
COMPREHENSIVE HEALTH

Comprehensive Health

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
High School	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices 3. Demonstrate ways to take responsibility for healthy eating 4. Use a decision-making process to make healthy decisions about relationships and sexual health 5. Support others in making positive and healthful choices about sexual activity 6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Analyze the interrelationship of physical, mental, emotional, and social health 2. Set goals, and monitor progress on attaining goals for future success 3. Advocate to improve or maintain positive mental and emotional health for self and others
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. The impact of individuals' use or nonuse of alcohol or other drugs 2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs 3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs 4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free 5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence 6. Analyze the underlying causes of self- harming behavior, harming others and steps involved in seeking help 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them 8. Access valid information and resources that provide information about sexual assault and violence 9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence 10. Advocate for changes in the home, school, or community that would increase safety

Comprehensive Health

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Eighth Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Develop strategies to resist pressures to become sexually active 2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy 3. Describe the signs and symptoms of HIV/AIDS, and other STDs Promote and enhance health through disease prevention
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Access valid school and community resources to help with mental and emotional health concerns 2. Internal and external factors influence mental and emotional health
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs 2. Access valid sources of information about alcohol, tobacco, and other drugs 3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free 4. Analyze the factors that influence violent and non-violent behavior 5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior
Seventh Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Analyze factors that influence healthy eating behaviors 2. Demonstrate the ability to make healthy food choices in a variety of settings Compare and contrast healthy and unhealthy relationships (family, peer, and dating) 4. Analyze the internal and external factors that influence sexual decision-making and activity 5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate effective communication skills to express feelings appropriately 2. Develop self-management skills to prevent and manage stress
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze the consequences of using drugs 2. Demonstrate safety procedures for a variety of situations

Comprehensive Health

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Sixth Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Access valid and reliable information, products, and services to enhance healthy eating behaviors 2. Access valid and reliable information regarding qualities of healthy family and peer relationships 3. Comprehend the relationships among feelings and actions Analyze how positive health behaviors can benefit people throughout their life span 4. Analyze how positive health behaviors can benefit people throughout their life span
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Understand how to be mentally and emotionally healthy
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Analyze the factors that influence a person's decision to use or not use alcohol and tobacco 2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs 3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention 4. Demonstrate ways to advocate for safety, and prevent unintentional injuries
Fifth Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Demonstrate the ability to engage in healthy eating behaviors 2. Explain the structure, function, and major parts of the human reproductive system 3. Describe the physical, social, and emotional changes occurring at puberty Determine factors that influence the purchase of healthcare products and use of personal hygiene practices 4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness 5. Comprehend concepts, and identify strategies to prevent the transmission of disease
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Analyze internal and external factors that influence mental and emotional health
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, prescription, and over-the-counter drugs 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying 3. Demonstrate basic first aid and safety procedures
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

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, school, and community
Second Grade	
2. Physical and Personal Wellness	1. Identify eating behaviors that contribute to maintaining good health 2. Recognize basic childhood chronic diseases
4. Prevention and Risk Management	1. Identify the dangers of using tobacco products and being exposed to second hand smoke. 2. Identify safe and proper use of household products 3. Explain why bullying is harmful and how to respond appropriately 4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation
First Grade	
2. Physical and Personal Wellness	1. Eating a variety of foods from the different food groups is vital to promote good health 2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness
3. Emotional and Social Wellness	1. Demonstrate how to express emotions in healthy ways 2. Identify parents, guardians, and other trusted adults as resources for information about health
4. Prevention and Risk Management	1. Demonstrate strategies to avoid hazards in the home and community
Kindergarten	
2. Physical and Personal Wellness	1. Identify the major food groups and the benefits of eating a variety of foods 2. Explain how personal hygiene and cleanliness affect wellness
3. Emotional and Social Wellness	1. Exhibit understanding that one's actions impact others
4. Prevention and Risk Management	1. Identify the importance of respecting the personal space and boundaries of self and others 2. Explain safe behavior as a pedestrian and with motor vehicles 3. Effective communication skills in unsafe situations
Preschool	
2. Physical and Personal Wellness	1. Develop self-management skills and personal hygiene skills to promote healthy habits
4. Prevention and Risk Management	1. Identify ways to be safe while at play

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

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: 2. Physical and Personal Wellness in Health

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Grade Level Expectation: High School

<p>Concepts and skills students master:</p> <p>4. Use a decision-making process to make healthy decisions about relationships and sexual health</p>
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Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family b. Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity c. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity d. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods e. Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy. f. Analyze when it is necessary to seek help with or leave an unhealthy situation g. Analyze risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals h. Examine the responsibilities of parenthood i. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How can a personal decision to become sexually active affect one's future goals and options? 2. How does one know when one is ready to become a parent? 3. What kind of work is involved in being a parent? 4. In order to achieve lifelong sexual and reproductive health, what should I plan for? 5. Why are relationships important? 6. How do we learn to understand and respect diversity in relationships? 7. How do we know when a relationship is not worth saving? 8. How do we know when someone is being truthful online?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual to individual, family to family, and culture to culture. 2. Various factors often create discrepancies between actual and perceived social norms related to sexual activity among teenagers. 3. Cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexual and reproductive health. 4. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child. 5. Culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. 6. Prenatal exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards may affect the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
	<p>Nature of Health:</p> <ol style="list-style-type: none"> 1. Decision-making can be affected by a variety of influences that may or may not be in a person's best interest. 2. Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. 3. Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: High School

Concepts and skills students master:

5. Support others in making positive and healthful choices about sexual activity

Evidence Outcomes

Students can:

- Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active
- Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV
- Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why would someone engage in intimate behaviors without first having the emotional safety to talk about it?
- What support do you need to assist you in making healthy decisions about sexual activity?
- Why would a teenager choose to delay sexual activity?

Relevance and Application:

- Cultural and religious beliefs, popular trends, fads, and current and emerging technological advances influence sexual and reproductive health.
- Advocating to others at school or in the community regarding positive and healthful choices about sexual activity creates an environment of open communication.

Nature of Health:

- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
- Reliable personal and professional resources are available to assist with sexual and reproductive health problems.

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: High School

Concepts and skills students master:

5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence

Evidence Outcomes

Students can:

- a. Demonstrate tolerance for individual differences
- b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes
- c. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence
- d. Demonstrate the ability to take the perspectives of others in a conflict situation

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Under what circumstances is conflict necessary?
2. What are strategies for preventing a conflict from escalating?
3. Is society desensitized to violence?
4. Are all prejudices wrong?

Relevance and Application:

1. Police responsible for stopping and reducing crime often measure related symptoms and contributing behaviors which lead to fights, bullying, and assaults.
2. Blogs, websites and social networks provide vast opportunities to see the perspectives of others in a conflict situation.

Nature of Health:

1. Personal responsibility is the first line of violence-free behavior.
2. Individual differences are linked to personal perspectives.
3. Federal, state, and local laws are often written to prevent violence.

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: High School

Concepts and skills students master:

6. Analyze the underlying causes of self-harming behavior and harming others, and identify steps involved in seeking help

Evidence Outcomes

Students can:

- Analyze the signs and symptoms of people who are in danger of harming themselves or others
- Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem
- Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why might someone think it is necessary to feel pain to feel alive?
2. Under what circumstances should you maintain a confidence with someone who may be at risk of hurting himself or others?

Relevance and Application:

1. School and community resources for adolescent mental and emotional health services provide support for those in need.

Nature of Health:

1. Knowledge about self harming behaviors informs decision making related to personal wellness and the wellness of others.

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: High School

Concepts and skills students master:
 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them

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

- a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence
- b. Analyze situations that could lead to pressure to have sex
- c. Summarize why individuals have the right to refuse sexual contact
- d. Analyze the effects of emotional abuse
- e. Analyze how media messages normalize violence
- f. Explain the risks associated with choosing friends who use substances and violence to solve problems

Inquiry Questions:

1. Is emotional abuse as harmful as physical abuse?
2. What are the short- and long-term effects of emotional abuse and physical abuse?
3. Are the friends and relationships you keep a reflection of yourself or just a collection of people to keep you company?
4. How do I know what personal boundaries to set in relationships?

Relevance and Application:

1. School and community resources for domestic violence, abuse and rape are available to those in need.
2. Power and control differences affect personal relationships.

Nature of Health:

1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations.

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: High School

Concepts and skills students master:

- 8. Access valid information and resources that provide information about sexual assault and violence

Evidence Outcomes

Students can:

- a. Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence
- b. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Who can I trust to talk to about sexual assault and personal violence?
- 2. Under what circumstances should you maintain a confidence with someone who has been sexually assaulted?
- 3. When is it most important to turn to adult resources and/or school or community authorities for help?

Relevance and Application:

- 1. School and community resources are available to assist individuals with problems related to violence.

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.
- 2. The school and community provide valuable resources to support adolescent mental and emotional health, including providing immediate aid, protection, or shelter following an act of violence.

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: High School

Concepts and skills students master:

- 9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence

Evidence Outcomes

Students can:

- a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence
- c. Demonstrate strategies that could be used to prevent a conflict from starting or escalating
- d. Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways
- e. Demonstrate verbal and nonverbal ways to stop or prevent hazing

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can I stop violence and still keep my friends?
2. How can I tell if someone needs help?
3. What are different strategies for helping someone who may be at risk of being a victim of violence?
4. When does good-natured teasing become hazing?

Relevance and Application:

1. Effective conflict resolution strategies—both verbal and non-verbal are learned over time when the temptation to accept pressure is resisted.
2. Hostage negotiators utilize conflict resolution strategies to avoid violence and the escalation of conflict.
3. Effective refusal skills can be used to resist pressures to engage in unhealthy behaviors and situations.

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.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. Contrasting historical analyses of different societal mores related to sexual activity with today's environment provides information on how a culture perceives and values sexual relationships.

Nature of Health:

1. Learning about sexuality and discussing sexual issues is critical for health.
2. External pressures and opportunities that present themselves may influence a person's sexual decision-making and activity.
3. Taking responsibility for one's own health requires verbal and nonverbal communication skills that can help to resist unwanted sexual activity and support positive health choices.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy
- Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy
- Describe the risk relationship between using alcohol and other drugs and sexual activity
- Demonstrate peer resistance skills and personal boundary behavior

21st Century Skills and Readiness Competencies

Inquiry Questions:

- To what extent can we keep ourselves disease-free?
- Why might a person be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs?
- What advice would you give to a friend who is being pressured to do something he or she does not want to do?
- Why is it important to stand up for what you believe?
- Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?

Relevance and Application:

- Age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception.
- Policies or practices in different cultures impact the number of unintended pregnancies.

Nature of Health:

- Current and future personal wellness is dependent on a person's ability to apply health-related concepts and skills in everyday situations.
- Standing up for yourself and what you believe can affect your physical, mental, emotional, and social health.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

- 1. Medical advances for the prevention and treatment of STDs continue to evolve.
- 2. Society has viewed persons diagnosed with STDs differently throughout history.

Nature of Health:

- 1. Current and emerging diagnostic, prevention, and treatment strategies can help people to live healthier and longer lives than ever before.

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: Eighth Grade

Concepts and skills students master:
 4. Analyze the factors that influence violent and nonviolent behavior

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

- a. Identify media and cultural messages that could lead to different types of violence, including sexual violence
- b. Examine the presence of violence in the media and its possible effects on violent behavior
- c. Describe external influences that could lead to violence
- d. Identify verbal and nonverbal communication that constitutes sexual harassment
- e. Recognize behaviors that are perceived as sexually coercive
- f. Explain that rape and sexual assault should be reported to a trusted adult
- g. Understand that sexual assault is a crime and must be reported

Inquiry Questions:

1. Is peaceful behavior the same as non-violent? Why or why not?
2. Would a media-free life diminish assaults?
3. What would I do if I saw someone being sexually harassed?

Relevance and Application:

1. Sexual violence and harassment are unacceptable behaviors that result in legal consequences.
2. Technology has changed the way sexual exploitation and harassment occurs.

Nature of Health:

1. Culture, media and social influences affect violent and non violent behavior.

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

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

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim
- b. Stand up for those being bullied
- c. Advocate for a positive and respectful school environment that supports pro-social behavior

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do I know if someone is being bullied?
2. What if my friend is a bully?

Relevance and Application:

1. Positive behavior support and other school and community programs advocate for pro-social behavior.

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.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)

Evidence Outcomes

Students can:

- Describe the characteristics of healthy relationships, and discuss factors that support and sustain them
- Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions
- Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
- Describe the emotional effects of breaking up in a dating relationship
- Explain the role of dating in personal growth

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is "dating"?
2. How might "unhealthy" family and peer relationships influence future dating relationships?

Relevance and Application:

1. Various cultures date and select life partners differently.
2. Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
3. Healthy relationships require many things of both people.

Nature of Health:

1. Understanding the various aspects of human relationships assists in making healthy choices.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

- 1. The internet and other forms of media influence sexual decision-making.
- 2. Families, peers, the media, culture, and society influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer.
- 3. Families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships.

Nature of Health:

- 1. External factors and situations that present themselves as well as internal factors—such as hormones, curiosity, desire, attraction, fear, and other feelings—may influence a person’s healthy decision-making and behavior.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Describe the effects of HIV infection on the body
- b. Explain how HIV is and is not contracted
- c. Define common STDs

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Is it safe to be around people who are infected with HIV? Why or why not?
2. Why is HIV/AIDS generally thought to be more dangerous than other STDs?

Relevance and Application:

1. The human immunodeficiency virus affects the body's immune.
2. Universal precautions are recommended for anyone who comes into contact with bodily fluids.

Nature of Health:

1. Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.
2. There are many different kinds of sexually transmitted diseases. Some can be treated and/or cured and some cannot, and all can lead to serious health complications.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Access valid and reliable information regarding qualities of healthy family and peer relationships

Evidence Outcomes

Students can:

- a. Describe the benefits of healthy relationships
- b. Describe how peer relationships may change during adolescence

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does it feel when a friendship ends?
2. How do I cope with conflict within my family or with my friends?
3. How do healthy relationships contribute to overall wellness?

Relevance and Application:

1. Analyze how technological advances provide increased opportunities to develop relationships
2. Discuss the various ways we communicate with one another and how that impacts human relationships
3. Relationships affect your physical, mental, emotional, and social well-being.

Nature of Health:

1. Understanding the various aspects of human relationships assists in making healthy choices

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Comprehend the relationship between feelings and actions

Evidence Outcomes

Students can:

- a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them
- b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity
- c. Describe behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy
- d. Describe the need to have clear expectations, boundaries, and personal safety strategies

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Is sexual health a difficult topic to discuss?
2. How do I figure out my personal beliefs about sexual activity?
3. What do you need to help you effectively communicate with a trusted adult about sexual and reproductive health?

Relevance and Application:

1. Attitudes about sexuality are influenced by families, peers, and the media
2. Relationships with friends and family members can influence decision-making in positive and negative ways.

Nature of Health:

1. Learning about sexuality and discussing sexual issues is critical for health.
2. There are many physical, emotional, and social implications associated with engaging in sexual activity.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates: <ul style="list-style-type: none">➤ Apply knowledge and skills that promote healthy, violence-free relationships	
Grade Level Expectation: Sixth Grade	
Concepts and skills students master: 3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystandersb. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violencec. Describe strategies to avoid physical fighting and violenced. Identify a variety of nonviolent ways to respond when angry or upsete. Demonstrate the ability to identify a trusted adult to whom school or community violence should be reportedf. Describe the dangers of and actions to be taken if weapons are seen or suspected in schoolsg. Demonstrate ways of solving conflicts nonviolently such as conflict resolution and diffusion	Inquiry Questions: <ul style="list-style-type: none">1. How can one person reduce violence?2. What are positive and negative effects of weapons on society?3. What situations lead to physical fighting and violence?4. Why is it my job to stop violence?
	Relevance and Application: <ul style="list-style-type: none">1. The presence of weapons increases the risk of serious injuries.2. There are school and community resources to help with violence issues.
	Nature of Health: <ul style="list-style-type: none">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.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

- 2. Explain the structure, function, and major parts of the human reproductive system

Evidence Outcomes

Students can:

- a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems
- b. Describe the relationship of conception to the menstrual cycle
- c. Explain that after fertilization, cells divide to create a fetus and embryo that grows and develops inside the uterus during pregnancy

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What is optimal growth and development?

Relevance and Application:

- 1. In nature, different animals have different gestation cycles.

Nature of Health:

- 1. There are many influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment.

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Describe the physical, social, and emotional changes that occur at puberty

Evidence Outcomes

Students can:

- a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal
- b. Identify personal hygiene practices and health and safety issues related to puberty
- c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices
- d. Discuss how changes during puberty affect thoughts, emotions, growth patterns and behaviors

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why are some aspects of puberty "embarrassing"?
- 2. What is "normal"?

Relevance and Application:

- 1. Heredity influences growth and development.
- 2. The onset age of puberty has changed over time due to factors that include changes in nutrition, access to medical care, and exposure to chemicals in the environment.

Nature of Health:

- 1. Tolerance, appreciation, and understanding of individual differences are critical during times of change.
- 2. There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment.

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying

Evidence Outcomes

Students can:

- Identify factors that influence both violent and nonviolent behaviors and attitudes
- Explain the significance and impact of as well as the short- and long-term consequences of bullying
- Demonstrate pro-social communication skills and strategies
- Identify resources, including safe people or adults, regarding violence in the school and community

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do people become violent?
2. What is the difference between bullying and aggression?
3. Why is it important to report incidents of bullying?
4. What types of communication can help you avoid fighting and bullying?
5. How can we demonstrate appreciation and value for differences?
6. How do I know who to tell about an unsafe situation?
7. How do people become prejudiced?

Relevance and Application:

1. Non-violence is always an option in conflict.
2. Gangs are examples of bullying groups.
3. Bullying and violence can have long term emotional and physical consequences.

Nature of Health:

1. Culture, media and social influences affect violent and non violent behavior.
2. Individuals have a personal responsibility to develop, maintain, and enhance healthy behaviors.
3. Making good health decisions requires the ability to evaluate reliable resources.

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
- b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills
- c. Discuss methods for making decisions to avoid conflicts or violence
- d. Explain the positive alternatives to using violence
- e. Explain the dangers of having weapons at home, in school, and in the community
- f. Explain the importance of respecting the personal space and boundaries of others

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.

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

Students can:

- a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others
- b. Describe some of the ways that young children can be helpful intentionally
- c. Describe the importance of self-control and ways to manage anger

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 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?

Relevance and Application:

- 1. Helping others in school and the community is a pro-social behavior.
- 2. Self-control can be used to manage anger.

Nature of Health:

- 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 knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 3. Explain why bullying is harmful and how to respond appropriately

Evidence Outcomes

Students can:

- a. Understand why it is wrong to tease others
- b. Identify why making fun of others is harmful to self and others
- c. Describe the difference between bullying and teasing
- d. Explain what to do if you or someone else is being bullied

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does the old saying, "walk a mile in the other person's shoes" apply to teasing and bullying?
- 2. If it's just "making fun" then how can it be harmful?

Relevance and Application:

- 1. A number of professionals can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults.

Nature of Health:

- 1. Tolerance, appreciation, and understanding of diversity are important skills to learn and practice.

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

Evidence Outcomes

Students can:

- a. Identify "appropriate" and "inappropriate" touches
- b. Identify characteristic of a trusted adult
- c. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others
- d. Explain that each person has the right to tell others not to touch his or her body

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is respect?
2. Why is it important to respect myself?
3. What would it be like if nobody respected anybody else?
What is privacy?

Relevance and Application:

1. Different situations and settings have varied rules about personal space.
2. Boundaries are applied to nations, cities and people

Nature of Health:

1. Every individual has the right to personal space and boundaries.