

Comprehensive Health & Physical Education

Colorado Sample Graduation Competencies and Evidence Outcomes

Physical Education Graduation Competency 1

Demonstrate competency in motor skills, movement concepts, and movement patterns needed to perform a variety of physical activity

Elementary School	Middle School	High School
<ul style="list-style-type: none"> a. Demonstrate mature patterns of manipulative skills with control and force in lead-up games and activities (i.e. throw, catch, punt, dribble, volley, striking). b. Develop, refine and give feedback regarding sequence patterns and transitions in variety of activities. (i.e. dance, gymnastics, jump rope, speed stacks). c. Combine skills to competently participate in a variety of activities (DOK 1-3). d. Analyze and provide feedback to correct errors in manipulative and loco motor skills. e. Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities (DOK 1-4). 	<ul style="list-style-type: none"> a. Use a variety of motor skill patterns to create a gymnastics or dance routine (DOK 3-4). b. Integrate information from other subject matter into a movement activity or routine (DOK 1-4). c. Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help to learn another physical activity (DOK 1-4). d. Explain how growth in height and weight affects performance (DOK 1-3). e. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance (DOK 3). f. Demonstrate, diagram, explain, and justify basic offensive and defensive skills and strategies in games and sports (DOK 1-3). g. Apply locomotor, nonlocomotor, and manipulative skills to games and sports (DOK 1-3). 	<ul style="list-style-type: none"> a. Combine and apply movement patterns from simple to complex to participate successfully in aquatic, rhythms/dance, combatives, outdoor adventure activities, and variety of lifelong sports and games (DOK 1-3). b. Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games (DOK 1-3). c. Explain and demonstrate advanced offensive, defensive, coaching, officiating, and transition strategies in lifelong sports and games (DOK 1-3). d. Explain, demonstrate and analyze training and conditioning practices that have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong and individual and dual activities (DOK 1-3).



Elementary School

Middle School

High School

- h. Identify and explain relevant bio-mechanical principles such as force production, compactness, spin or rebound, and rotation and their importance to the successful performance of a variety of activities) (DOK 1-2).
- i. Demonstrate, Diagram and develop offensive and defensive strategies and skills in a variety of game settings (DOK 3-4).

- e. Participate in movements that promote neural pathway development and explain how movement impacts brain development (DOK 1-3).
- f. Identify and evaluate personal psychological responses to physical activity (i.e., anxiety/stress, etc.) (DOK 1-3).
- g. Demonstrate the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor) (DOK 1-3).
- h. Create or modify practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities (DOK 1-4).



Physical Education Graduation Competency 2

Achieve and maintain a health-enhancing level of physical fitness

Elementary School

- a. Explain that warm-up and cool-down activities and techniques to prepare the body for physical activity and help to prevent injuries (DOK 1-2).
- b. Understand the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs (DOK 1-2).
- c. Develop and describe three short-term and three long-term fitness goals (DOK 1-3).
- d. Reflect and analyze food and drink consumption and explain the benefits and consequences of those choices.

Middle School

- a. Identify and participate in safe warm-up and cool-down activities (DOK 1-2).
- b. Review components of safe participation and what constitutes a safe environment (DOK 1-2).
- c. Follow the rules of activities to maintain safe playing conditions (DOK 1-2).
- d. Describe safe and unsafe practices for a variety of physical activities (DOK 1-3).
- e. Participate in a variety of recreational activities appropriate to a geographical area (DOK 1-2).
- f. Match personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) (DOK 1-3).
- g. Create an individual physical activity portfolio that is based on realistic goals, is maintained for an extended period of time, accumulates the recommended number of minutes, identifies reasons for physical activities.

High School

- a. Describe and demonstrate the correct use of safety equipment and explain strategies to prevent injuries in physical activities. (DOK 1-2).
- b. Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities (DOK 1-4).
- c. Check equipment and facilities for safety hazards prior to participation (DOK 1-3).
- d. Explain strategies for the prevention of injuries when engaging in physical activity (DOK 1-3).
- e. Evaluate and make wise consumer choices about equipment, products, community resources, and programs needed to successfully participate in a wide range of physical activities (DOK 1-3).
- f. Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle (DOK 1-3).
- g. Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week (DOK 1-3).



Elementary School

Middle School

High School

- h. Monitor physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor (DOK 1-2).
- i. Demonstrate effective time management skills that allow opportunities for physical activity during the day (DOK 1-3).
- j. Demonstrate the ability to monitor and adjust activity to meet personal goals (DOK 1-4).
- k. Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components (DOK 1-4).



Physical Education Graduation Competency 3

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

Elementary School

- a. Describe and demonstrate responsible behavior and decision-making while participating in physical activity (DOK 1-4).
- b. Participate in activities as a player and an official with respectful words and actions (DOK 1-3).
- c. Acknowledge differences in peers and listen to others to solve problems in a positive manner to develop confidence in self and others (DOK 1-3).
- d. Demonstrate conflict resolutions and accept responsibility for one's own performance (DOK 1-3).
- e. Develop confidence in a physical activity setting (DOK 1-2).

Middle School

- a. Demonstrate through verbal and nonverbal behavior cooperation with peers of different backgrounds (DOK 1-4).
- b. Consider the consequences of various choices, and make a responsible decision when confronted with negative peer pressure (DOK 1-4).
- c. Seek out participation with, and show respect for a peer with varying skill ability (DOK 1-3).
- d. Participate in group cooperation games and adventure activities to encourage team building and fun (DOK 1-3).
- e. Make decisions to modify a game to allow all members to participate (DOK 1-4).
- f. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds (DOK 1-4).

High School

- a. Participate respectfully with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture (DOK 1-2).
- b. Practice conflict management and listening skills in a competitive atmosphere (DOK 1-4).
- c. Initiate responsible behavior, and function independently and cooperatively (DOK 1-4).
- d. Influence positively the behavior of others in physical activity settings (DOK 1-4).
- e. Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles, identifying and rewarding contributions of members of a group or team (DOK 1-4).
- f. Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants (DOK 1-3).
- g. Display empathy toward the feelings of others and accept diversity and individual differences during physical activities (DOK 1-3).



Comprehensive Health Graduation Competency 1

Apply knowledge and skills to engage in lifelong healthy eating

Elementary School	Middle School	High School
<ul style="list-style-type: none">a. Identify eating behaviors that contribute to maintaining good health (DOK 1-2).b. Make a personal commitment to improve food choices (DOK 1-4).c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks (DOK 1-3).d. Analyze the difference between disordered eating and eating disorders (DOK 1-3).	<ul style="list-style-type: none">a. Analyze how family, peers, media and culture influence food choices (DOK 1- 4)b. Analyze internal influences on one's food choices (DOK 1-4).c. Recognize that people with eating disorders may need professional help (DOK 1).d. Describe the signs, symptoms, and consequences of common eating disorders (DOK 1-2).e. Identify internal and external influences on one's body image (DOK 1-4).f. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school (DOK 1-3).g. Demonstrate interpersonal skills that deal with negative influences on healthy eating (DOK 1-3).	<ul style="list-style-type: none">a. Use nutritional evidence to describe a healthy diet and an unhealthy diet (DOK 1-3).b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis (DOK 1-3).c. Explain the effects of disordered eating and eating disorders on healthy growth and development (DOK 1-3).d. Analyze the relationship between eating behavior and metabolism (DOK 1-3).e. Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior (DOK 1-4).f. Use information (e.g.: nutrition standards, food labels, and/or personal data) to improve one's personal food choices that lead to a healthier diet (DOK 1-4).



Comprehensive Health Graduation Competency 2

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

Elementary School	Middle School	High School
<ul style="list-style-type: none">a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems (DOK 1-2).b. Describe the relationship of conception to the menstrual cycle (DOK 1-3).c. Explain that after fertilization, cells divide to create a fetus and embryo what grows and develops inside the uterus during pregnancy (DOK 1).d. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal (DOK 1-3).e. Identify personal hygiene practices and health and safety issues related to puberty (DOK 1).f. Determine factors that influence the purchase of health care products and the use of personal hygiene practices (DOK 1-4).g. Discuss how changes during puberty affect thoughts, emotions, growth patterns and behaviors.	<ul style="list-style-type: none">a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health (DOK 1-3).b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances (DOK 1-3).c. Explain why individuals have the right to refuse sexual contact (DOK 1-4).d. Seek support to be sexually abstinent (DOK 1-4).e. Develop personal standards for dating situations (DOK 1-4).f. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy (DOK 1-2).g. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy (DOK 1-2).h. Describe the risk relationship between using alcohol and other drugs and sexual activity (DOK 1-3).i. Demonstrate peer resistance skills and personal boundary behavior (DOK 1-4).	<ul style="list-style-type: none">a. Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family (DOK 1-4).b. Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity (DOK 1-4).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 (DOK 1-4).d. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods (DOK 1-4).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. (DOK 1-3).f. Analyze when it is necessary to seek help with or leave an unhealthy situation (DOK 1-4).g. Analyze risks of sharing personal information through modern technology.h. Examine the responsibilities of parenthood (DOK 1-4).



Elementary School

Middle School

High School

- j. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and Chlamydia (DOK 1-2).

- i. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures (DOK 1-4).
- j. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active (DOK 1-3).



Comprehensive Health Graduation Competency 3

Apply knowledge and skills related to physical and mental health promotion, disease prevention, and health maintenance

Elementary School	Middle School	High School
<ul style="list-style-type: none">a. Demonstrate appropriate ways to identify and talk to someone such as a parent or health care provider about personal health problems, issues, and concerns (DOK 1-3).b. Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy (DOK 1-2).c. Describe how the body fights germs and diseases naturally, with medicines, and through immunization (DOK 1-2).d. Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, and touch (DOK 1-2).e. Describe the effects of HIV infection on the body, and how it is, and is not, contracted (DOK 1-2).f. Identify how media and society can influence mental and emotional health (DOK 1-3).g. Explain how families and peers can influence mental and emotional health (DOK 1-3).	<ul style="list-style-type: none">a. Explain contributing factors to health status (DOK 1-4).b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status (DOK 1-4).c. Explain the body's response to disuse and other stressors (DOK 1-3).d. Explain how the immune system functions to prevent and combat disease (DOK 1-3).e. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help (DOK 1-3).f. Explain when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety (DOK 1-4).g. Analyze how culture, media, and others influence personal feelings and emotions (DOK 1-4).h. Describe how personal and family values and feelings influence choices (DOK 1-4).i. Describe strategies to minimize negative influences on mental and emotional health (DOK 1-3).	<ul style="list-style-type: none">a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness (DOK 1-4).b. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness (DOK 3-4).c. Explain the importance of health screenings, immunizations, checkups, and other examinations that are necessary to maintain overall health and wellness (DOK 3-4).d. Analyze the characteristics of a mentally and emotionally healthy person (DOK 1-4).e. Evaluate effective strategies for dealing with stress (DOK 1-3).f. Analyze the causes, symptoms, and effects of depression and anxiety (DOK 1-3).g. Analyze why setting a personal goal contributes to mental and emotional wellness (DOK 1-4).h. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others (DOK 1-3).i. Demonstrate support and respect for diversity (DOK 1-3).



Elementary School

Middle School

High School

- j. Analyze internal factors that contribute to mental and emotional health (DOK 1-3).

- j. Advocate for positive and respectful school environment that supports prosocial behavior (DOK 1-4).
- k. Demonstrate how to communicate the importance of seeking help for mental and emotional problems (DOK 1-3).



Comprehensive Health Graduation Competency 4

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

Elementary School	Middle School	High School
<ul style="list-style-type: none">a. Identify sources of accurate information about the effects of tobacco use and exposure to secondhand smoke (DOK 1-2).b. Analyze the dangers of using tobacco products or being exposed to secondhand smoke (DOK 1-3).c. Identify ways to avoid the use of tobacco products as well as exposure to other tobacco smoke (DOK 1).d. Describe the proper use of over-the-counter and prescription drugs (DOK 1).	<ul style="list-style-type: none">a. Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs (DOK 1-3).b. List the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow (DOK 1).c. Describe addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable (DOK 1).d. Determine situations that could lead to the use of alcohol and other drugs (DOK 1-3).e. Describe how mental and emotional health and life circumstances can affect alcohol or other drug use (DOK 1-3).f. Discuss the harmful effects of using weight-loss products (DOK 1-2).g. Describe the health risks associated with using performance-enhancing drugs (DOK 1-2).h. Analyze the validity of information, products, media, and services related to the use of alcohol, tobacco, and other drugs (DOK 1-3).	<ul style="list-style-type: none">a. Analyze healthy alternatives to substance use (DOK 1-4).b. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use (DOK 1-3).c. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use (DOK 1-3).d. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs (DOK 1-4).e. Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs (DOK 1-2).f. Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs (DOK 1-4).g. Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors (DOK 1-4).h. Predict how a drug-free lifestyle supports the achievement of short and long-term goals (DOK 1-3).



Elementary School

Middle School

High School

- i. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations (DOK 1-4).
- j. Analyze choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family (DOK 1-4).
- k. Express intentions to be alcohol, tobacco, and drug free (DOK 1-4).



Comprehensive Health Graduation Competency 5

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

Elementary School	Middle School	High School
<ul style="list-style-type: none">a. Identify factors that influence both violent and nonviolent behaviors and attitudes (DOK 1-3).b. Explain the significance and impact of as well as the short- and long-term consequences of bullying (DOK 1-3).c. Demonstrate pro-social communication skills and strategies (DOK 1-3).d. Identify resources, including safe people or adults, regarding violence in the school and community (DOK 1-2).	<ul style="list-style-type: none">a. Identify media and cultural messages that could lead to different types of violence, including sexual violence (DOK 1-3).b. Examine the presence of violence in the media and other external influences that could lead to violence (DOK 1-3).c. Identify verbal and nonverbal communication that constitutes sexual harassment (DOK 1-2).d. Recognize behaviors that are perceived as sexually coercive (DOK 1-2).e. Explain that rape and sexual assault should be reported to a trusted adult (DOK 1-3)f. Understand that sexual assault is a crime and must be reported (DOK 1).g. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim (DOK 1-3).h. Advocate for a positive and respectful school environment that supports prosocial behavior (DOK 1-4).	<ul style="list-style-type: none">a. Demonstrate tolerance for individual differences (DOK 1-3).b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes (DOK 1-4).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 (DOK 1-4).d. Analyze the signs and symptoms of people who are in danger of harming themselves or others and summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others (DOK 1-4).e. Analyze how power and control differences in relationships such as peer, dating, or family relationship can contribute to aggression and violence (DOK 1-4).f. Analyze situations that could lead to pressure to have sex and summarize why individuals have the right to refuse sexual contact (DOK 1-4).g. Analyze the effects of emotional abuse (DOK 1-4).



Elementary School

Middle School

High School

- h. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence, including rape crisis centers (DOK 1-3).
- i. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence, to prevent conflict from starting, and to resolve conflicts in nonviolent ways. (DOK 1-3).
- j. Explain ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles, and jet skis, including cell phone use and texting (DOK 1-2).
- k. Advocate for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools (DOK 1-4).

