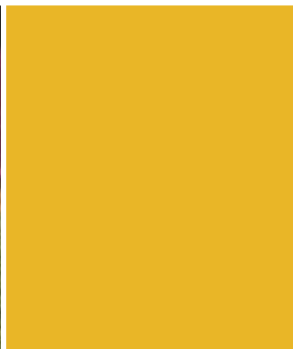


**Preschool and Kindergarten**

**Comprehensive Health**



## **Colorado Academic Standards Comprehensive Health and Physical Education Standards**

"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

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"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

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Preparing students for the 21<sup>st</sup> 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.

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

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

## 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 21<sup>st</sup> 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?*

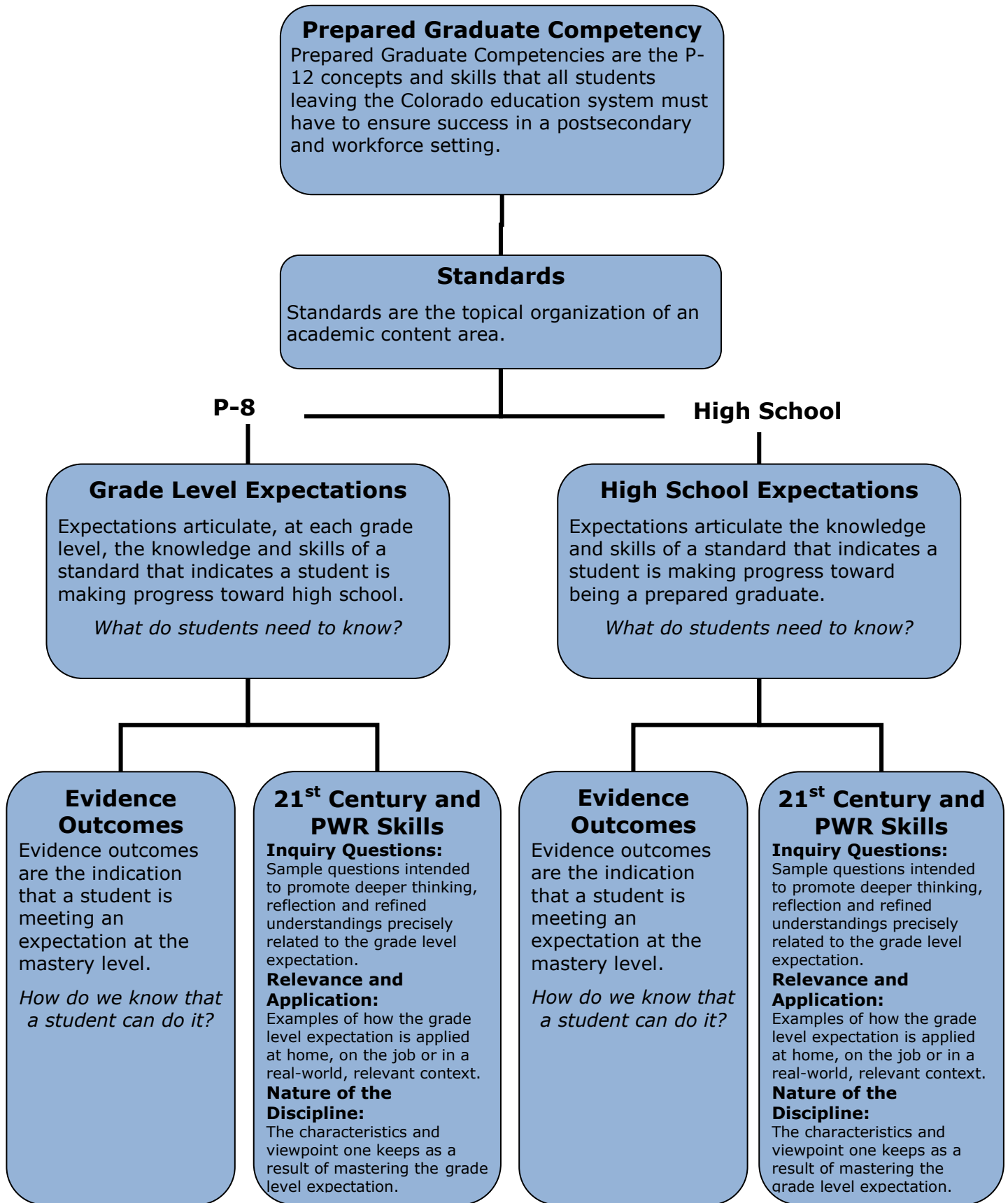
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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?*

**21<sup>st</sup> 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?*

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.</p> <p><i>How do we know that a student can do it?</i></p>	<p><b>Inquiry Questions:</b></p> <p>Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p>
	<p><b>Relevance and Application:</b></p> <p>Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.</p>
	<p><b>Nature of the Discipline:</b></p> <p>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</p>

## **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**

<b>Kindergarten</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Identify the major food groups and the benefits of eating a variety of foods</li> <li>2. Explain how personal hygiene and cleanliness affect wellness</li> </ol>
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Exhibit understanding that one's actions impact others</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Identify the importance of respecting the personal space and boundaries of self and others</li> <li>2. Explain safe behavior as a pedestrian and with motor vehicles</li> <li>3. Demonstrate effective communication skills in unsafe situations</li> </ol>
<b>Preschool</b>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>1. Develop self-management skills and personal hygiene skills to promote healthy habits</li> </ol>
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Identify ways to be safe while at play</li> </ol>



## **21<sup>st</sup> Century Skills and Readiness Competencies in Comprehensive Health and Physical Education**

### **Colorado's Description of 21st Century Skills**

Colorado's description of 21<sup>st</sup> 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 21<sup>st</sup> 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: Kindergarten**

**Concepts and skills students master:**  
 1. Identify the major food groups and the benefits of eating a variety of foods

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Recognize major food groups (DOK 1)</li> <li>b. Identify foods and beverages that are healthy choices for teeth and bones (DOK 1-2)</li> <li>c. Explain how food is fuel and that different activities need different fuel (DOK 1-2)</li> <li>d. Explain the health benefits of choosing healthy foods and beverages (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do healthy foods help your body?</li> <li>2. How does food fuel our bodies?</li> <li>3. What can you do besides brushing and flossing your teeth to help make your teeth and bones strong and healthy?</li> <li>4. What would happen to your body if you only ate cookies and candy?</li> </ul> <hr/> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Some automobiles run on gasolines as fuel, humans rely on food as fuel.</li> <li>2. Foods like apples, celery, and carrots are known to help keep teeth clean between brushing.</li> <li>3. Different people like different foods (culture, geography, family).</li> </ul> <hr/> <p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Healthy foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health.</li> </ul>

**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: Kindergarten**

**Concepts and skills students master:**  
 2. Explain how personal hygiene and cleanliness affect wellness

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Describe what it means to be healthy (DOK 1)</li> <li>b. Explain why hygiene is important for good health (DOK 1-3)</li> <li>c. Demonstrate the steps for proper hand washing (DOK 1)</li> <li>d. Explain positive outcomes from brushing and flossing teeth daily (DOK 1-3)</li> <li>e. Demonstrate steps for proper brushing and flossing of teeth (DOK 1)</li> <li>f. Explain why sleep and rest are important for proper growth and good health (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What does it mean to be healthy?</li> <li>2. How would your teeth look and feel if you did not brush them?</li> <li>3. What if nobody ever washed their hands?</li> </ul> <hr/> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Lack of sleep affects concentration and mood.</li> <li>2. Effective hand washing can reduce the spread of germs that cause colds and flu.</li> </ul> <hr/> <p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Good hygiene promotes good physical health.</li> </ul>

**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: Preschool**

**Concepts and skills students master:**  
 1. Develop self-management skills and personal hygiene skills to promote healthy habits

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather (DOK 1-3)

**Inquiry Questions:**

1. Why is it important to take care of your teeth?
2. How would you feel if you did not have the right clothes for a very cold or hot day?

**Relevance and Application:**

1. The mothers of many baby animals such as cats and rabbits, clean their babies by licking them.
2. Automatic water faucets, soap dispensers and toilets allow users to be “hands-free” in public place.

**Nature of Health:**

1. Personal hygiene is an important step in the prevention of disease and illness.

# 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: Kindergarten**

**Concepts and skills students master:**  
 1. Exhibit understanding that one's actions impact others

**Evidence Outcomes**

**Students can:**

- a. Demonstrate ways to show respect, consideration, and care for others (DOK 1-3)
- b. Explain the importance of respecting the personal space and boundaries of others (DOK 1-2)
- c. Explain that feelings influence behavior (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

- 1. Families are places where personal space is practiced.
- 2. Feelings affect behavior at home and at school.

**Nature of Health:**

- 1. The understanding of how emotions influence behavior and physical feelings is important to emotional and mental health.



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

**Prepared Graduates:**

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
**THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b>	<b>Inquiry Questions:</b>
	<b>Relevance and Application:</b>
	<b>Nature of Physical Education:</b>

## 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 that promote healthy, violence-free relationships

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Identify the importance of respecting the personal space and boundaries of self and others

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Identify “appropriate” and “inappropriate” touches (DOK 1-4)</li> <li>b. Identify characteristic of a trusted adult (DOK 1-4)</li> <li>c. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others (DOK 1-4)</li> <li>d. Explain that each person has the right to tell others not to touch his or her body (DOK 1-4)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What is respect?</li> <li>2. Why is it important to respect myself?</li> <li>3. What would it be like if nobody respected anybody else? What is privacy?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Different situations and settings have varied rules about personal space.</li> <li>2. Boundaries are applied to nations, cities and people</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Every individual has the right to personal space and boundaries.</li> </ul>

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 2. Explain safe behavior as a pedestrian and with motor vehicles

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Explain safe behavior when getting on and off and while riding on school buses (DOK 1-2)</li> <li>b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle (DOK 1-2)</li> <li>c. Recognize and describe the meaning of traffic signs (DOK 1)</li> <li>d. Describe how rules at school can help to prevent injuries (DOK 1-3)</li> <li>e. Demonstrate safe pedestrian behaviors (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What are some things that can happen if everyone runs around and pushes each other?</li> <li>2. What would it be like if there weren't any rules for cars or pedestrians?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Crosswalk and traffic signs change based on new research about how children see and react to symbols.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Vehicles and streets are places with hazards and require careful attention.</li> <li>2. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> </ul>

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 3. Demonstrate effective communication skills in unsafe situations

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation (DOK 1-3)</li> <li>b. Demonstrate the ability to call 911 or other emergency numbers for help (DOK 1)</li> <li>c. Define and explain the dangers of weapons and how to tell a trusted adult if you see or hear about someone having a weapon (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What would happen if you were lost and you didn't know how to ask for help?</li> <li>2. What would you do if you found a gun?</li> <li>3. In addition to a phone, how else could you get help when you are at home? In a car? Without using words, what are ways you could let someone know you need help?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Effective communication is crucial in an emergency situation.</li> <li>2. Other forms of technology can be used to communicate in an emergency situation.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. Verbal and non-verbal communication is a creative task in an emergency situation.</li> <li>2. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.</li> </ul>

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

**Prepared Graduates:**  
 ➤ Apply personal safety knowledge and skills to prevent, and treat unintentional injury

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
 1. Identify ways to be safe while at play

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. State how to be a safe pedestrian (DOK 1-3)</li> <li>b. Identify ways to reduce injuries on the playground (DOK 1)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why walk on a sidewalk and not in the middle of the road?</li> <li>2. Why should I listen to my teacher when I am on the playground?</li> <li>3. How can the playground be a place where I could get hurt when it is so much fun to be there?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. It is important to identify situations that are unsafe to prevent injuries.</li> <li>2. Many playgrounds are built in special ways to prevent injury.</li> <li>3. Some roads and playgrounds are built to accommodate individuals with disabilities.</li> </ul>
	<p><b>Nature of Health:</b></p> <ul style="list-style-type: none"> <li>1. All fun settings have material and objects which can inadvertently be the source of injury.</li> </ul>

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