information about alcohol, tobacco, and other drugs?
2. Why is it important to understand that media messaging has embedded values and points of view?
3. Should alcoholic beverage companies be allowed to sponsor athletic events? Why or why not?

#### *Health Skills:*

1. Accessing Information





### Prepared Graduates:

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

### Grade Level Expectation:

3. Demonstrate decision-making skills to be drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- a. Use a decision-making process to avoid using drugs in a variety of situations (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- b. Analyze choices about using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco and how these choices can affect friends and family.
- c. Develop personal plans to be and drug free.

### Academic Context and Connections

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

1. Explore how new technology have been developed to support recovery from addiction and drug overdose. (Entrepreneurial Skills: Creativity/Innovation)
2. Analyze how creating a personal plan and setting goals can support healthy decisions. (Personal Skills: Initiative/Self-Directions)
3. Describe why it is important to explore potential options and outcomes to a decision prior to making the decision. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. Why should I care about being alcohol, tobacco, marijuana and drug free?
2. Do you create situations or are you merely a participant in them?
3. How do you express your values about other things to others which are firmly held intentions?
4. How has technology impacted or changed drug use?

#### *Health Skills:*

1. Decision-making





### Prepared Graduates:

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

### Grade Level Expectation:

4. Analyze the factors that influence violent and nonviolent behavior.

### Evidence Outcomes

#### *Students Can:*

- Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence.
- Examine the presence of violence in the media and its possible effects on violent behavior.
- Describe how one's beliefs, values, and familial and peer relationships could promote relational violence.
- Identify verbal and nonverbal communication that constitutes sexual harassment.
- Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.
- Explain why and how rape and sexual assault should be reported to a parent or trusted adult and appropriate legal authorities.
- Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community.
- Determine who (adults) to report potentially unsafe behaviors/situations to both inside and outside of school.

### Academic Context and Connections

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

- Sexual violence and harassment are unacceptable behaviors that result in legal consequences. (Civic/Interpersonal Skills: Civic Engagement)
- Technology has changed the way sexual exploitation and harassment occurs. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine various social and cultural norms regarding sexual violence and harassment. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

- Is peaceful behavior the same as nonviolent? Why or why not?
- Would a media-free life diminish assaults?
- What would I do if I saw someone being sexually harassed or assaulted?
- Why is it important to report potentially unsafe behaviors/situations?

#### *Health Skills:*

- Analyze Influences





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify pro-social behaviors in the school and community.
- b. Examine the consequences of unaddressed behaviors that do not respect others, the school, or the community environment.
- c. Advocate for a positive and respectful school environment that supports pro-social behavior.

### Academic Context and Connections

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

1. Identify positive behavior support and other school and community programs advocate for pro-social behavior. (Entrepreneurial Skills: Creativity/Innovation)
2. Advocate for positive respectful school environments that support positive social norms. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

1. How do I know if someone is being bullied?
2. Are positive social norms static or can they change?
3. What does pro-social behavior look like in our community?
4. What effect has social media had on bullying and harassment?

#### *Health Skills:*

1. Advocacy

