

Fourth Grade

Comprehensive Health



Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

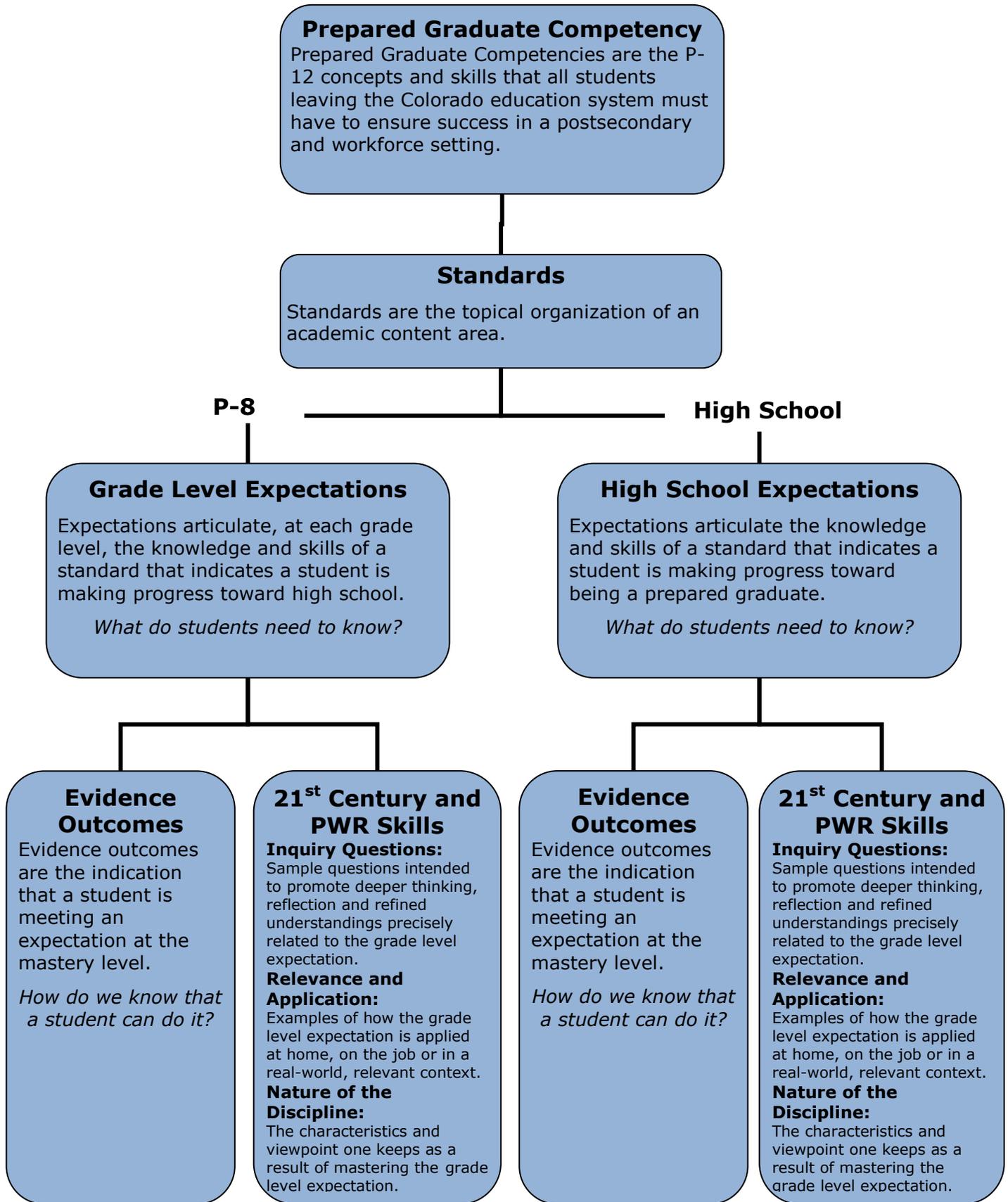
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Comprehensive Health and Physical Education

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in Movement Competence and Understanding:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Prepared Graduates in Physical and Personal Wellness:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Prepared Graduates in Emotional and Social Wellness:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Prepared Graduates in Prevention and Risk Management:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Colorado Academic Standards Comprehensive Health and Physical Education

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)

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 (Shared Standard)

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. Emotional and Social Wellness (Shared Standard)

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 (Shared Standard)

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 standards are organized in the following manner:

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

- **Comprehensive Health Education Standards**
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

Comprehensive Health

Grade Level Expectations at a Glance

Standard Grade Level Expectation

Fourth Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Demonstrate the ability to set a goal to enhance personal nutrition status 2. Examine the connection between food intake and physical health 3. Explain that the dimensions of wellness are interrelated and impact personal health
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Identify the positive behaviors that support relationships 2. Comprehend concepts related to stress and stress management
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Identify positive and negative uses for medicines 2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco 3. Demonstrate skills necessary to prevent a conflict from escalating to violence

21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado's Description of 21st Century Skills

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

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.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Demonstrate the ability to set a goal in order to enhance personal nutrition status

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories (DOK 1-4) b. Explain the importance of eating a variety of foods from all the food groups (DOK 1-2) c. Identify healthy foods (including snacks) in appropriate portion sizes (DOK 1-2) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school? 2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not? 3. Do all foods help your body in the same ways? Why or why not? 4. How can you tell if a portion size is appropriate?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Healthy foods provide nutrients that in turn provide you energy for daily activities. 2. Nutrients are necessary for good health and proper growth and development. 3. Different foods provide different nutrients. To get all the nutrients you need, it is necessary to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups.
	<p>Nature of Health:</p> <ol style="list-style-type: none"> 1. Healthy eating is a personal responsibility and is affected by the choices available to us.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 2. Examine the connection between food intake and physical health

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Explain that both eating habits and level of physical activity affect a person’s overall well-being and ability to learn (DOK 1-2) b. Summarize body signals that tell people when they are hungry and when they are full (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why do most people feel better after they eat? 2. Why do some people eat even if they are not hungry? 3. How can you increase physical activity during the school day? 4. What happens to your body and brain if you eat too much or not enough? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Daily physical activity can make a person feel more awake, better able to concentrate, and full of energy. 2. Hunger signals tell us when to eat, and when to stop. <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Healthy food choices and exercise can positively affect brain function, and physical and emotional health 2. Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 3. Explain that the dimensions of wellness are interrelated and impact personal health

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact (DOK 1-4) b. Define wellness (DOK 1) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What is wellness? 2. What are the benefits and consequences of our choices in terms of wellness? 3. Why does wellness sometimes require that we make changes to our current behaviors, relationships, or actions?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Personal behaviors, such as eating healthy and engaging in physical activity, have a long term effect on wellness.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.

3. Emotional and Social 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.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Health

Prepared Graduates:
 ➤ Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Identify positive behaviors that support healthy relationships

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Discuss factors that support healthy relationships with friends and family (DOK 1-3)
- b. Describe the characteristics of a friend (DOK 1-4)
- c. Discuss how culture and tradition influence personal and family development (DOK 1-4)
- d. Describe different kinds of families, and discuss how families can share love, values, and traditions as well as provide emotional support, and set boundaries and limits (DOK 1-3)
- e. Identify the positive ways that peers and family members show support, care, and appreciation for one another (DOK 1-2)

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?

Relevance and Application:

1. Families interact differently in various parts of the world.
2. Family members, peers, school personnel, and community members can support school success and responsible behavior.

Nature of Health:

1. Sensitivity to differences and appreciation for diversity are characteristics of good mental and emotional health.

Content Area: Comprehensive Health and Physical Education

Standard: 3. Emotional and Social Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Comprehend concepts related to stress and stress management

Evidence Outcomes

Students can:

- a. Identify personal stressors at home, with friends, in school and the community, and in the environment (DOK 1-3)
- b. List physical and emotional reactions to stressful situations (DOK 1)
- c. Identify positive and negative ways of dealing with stress (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What would school be like if there was no stress?
- 2. Can stress be positive?

Relevance and Application:

- 1. Stress management techniques relieve and re-direct stress.

Nature of Health:

- 1. Stress management is key for positive mental 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.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
 ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. Identify positive and negative uses for medicines

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems (DOK 1-2) b. Demonstrate the ability to read, understand, and follow labels such as those on common household medicines (DOK 1-2) c. Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins (DOK 1-3) d. Describe the steps to take if over-the-counter or prescription drugs are used incorrectly (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What could happen if I misread a medicine label? 2. If vitamins are good for me, why would I need to be careful when taking them? 3. If someone in my family is sick and then I get sick with the exact same thing, can I take the same medication?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Other cultures treat common medical problems in different ways. 2. Doctors, nurses and pharmacists provide guidance on proper use of medications.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Medicines must be used correctly to order to be safe and have a maximum benefits.

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
 ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco (DOK 1-3) b. Describe how to ask for help from a trusted adult in staying away from second-hand smoke (DOK 1-3) c. Examine the factors that influence a person’s decision to use or not to use tobacco (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why is it important to know when to say "no," even when it's not popular? 2. Why do commercials and media sometimes make smoking look glamorous? 3. Who or what impacts my ability to choose not to use tobacco?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Researchers study tobacco use rates in adolescents. 2. Researchers have found that exposure to second-hand smoke can have short- and long-term effects on health.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Successful interpersonal communication is knowing how, when, and why to convey your personal health needs and wants. 2. Culture, media, and social pressures influence health behaviors.

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
 ➤ Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 3. Demonstrate skills necessary to prevent a conflict from escalating to violence

Evidence Outcomes

Students can:

- a. Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation (DOK 1-3)
- b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills (DOK 1-3)
- c. Discuss methods for making decisions to avoid conflicts or violence (DOK 1-3)
- d. Explain the positive alternatives to using violence (DOK 1-2)
- e. Explain the dangers of having weapons at home, in school, and in the community (DOK 1-2)
- f. Explain the importance of respecting the personal space and boundaries of others (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is conflict resolution?
2. What if there was no violence in the world?
3. How can you promote peaceful problem solving?

Relevance and Application:

1. Physical and emotional consequences of violence have a significant impact on society.

Nature of Health:

1. Conflict resolution is a lifelong skill.
2. Effective communication and personal skills can develop, maintain, and enhance healthy behaviors.

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