

Third Grade

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

~~~~~

"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.

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 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?*

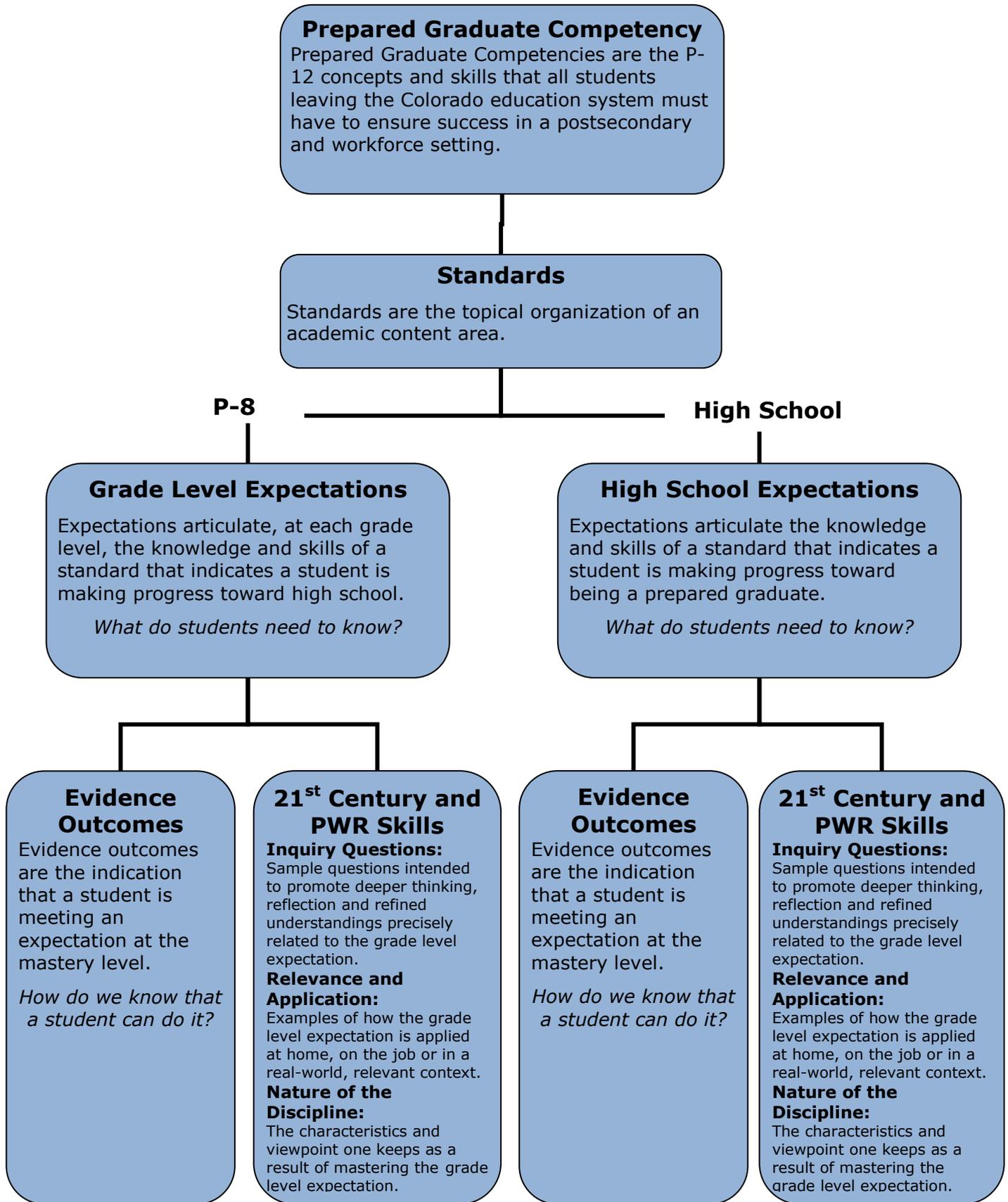
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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**

Third Grade	
2. Physical and Personal Wellness	1. Demonstrate the ability to make and communicate appropriate food choices
3. Emotional and Social Wellness	1. Utilize knowledge and skills to treat self and others with care and respect 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others
4. Prevention and Risk Management	1. Examine the dangers of using tobacco products or being exposed to second hand smoke. 2. Describe pro-social behaviors that enhance healthy interactions with others 3. Identify ways to prevent injuries at home, in school, and in the community

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: Third Grade

Concepts and skills students master:
 1. Demonstrate the ability to make and communicate appropriate food choices

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Describe a variety of nutritious breakfast foods (DOK 1) b. Plan a meal based on the food groups (DOK 1-2) c. Explain the concepts of eating in moderation (DOK 1-2) d. Demonstrate refusal skills in dealing with unhealthy eating situations (DOK 1-3) e. Identify how family, peers, and media influence healthy eating (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What is a healthy portion size? 2. What kinds of foods would be best for you to eat for breakfast? Why? 3. How can students eat a balanced diet if food choices are limited at school and home? 4. How can you keep a friend if you disagree about food choices? 5. How can the things that you see on television or in magazines influence your feelings and choices about food? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Messages about healthy eating are abundant and require accurate information to discern them. 2. Making responsible food choices is dependent on personal responsibility and decision making skills.

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: Third Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Identify the characteristics of someone who has self-respect and positive self-esteem (DOK 1-4)
- b. Acknowledge the value of personal and others' talents and strengths (DOK 1-3)
- c. Summarize the importance of respecting the personal space and boundaries of others (DOK 1-3)
- d. Discuss the importance of thinking about the effects of one's actions on other people (DOK 1-3)
- e. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and self-control (DOK 1)
- f. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others (DOK 1-3)
- g. Express intentions to treat self and others with care and respect (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does self respect and self esteem look like?
2. What if no one respected other peoples' space, property or feelings?

Relevance and Application:

1. Being a contributor to the neighborhood is an actionable way to show care
2. Individual actions can impact a school and community

Nature of Health:

1. Care and respect has benefits for both the person giving it and the ones receiving it.

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: Third Grade

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

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way (DOK 1-3) b. Describe positive ways to show care, consideration, and concern for others (DOK 1) c. Identify how to show respect for individual differences (DOK 1-2) d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How can a shy person show how they are feeling? 2. What if I am embarrassed to show how I am feeling? 3. What do I say if someone makes me feel bad? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Feelings can be expressed in verbal and non verbal ways 2. Online groups can provide support and care for others. <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Positive communication that enhances mental and emotional well being is a lifelong skill

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: Third Grade

Concepts and skills students master:
 1. Examine the dangers of using tobacco products or being exposed to second-hand smoke

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Summarize the dangers of experimenting with tobacco (DOK 1-2) b. Describe how tobacco and prolonged exposure to cigarette smoke affects the body (DOK 1-2) c. Understand that tobacco and other drugs can be addicting, but can be treated (DOK 1) d. Describe the benefits of abstaining from or discontinuing tobacco use (DOK 1-2) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How does tobacco affect the body? 2. What are some of the things that could happen if I just "tried" to smoke a cigarette, or chew tobacco?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. From a historical perspective tobacco was used for medicinal purposes. 2. Medical technology has identified the dangers of tobacco use.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Research has clearly established that tobacco has a variety of harmful effects on the body.

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: Third Grade

Concepts and skills students master:
 2. Describe pro-social behaviors that enhance healthy interactions with others

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others (DOK 1) b. Describe some of the ways that young children can be helpful intentionally (DOK 1-2) c. Describe the importance of self-control and ways to manage anger (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How would it feel if you were teased for having a certain eye color? 2. How do you feel when you are helpful to others? 3. Why do people get angry? 4. How can you tell if someone is angry?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Helping others in school and the community is a pro-social behavior. 2. Self-control can be used to manage anger.
	<p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Anger management is a lifelong skill. 2. Tolerance, appreciation, and understanding of diversity are important to learn and practice.

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: Third Grade

Concepts and skills students master:
 3. Identify ways to prevent injuries at home, in school, and in the community

Evidence Outcomes	21st Century Skills and Readiness Competencies
--------------------------	--

Students can:

- a. Define how injuries can occur at home, in school, and in the community (DOK 1-2)
- b. Identify rules and practices for fire safety (DOK 1-2)
- c. Demonstrate the ability to understand a safety plan (DOK 1-2)
- d. Demonstrate safe pedestrian and bicycle behaviors (DOK 1-2)

Inquiry Questions:

- 1. Is it important to pre-plan for safety?

Relevance and Application:

- 1. Safety is the responsibility of all members of a community.
- 2. Safety plans save lives and prevent injury.

Nature of Health:

- 1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

Colorado Department of Education
Office of Standards and Instructional Support
201 East Colfax Ave. • Denver, CO 80203
<http://www.cde.state.co.us/CoHealthPE/StateStandards.asp>