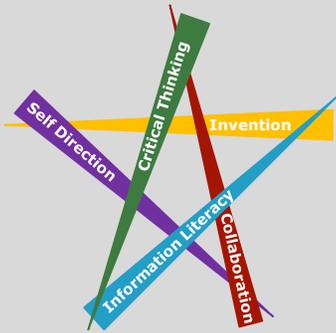


**Curriculum Development Course at a Glance
Planning for High School Comprehensive Health**

| Content Area | Comprehensive Health | Grade Level | High School |
|-----------------------------------|---|-----------------------|-------------|
| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 2. Physical and Personal Wellness | 1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet | CH09-GR.HS-S.2-GLE.1 | |
| | 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices | CH09-GR.HS-S.2-GLE.2 | |
| | 3. Demonstrate ways to take responsibility for healthy eating | CH09-GR.HS-S.2-GLE.3 | |
| | 4. Use a decision-making process to make healthy decisions about relationships and sexual health | CH09-GR.HS-S.2-GLE.4 | |
| | 5. Support others in making positive and healthful choices about sexual activity | CH09-GR.HS-S.2-GLE.5 | |
| | 6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly | CH09-GR.HS-S.2-GLE.6 | |
| 3. Emotional and Social Wellness | 1. Analyze the interrelationship of physical, mental, emotional, and social health | CH09-GR.HS-S.3-GLE.1 | |
| | 2. Set goals, and monitor progress on attaining goals for future success | CH09-GR.HS-S.3-GLE.2 | |
| | 3. Advocate to improve or maintain positive mental and emotional health for self and others | CH09-GR.HS-S.3-GLE.3 | |
| 4. Prevention and Risk Management | 1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs | CH09-GR.HS-S.4-GLE.1 | |
| | 2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs | CH09-GR.HS-S.4-GLE.2 | |
| | 3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs | CH09-GR.HS-S.4-GLE.3 | |
| | 4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free | CH09-GR.HS-S.4-GLE.4 | |
| | 5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence | CH09-GR.HS-S.4-GLE.5 | |
| | 6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help | CH09-GR.HS-S.4-GLE.6 | |
| | 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them | CH09-GR.HS-S.4-GLE.7 | |
| | 8. Access valid information and resources that provide information about sexual assault and violence | CH09-GR.HS-S.4-GLE.8 | |
| | 9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence | CH09-GR.HS-S.4-GLE.9 | |
| | 10. Advocate for changes in the home, school, or community that would increase safety | CH09-GR.HS-S.4-GLE.10 | |

**Curriculum Development Course at a Glance
Planning for High School Comprehensive Health**

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

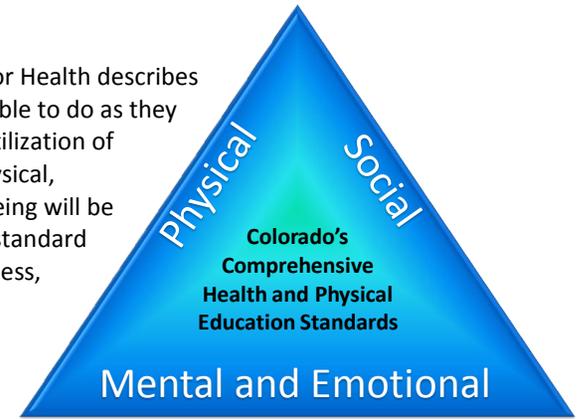
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.



| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
|-----------------------------------|------------------------------|----------------------|
| Happy is the New Healthy | 3 weeks | 1 |
| Stress Management | 1 week | 2 |
| Suicide Prevention | 1 week | 3 |
| Nutrition | 3 weeks | 4 |
| It's All About Safety | 1 week | 5 |
| Alcohol, Tobacco, and Other Drugs | 3 weeks | 6 |
| "The Golden Rule" | 3 weeks | 7 |
| Personal Choices | 3 weeks | 8 |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

| | | | | |
|--|---|--|--|---------|
| Unit Title | Happy is the New Healthy | | Length of Unit | 3 weeks |
| Focusing Lens(es) | Advocacy (self and others) | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.3-GLE.1, CH09-GR.HS-S.3-GLE.2, CH09-GR.HS-S.3-GLE.3 CH09-GR.HS-S.4-GLE.6 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> Why is self-advocating for mental health just as important as for physical health? (CH09-GR.HS-S.3-GLE.1) How could positive or negative mental health affect other areas of your health? (CH09-GR.HS-S.3-GLE.1) How can my mental health affect the people around me? (CH09-GR.HS-S.3-GLE.1) | | | |
| Unit Strands | Emotional and Social Wellness, Prevention and Risk Management | | | |
| Concepts | Credible Resources, Goal Setting, Self-advocacy, Decision-making, Communication Skills, Inter-personal Communication, Stress Management, Respect, Diversity, | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|--|--|
| | Factual | Conceptual |
| Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1)and(CH09-GR.HS-S.4-GLE.6-EO.c) | What are effective communication skills when advocating for others? What types of mental and emotional problems require you to seek help?(CH09-GR.HS-S.3-GLE.1-EO.b,d) | Why are effective communication skills important when seeking help? Why should I care about mental and emotional health of others? |
| The access to credible resources and support systems may help decrease mental and emotional distress.(CH09-GR.HS-S.4-GLE.6-EO.c;RA.1;N.1)and(CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) | How do you determine the credibility and reliability of specific resources? | What does a strong support system look like? (CH09-GR.HS-S.4-GLE.6-EO.a,b,c-RA.1-N.1) What credible resources should I use to make decisions about my health? |
| The ability to plan and set realistic goals can enhance a person’s sense of wellbeing(CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) | What is the difference between a long-term and short-term goal? (CH09-GR.HS-S.3-GLE.2) What is a clear and attainable goal? What are smart goals? | How can planning affect my future? (CH09-GR.HS-S.3-GLE.2;IQ.1) How are dreams different than goals? How do smart goals help me improve overall health? |

**Curriculum Development Overview
Unit Planning for High School Comprehensive Health**

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| Respect for diversity will create a positive school environment supportive of pro-social behavior. (CH09-GR.HS-S.3-GLE.3-EO.b,c) | What is diversity? What does a positive school environment look like? | How do I form my personal values? What if I found out my best friend was involved in something I believe was not right? (CH09-GR.HS-S.3-GLE.3;IQ.3) Why is it so hard to stand up on behalf of others? (CH09-GR.HS-S.3-GLE.3;IQ.1) |
|--|---|--|

| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
|---|---|
| <ul style="list-style-type: none"> Self-advocating skills for overall health and wellness (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1) Credible resources and support systems for mental and emotional problems and violent behavior (CH09-GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) (CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) Positive goal setting techniques (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) Pro-social behavior and diversity in a school environment (CH09-GR.HS-S.3-GLE.3-EO.b,c) Causes, symptoms and effects of depressions and anxiety (CH09-GR.HS-S.3-GLE.1-EO.d) Signs and symptoms of self harm or harm to others (CH09-GR.HS-S.4-GLE.6-EO.a;N.1) | <ul style="list-style-type: none"> Describe self-advocacy skills to maintain and improve overall health and wellness (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1) Identify credible resources and support systems for mental and emotional problems and violent behavior (CH09-GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and(CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) Set positive personal goals for improved overall mental and emotional health (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) Express examples of pro-social behavior as t is related to diversity (CH09-GR.HS-S.3-GLE.3-EO.b,c) Analyze the causes, systems and effects of depression and anxiety (CH09-GR.HS-S.3-GLE.1-EO.d) Discuss signs and symptoms of self harm or harm to others (CH09-GR.HS-S.4-GLE.6-EO.a;N.1) |

| | |
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| Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i> | |
| A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s): | <i>I will have the knowledge to advocate for the maintenance and improvement of positive mental and emotional health for self and others which can lead to lifelong wellness.</i> |
| Academic Vocabulary: | Diversity, Respect, Support Systems, Resources, Goal Setting, Decision-making, Communication Skills, Inter-personal Communication, Stress Management, Emotions, Stress, Violence |
| Technical Vocabulary: | Depression, Anxiety, Self-harm, Mental Health, Self-advocacy, Advocacy |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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|--|---|--|--|---------|
| Unit Title | Stress Management | | Length of Unit | 1 weeks |
| Focusing Lens(es) | Interpersonal | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.3-GLE.1, CH09-GR.HS-S.3-GLE.2, CH09-GR.HS-S.3-GLE.3 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> Why in interpersonal relationships is there a stereotype surrounding mental health issues? (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1) Is the quality of a person’s mental health a choice? (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1) Do our brains cope and react in the same manner? (CH09-GR.HS-S.3-GLE.1;N.1) | | | |
| Unit Strands | Emotional and Social Wellness | | | |
| Concepts | Coping skills, Advocacy, Decision-making, Goal-setting, Influences, Effects, Relationships, Wellness | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|---|---|
| | Factual | Conceptual |
| Individual goal-setting can reflect interpersonal relationships (e.g., family, school, and friends) and play an important role in overall sense of wellbeing and positive mental health. (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1,3;N.1)and(CH09-GR.HS-S.3-GLE.2-EO.a,b,c;;IQ.1,2,3;RA.1,2;N.1) | How does setting goals influence mental and emotional health? | How do my personal goals for my success in school, family and community affect my stress level and overall mental and emotional health? |
| Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness. (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,2,3;N.1) | How do individual, family, school, peers, and community affect a person’s stress and overall mental and emotional wellness? | Do I have a choice on how I react to stressors? |
| Mental and emotional health is strengthened when individuals develop strategies for managing stress, anxiety and depression. (CH09-GR.HS-.3-GLE.1-EO.a,b,c;IQ.1;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.2-EO.a,b;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.a,b,c,d;;IQ.1,2,3;RA.1,2;N.1) | How does a school environment affect mental and emotional health? (CH09-GR.HS-S.3-GLE.1-EO.a,b,d;IQ.1;RA.1;N.1) | Whose responsibility is it to advocate for others mental and emotional health? |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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| <p>Advocates for improved mental wellness help minimize the fear and stigma others may demonstrate toward individuals suffering from anxiety, depression and other emotional issues. (CH09-GR.HS-S.3-GLE.1-EO.a,b,d;IQ.1;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.a,b,c,d;IQ.1,2,3; RA.1,2;N.1)</p> | <p>How do stereotypes affect others views about mental health?</p> | <p>How is mental wellness a conscious decision for each individual?</p> |
|---|--|---|

| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
|--|--|
| <ul style="list-style-type: none"> • The effects of peers, school, family and community members on a person’s level of stress (CH09-GR.HS-S.3-GLE.1-EO.a,b,d;IQ.1;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.a,b,c;IQ.1,2,3;RA.2;N.1) • Types and causes of stress (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,2;N.1) and (CH09-GR.HS-S.3-GLE.2-EO.a;RA.1;N.1) • The various impacts of stresses on mental and physical health. (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,2,3;N.1) and (CH09-GR.HS-S.2-GLE.3-EO.c,d;IQ.1,2,3;RA.2;N.1) • Stress management techniques (CH09-GR.HS-S.3-GLE.1-EO.b,c,d;IQ.1;RA.2,3;N.1) • The importance of help for mental and emotional issues (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;RA.2;N.1) | <ul style="list-style-type: none"> • Advocate for positive and respectful family, school and community environment (CH09-GR.HS-S.3-GLE.3-EO.a,b,c,d;IQ.1,2;RA.2;N.1) • Identify stressors and create personal stress management techniques (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,3;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.d;RA.2;N.1) • Set personal goals that increase one’s mental, social, and emotional well-being (CH09-GR.HS-S.3-GLE.1-EO.b,c;RA.1,3;N.1) and (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;IQ.1,2,3;RA.1,2;N.1) • Demonstrate how to communicate the importance of seeking help for mental and emotional issues (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1,3;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.b,c,d;RA.2;N.1) |

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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>It is important to recognize the characteristics of a mentally and emotionally healthy person as well as advocating for self and others.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Decision-making, Goal-setting, Analyzing, Communication, Respect, Acceptance, Influences, Stereotypes, Culture, Relationships, Diversity</p> |
| <p>Technical Vocabulary:</p> | <p>Stress, Stress Management, Emotional Health, Mental Health, Mental Illness, Stressors, Stress tolerance, Anxiety, Depression, Eustress, Distress, Stigma, Coping Skills, Advocacy, Inter-personal</p> |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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|--|--|--|--|---------|
| Unit Title | Suicide Prevention | | Length of Unit | 1 weeks |
| Focusing Lens(es) | Awareness | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.3-GLE.1 CH09-GR.HS-S.4-GLE.6 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • How could a school and community increase the awareness of teen suicide? (CH09.GR.HS-S.3-GLE.1) • What are key risk factors to be aware of that increase someone’s chance for self-harm? (CH09.GR.HS-S.4-GLE.6.-EO.a,b) • How can my mental health affect the people around me? (CH09.GR.HS-S.3-GLE.1) • What can I do to keep my mental and emotional health at my best? (CH09.GR.HS-S.3-GLE.1-EO.a,b,c,d) | | | |
| Unit Strands | Emotional and Social Wellness, Prevention and Risk Management | | | |
| Concepts | Resources, Self-advocacy, Communication Skills, Inter-personal Communication, Stress Management, Respect, Prevention, Awareness, Diversity, Empowerment | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|--|---|
| | Factual | Conceptual |
| Advocacy for self and others requires effective communication skills and increases a person’s willingness to seek help for mental and emotional problems. (CH09.GR.HS-S.3-GLE.3-EO.a,c,d;N.1) and (CH09.GR.HS-S.4-GLE.6-EO.c) | What are effective communication skills when advocating for others? What types of mental and emotional problems require you to seek help? (CH09.GR.HS-S.3-GLE.1-EO.b,d) | What would I do if my best friend was showing signs of suicide?(CH09.GR.HS-S.3-GLE.3;IQ.3) Why are effective communication skills important when seeking help? Why should I care about others mental and emotional health?(CH09.GR.HS-S.3-GLE.3-EO.a,b,c,d) |
| Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm.(CH09.GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and (CH09.GR.HS-S.3-GLE.1-EO.b) | What are types of self-harm? (CH09.GR.HS-S.4-GLE.6-EO.a,b) How do you determine the validity and reliability of specific resources? (CH09.GR.HS-S.3-GLE.1-EO.b) and (CH09.GR.HS-S.3-GLE.3-EO.c,d) | What does a strong support system look like? (CH09.GR.HR.S.3-GLE.3-EO.c,d) What is my support system? How do I protect myself and my peers from the risk of suicide?(CH09.GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and (CH09.GR.HS-S.3-GLE.1-EO.c,d) |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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| <p>Self advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm. (CH09.GR.HS-S.4-GLE.6-EO.a,b)</p> | <p>What mental and emotional problems are likely to lead to extreme stress and self-harm? (CH09.GR.HS-4-GLE.6-EO.b) Why are teen boys less likely than girls to seek help when having thoughts of suicide? (CH09.GR.HS- 4-GLE.6-EO.b)</p> | <p>How can I self-advocate to prevent minor problems associated with stress from escalating to more serious and possibly deadly problems? (CH09.GR.HS-S.4-GLE.6-RA.1)</p> |
| <p>The respect for diversity creates a positive school environment that supports pro-social behavior. (CH09.GR.HS-S.3-GLE.3-EO.b,c;IQ.1)</p> | <p>What does a positive school environment look like? (CH09.GR.HS-S.3-EO.c)</p> | <p>How can I respect diversity to possibly minimize a person’s thoughts of suicide? (CH09.GR.HS-S.3-GLE.3-EO.b) What can I do to create a positive school environment that supports pro-social behavior? (CH09.GR.HS-S.3-GLE.1;IQ.1;RA.1)</p> |

| <p>Critical Content: My students will Know...</p> | <p>Key Skills: My students will be able to (Do)...</p> |
|---|---|
| <ul style="list-style-type: none"> • Characteristics of a mentally and emotionally healthy person. (CH09.GR.HS-S.3-GLE. 1-EO.a) • The impact of a person’s mental and emotional health on behaviors and relationships. (CH09.GR.HS-3-GLE.1.-EO.b) • Effective strategies for stress management. (CH09.GR.HS-S.3-GLE. 1. c.) • Causes, symptoms, and effects of depression and anxiety (CH09.GR.HS-S.3-GLE.1-EO.d) • Strategies improvement or maintenance for positive mental and emotional health for self and others. (CH09.GR.HS-S.3-GLE.3) • Signs and symptoms of people who are in danger of self-harm. (CH09.GR.HS-S.4-GLE.6-EO.a) • Self-directed violence is the result of the accumulation of multiple problems rather than just one problem (CH09.GR.HS-S.4-GLE.6-EO.b) | <ul style="list-style-type: none"> • Analyze the causes, symptoms, and effects of depression and anxiety (CH09.GR.HS-S.3-GLE.1.d) • Analyze signs or patterns of behavior that identify people at risk for harming themselves or others. (CH09.GR.HS-S.4-GLE.6-EO.a,b) • Express potential stressors in their daily life and use effective strategies for managing stress. (CH09.GR.HS-S.3-GLE.1-EO.c) • Identify the role of mental and emotional health in affecting health related behaviors. (CH09.GR.HS-S.3-GLE.1-EO.a,b.) • Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others (CH09.GR.HS-S.3-GLE.3-EO.a) • Demonstrate support and respect for others (CH09.GR.HS-S.3-GLE.3-EO.b) • Advocate for positive and respectful school environment that supports pro-social behavior (CH09.GR.HS-S.3-GLE.3-EO.c) • Demonstrate how to communicate the importance of seeking help for mental and emotional problems (CH09.GR.HS-S.3-GLE.3-EO.d) • Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need. (CH09.GR.HS-S.4-GLE-6-RA.1) |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

| | |
|---|--|
| A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s): | <i>I understand the risk factors that lead to self-harm and how to utilize resources and support systems to seek help for self and others.</i> |
|---|--|

| | |
|-----------------------------|---|
| Academic Vocabulary: | Diversity, Respect, Advocacy, Interpersonal Communication, Support Systems, Resources, Intervention, Awareness, Emotions, Communication Skills, Empowerment |
|-----------------------------|---|

| | |
|------------------------------|--|
| Technical Vocabulary: | Depression, Anxiety, Stress, Self-harm, Violence, Mental Health, Suicide |
|------------------------------|--|

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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|--|---|--|--|---------|
| Unit Title | Nutrition | | Length of Unit | 3 weeks |
| Focusing Lens(es) | Choices | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.2-GLE.1, CH09-GR.HS-S.2-GLE.2, CH09-GR.HS-S.2-GLE.3 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • How is a person influenced about their food choices? (CH09.GR.HS-S.2-GLE.2) • How do nutritional choices impact society? (CH09.GR.HS-S.2-GLE.3) • What is personal responsibility in relation to one’s nutrition? (CH09.GR.HS- S.2-GLE.1,2,3) | | | |
| Unit Strands | Physical and Personal Wellness | | | |
| Concepts | Influences, Decision-making, Consequences, Validity , Reliability, Resources, Choices, Responsibility, Goal-setting, Behavior, Beliefs | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|---|---|
| | Factual | Conceptual |
| Personal beliefs, media, family, and peers often shape a person’s nutritional choices that can result in a variety of health consequences (CH09.GR.HS-S.2-GLE.1-N.1)and (CH09.GR.HS-S.2-GLE.2-EO.a,b,c,d,e;RA.1,2,3,5;N.1)and (CH09.GR.HS-S.2-GLE.3-EO.a,b,;RA.1,2,3) | What impact do media, family, and peers have on decision making about food and dietary choices? | Whose responsibility is it to make healthy decisions about food choices? What are some nutritional decisions have you made as a result of being influenced by media, family, and peers? |
| Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet. (CH09.GR.HS-S.2-GLE.1-EO.a,c,e;IQ.1,3;RA.1;N.1) and (CH09.GR.HS-S.2-GLE.2-EO.a;IQ.2,4;RA.1,3;N.1) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,d;IQ.1,2;RA.1,2,3;N.1,2) | Why is it important to access reliable and valid information regarding nutrition? What is the importance of looking at a variety of resources to help set goals? | If everyone had a healthy diet, how would diseases be impacted? (CH09.GR.HS-S.2-GLE.1-EO.b;IQ.2) How do media help and hinder goal-setting for maintaining a healthy nutritional plan? How can valid and reliable resources help with goal-setting? |
| Personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,d,e) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,d;IQ.1;RA.1,2,3;N.1,2) | How do food choices directly relate to weight management, illness, and overall health? (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,d,e;IQ.1,2,3;RA.1,2,3;N.1) | Whose responsibility is it to regulate the obesity epidemic? (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,e;IQ.1,2,3;RA.1,2,3;N.1) and (CH09.GR.HS-S.2-GLE.2-EO.b,d;IQ.1,2,5;RA.2,3) How can personal economics influence food choices? (CH09.GR.HS-S.2-GLE.2-EO.b;IQ.5) How should obesity be classified in regards to illness and disease? (CH09.GR.HS-S.2-GLE.1-EO.a,b;IQ.2;N.1) |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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| The quality of mental health can impact an individual's physical development, decision-making processes, body image perceptions, interpersonal relationships and personal wellbeing (CH09.GR.HS-S.2-GLE.1-EO.d,e) and (CH09.GR.HS-S.2-GLE.2-EO.b,d,e) | Explain why eating disorders are classified as a mental health issue? | What if media portrayed only realistic body images? (CH09.GR.HS-S.2-GLE.2-EO.b,c,d,e) |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • The effects and importance of nutrients on the body (CH09.GR.HS-S.2-GLE.1, EO.a,b,c,d,e;IQ.1,;RA.1,2,3;N.1) • The impact family, peers, media, culture, and technology have on eating behaviors and choices (CH09.GR.HS-S.2-GLE.2-EO.a,b,c,d,e;IQ.1,2,3,4,;RA.1,3;N.1) • Consequences of eating/fitness behavior and illness (CH09.GR.HS-S.2-GLE.1-EO.a,b,d;IQ.1,2,3;RA.1,2,3;N.1) and (CH09.GR.HS-S.2-GLE.2-EO.b,d,e;IQ.3,4,5;RA.1;N.1) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,e) • The effects of Basal Metabolic Rate (BMR) and Body Mass Index (BMI) on weight management (CH09.GR.HS-S.2-GLE.3-EO.b,c,d) • Federal nutrition guidelines, as well as other current research-based nutritional information (CH09.GR.HS-S.2-GLE.3-EO.a,d) and (CH09.GR.HS-S.2-GLE.1-EO.a,b,c) | <ul style="list-style-type: none"> • Establish a healthy eating plan (CH09.GR.HS-S.2-GLE.1-EO.a,c,e) and (CH09.GR.HS-S.2-GLE.3-EOa,b,c,d) • Express the relationship between media and consumer products (CH09.GR.HS-S.2-GLE.2-EO.a,b,c,d,e) and (CH09.GR.HS-S.2-GLE.3-EO.b) • Investigate illnesses related to eating behaviors (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,d,e) and (CH09.GR.HS-S.2-GLE.2-EO.b,c;RA.5;N.1) • Calculate Basal Metabolic Rate (BMR) and Body Mass Index (BMI) and correlate it to weight management (CH09.GR.HS-S.2-GLE.1-EO.a,c,e) and (CH09.GR.HS-S.2-GLE.3-EO.c,d) • Evaluate (compare and contrast) different nutritional guidelines (CH09.GR.HS-S.2-GLE.1-EO.a,b,c) and (CH09.GR.HS-S.2-GLE.2-EOb,c) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,d) |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>Healthful living requires an individual to critically analyze all available reliable and valid information about nutrition to influence healthy decisions, and make informed choices about foods and diet.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Analyze, Influence, Decision-making, Validity, Reliability, Perception, Media, Goal-setting, Responsibility, Trends, Norms, Personal Responsibility, Consequences, Behavior, Beliefs</p> |
| <p>Technical Vocabulary:</p> | <p>Metabolic, Metabolism, Body Mass Index, Basal Metabolic Rate, Caloric Expenditure, Caloric Intake, Type-1 and 2 Diabetes, Hypertension, Heart Disease, Cancer, Osteoporosis, Anorexia Nervosa, Bulimia, Binge Eating Disorder, High Density Lipoprotein, Low Density Lipoprotein, Cholesterol, Trans Fat, Saturated Fat, Unsaturated Fats, Nutrients, Food Labels, Fat, Protein, Carbohydrates, Portion Control</p> |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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| Unit Title | It's All About Safety | | Length of Unit | 1 week |
| Focusing Lens(es) | Personal and Community Responsibility | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.2-GLE.6 CH09-GR.HS-S.4-GLE.9, CH09-GR.HS-S.4-GLE.10 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • What are pro-active and responsible practices that a person can do to prevent and treat medical conditions? (CH09-GR.HS-S.2.-GLE.6-EO.c-NH.1,2) • Why does risky behavior sometimes seem fun and what conditions are most likely to increase the risk of injury? (CH09-GR.HS-S.4.-GLE. 10-EO.a,b;IQ.2) • Would one need a doctor if he or she always maintained an active lifestyle? (CH09-GR.HS-S.2.-GLE.6-EO.a;IQ.1) • What could happen if everyone's' medical records were open for public viewing? (CH09-GR.HS-S.2.-GLE.6-EO.b;IQ.2) | | | |
| Unit Strands | Physical and Personal Wellness, Prevention and Risk Management | | | |
| Concepts | Consequences, Risky Behaviors, Technology, Peer Pressure, Decision-making, Support Systems, Resources, Advocacy, Responsibility, Wellness | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|--|---|
| | Factual | Conceptual |
| An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness.(CH09-GR.HS-S.4-GLE.10-EO.c,d) and (CH09-GR.HS-S.2-GLE.6-EO.a,c) | What resources are available for teens to utilize for them to maintain optimal health? | How can you advocate for changes in yourself and community that will improve wellness? |
| Risky behaviors (e.g., using cell phones or texting while driving) can increase the likelihood of injury or other negative consequences. (CH09-GR.HS-S.4-GLE.10-EO.a,b) | What are some situations or environments that can cause injury or negative consequences? | Do you think there should be tougher laws regarding cell phone use in vehicles? |
| Positive support systems lay the foundation for better decisions about peer relationships and negative peer pressure.(CH09-GR.HS-S.4-GLE.9-EO.a,c,d) | What are positive verbal and non-verbal strategies that can be used to avoid negative peer pressure and reduce the risk of conflict?(CH09-GR.HS-S.4-GLE.9-EO.b,c;RA.1) | How has negative peer pressure affected your relationships with friends and family at different times in your life?(CH09-GR.HS-S.4-GLE.9-EO.c,d;RA.3) |
| Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention.(CH09-GR.HS-S.2-GLE.6-EO.b,c) | What health screenings are recommended for teens, young adults and adults? | How have medical advances increased quality and quantity of life? How can teens use current technology as a resource in the prevention of disease and maintenance of health? |

Curriculum Development Overview
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
|---|--|
| <ul style="list-style-type: none"> • The role of personal responsibility in maintaining and enhancing personal, family, and community wellness. (CH09-GR.HS-S.2-GLE.6-EO.a) • The social and ethical implications of the availability and use of technology and medical advances to support wellness. (CH09-GR.HS-S.2-GLE.6-EO.b) • Health screenings, immunizations, and checkups are necessary to maintain a high level of health and wellness. (CH09-GR.HS-S.2-GLE.6-EO.c) • Situations and environments that could lead to unsafe risks that causes injury. (CH09-GR.HS-S.4-GLE.10-EO.a) • Strategies for reducing the risks of injury from using cell phones and texting while biking and driving motor vehicles. (CH09-GR.HS-S.4-GLE.10-EO.b) • The risks of alcohol and other drug use when biking, driving or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Necessary changes at home , in school, or in the community that would increase safety (CH09-GR.HS-S.4-GLE.10-EO.d) | <ul style="list-style-type: none"> • Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness. (CH09-GR.HS-S.2-GLE.6-EO.a) • Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. (CH09-GR.HS-S.2-GLE.6-EO.b) • Explain the important health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain. (CH09-GR.HS-S.2-GLE.6-EO.c) • Determine the situations and environments that could lead to unsafe risks that cause injury. (CH09-GR.HS-S.4-GLE.10-EO.a) • Explain the ways to reduce the risks of injury from cell phone use and texting while biking and driving motor vehicles. (CH09-GR.HS-S.4-GLE.10-EO.b) • Advocate eliminating risks of alcohol and other drug use when biking, driving or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Advocate for changes at home , in school, or in the community that would increase safety (CH09-GR.HS-S.4-GLE.10-EO.d) |

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| Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i> | |
| A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s): | <i>Professional and trusted resources can be accessed to support individual safety and advocate for personal and community preventative health.</i> |
| Academic Vocabulary: | Advocate, Eliminate, Support System, Decision-making, Analyze, Technology, Consequences, Risky Behaviors, Peer Pressure, Resources, Responsibility |
| Technical Vocabulary: | Medical Advances, Community and Personal Wellness, Screenings, Immunizations |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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|--|--|--|--|---------|
| Unit Title | Alcohol, Tobacco and Other Drugs | | Length of Unit | 3 weeks |
| Focusing Lens(es) | Interactions | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.4-GLE.1, CH09-GR.HS-S.4-GLE.2, CH09-GR.HS-S.4-GLE.3, CH09-GR.HS-S.4-GLE.4 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • Why do teens choose to drink or use tobacco and other drugs? (CH09-GR.HS-S.4-GLE.1-EO.a,b;IQ.1,2) and (CH09-GR.HS-S.4-GLE.2-EO.b;IQ.1,2) • Under what circumstance, if any, is it “ok” to use alcohol, tobacco or other drugs? (CH09-GR.HS-S.4-GLE.4-EO.a;IQ.1) • Is the teen brain the same as an adult brain? (CH09-GR.HS-S.4-GLE.2-EO.a;IQ.3) • Why is a person more likely to participate in risky behaviors when under the influence of alcohol or drugs? (CH09-GR.HS-S.4-GLE.1-EO.d;IQ.2) | | | |
| Unit Strands | Prevention and Risk Management in Health | | | |
| Concepts | Refusal and Negotiating Skills, Decisions, Risky Behaviors, Addictions, Media, Culture, Peer-pressure, Support system, Consequences, Strategies, Influences, Resources, Relationships, Goal setting, Systems, Interactions | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
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| | Factual | Conceptual |
| Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices.(CH09-GR.HS-S.4-GLE.1-EO.a) and (CH09-GR.HS-S.4-GLE.2-EO.b) | What are credible resources in the community to help with substance abuse? | How do teens use effective support systems for goal-setting to help avoid drug use? |
| Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts. (CH09-GR.HS-S.4-GLE.1-EO.f) and (CH09-GR.HS-S.4-GLE.2-EO.a,c) and (CH09-GR.HS-S.4-GLE.4-EO.b,c) | How does the media target teens to use tobacco, alcohol and other drugs? (CH09-GR.HS-S.4-GLE.2-EO.b,c) | Of media, culture and peer pressure, which has the most impact on teens to use drugs? Why? (CH09-GR.HS-S.4-GLE.2-EO.b) |
| Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills. (CH09-GR.HS-S.4-GLE.1-EO.b,c,d,e) and (CH09-GR.HS-S.4-GLE.3-EO.a,b,c) | What are negative consequences of drug use? (CH09-GR.HS-S.4-GLE.1-EO.b,c,d,e,f) What are strategies could a person use to refuse drugs? | In what situations would a person use effective refusal, negotiating and persuasion skills to avoid the use of drugs? |
| Healthy goal setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life. (CH09-GR.HS-S.4-GLE.4-EO.a,d) | How are healthy goals set? (CH09-GR.HS-S.4-GLE.2-EO.b) | Why does a person need self-management skills in order to achieve a healthy goal? |

Authors of the Sample: Vanessa Gauthier (Cheyenne Mountain 12); Pam Gible (Adams 12); Calan Gibney (Aspen 1); Jean Gurule (St Vrain Valley RE 1J); Chelsey Miller (Gunnison Watershed RE1J); Susan Roberts (Cheyenne Mountain 12); Kelli Sisson (Harrison 2); Shawn St. Sauveur (Denver County 1)

Curriculum Development Overview
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • Physical and mental effects of substance abuse. (CH09-GR.HS-S.4-GLE.1-EO.b,c,d) • The body’s process for breaking down alcohol, tobacco and other drugs. (CH09-GR.HS-S.4-GLE.1-EO.e) • The definition of intravenous drug use and how HIV and hepatitis are transmitted (CH09-GR.HS-S.4-GLE.1-EO.f) • Physical, mental, emotional reason for alcohol, tobacco and other drug use. (CH09-GR.HS-S.4-GLE.2-EO.a) • The steps in a decision making model. (CH09-GR.HS-S.4-GLE.2-EO.a) and (CH09-GR.HS-S.4-GLE.4-EO.b,c) • Individual, family, community, and cultural norms surrounding drug use. (CH09-GR.HS-S.4-GLE.2-EO.b) • Credible resources available in the community to help with substance abuse issues. (CH09-GR.HS-S.4-GLE.2-EO.b) • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs. (CH09-GR.HS-S.4-GLE.2-EO.c) • Effective refusal skills. (CH09-GR.HS-S.4-GLE.3-EO.a) • Effective negotiating skills. (CH09-GR.HS-S.4-GLE.3-EO.b) • Effective persuasion and advocacy skills. (CH09-GR.HS-S.4-GLE.3-EO.c) • Effective goal setting strategies. (CH09-GR.HS-S.4-GLE.4-EO.a,d) • Positive coping skills (CH09-GR.HS-S.4-GLE.1-EO.a) | <ul style="list-style-type: none"> • Analyze healthy alternatives to substance use (CH09-GR.HS-S.4-GLE.1-EO.a) • Predict the potential effects of an individual’s substance abuse on others (CH09-GR.HS-S.4-GLE.1-EO.b) • Analyze the consequences of using weight-loss pills and products as well as performance-enhancing drugs (CH09-GR.HS-S.4-GLE.1-EO.c) • 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 (CH09-GR.HS-S.4-GLE.1-EO.d) • Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Describe the harmful effects of binge drinking (CH09-GR.HS-S.4-GLE.1-EO.e) • Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis(CH09-GR.HS-S.4-GLE.1-EO.f) • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use (CH09-GR.HS-S.4-GLE.2-EO.a) • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.2-EO.b) • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.2-EO.c) • Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.3-EO.a) • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs (CH09-GR.HS-S.4-GLE.3-EO.b) • Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.3-EO.c) • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.4-EO.a) • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors(CH09-GR.HS-S.4-GLE.4-EO.b) • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs (CH09-GR.HS-S.4-GLE.4-EO.c) • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals(CH09-GR.HS-S.4-GLE.4-EO.d) |

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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>I will have access credible information which will enable me to implement persuasion, refusal, and negotiation skills that can lead to effective decisions for making healthy choices revolving around substance use.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Analyze, Goals, Self Control, Persuasion, Refusal, Negotiation, Influences, Media, Culture, Peer Pressure, Consequences, Decision-making, Resources, Risky Behaviors, Influences, Strategies, Systems, Skills, Relationships, Decisions, Interactions</p> |
| <p>Technical Vocabulary:</p> | <p>Intravenous, Addictions, HIV, Hepatitis, Metabolism, Binge Drinking, Prescription, Performance Enhancing</p> |

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

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| Unit Title | "The Golden Rule" | | Length of Unit | 3 weeks |
| Focusing Lens(es) | Interactions | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.4-GLE.5, CH09-GR.HS-S.4-GLE.7, CH09-GR.HS-S.4-GLE.8, CH09-GR.HS-S.4-GLE.9 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • How are the friends and relationships you keep a reflection of yourself? (CH09-GR.HS-S.4-GLE.7-IQ.3) • Is emotional abuse as harmful as physical abuse? (CH09-GR.HS-S.4-GLE.7-IQ.1) • What are the connections between prejudice and violence? (CH09-GR.HS-S.4-GLE.5-EO.b) • Why do people have biases? (CH09-GR.HS-S.4-GLE.5-EO.b) | | | |
| Unit Strands | Prevention and Risk Management in Health | | | |
| Concepts | Violence, Culture, Influence, Emotions, Media, Peer Pressure, Interpersonal Communication, Conflict, Resources, Decision-making, Laws/Rules, Norms, Tolerance, Consequences, Skills | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
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| | Factual | Conceptual |
| Peer pressure and interpersonal relationships can influence people's decisions in positive and negative ways. (CH09-GR.HS-S.4-GLE.7-EO.d,e) | What are the short term and long term effects of hazing? (CH09-GR. HS-S.4-GLE.7-EO.f;IQ.1) | How is violence perpetuated? (CH09-GR.HS-S.4-GLE.7) and (CH09-GR.HS-S.4-GLE.9) What situations qualify as hazing? (CH90-GR.HS.S.4-GLE.9-EO.e) |
| Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism. (CH09-GR. HS-S.4-GLE.5-EO.a,b,c,d) | What are some examples of people showing prejudice or bias against others? (CH09-GR. HS-S.4-GLE.5-EO.a,b,c,d) | Why is respecting others important in reducing violence? (CH09-GR.HS-S.4-GLE.5-EO.c,d,e;IQ.4) |
| Effective community norms can create tolerance, deescalate conflict and reduce the risk of violence. (CH09-GR.HS-S.4-GLE.9-EO.a,b,c,d,e) | What are effective community norms and expectations? (CH09-GR.HS-S.4-GLE.9-EO.a,b,c,d,e) | Why does there appear to be an increase in violence in schools? (CH09-GR.HS-S.4-GLE.9-EO.b,e) |
| Professional, established and trusted community resources can help prevent acts of violence and aid in the recovery process following violent events/acts (CH09-GR. HS-S.4-GLE.8-EO.a,b) | What are resources available in our community? (CH09-GR.HS-S.4-GLE.8-EO.a) What makes a resource valid? (CH09-GR.HS-S.4-GLE.8-EO.b) | Why are some people more likely to reach out for help than others? (CH09-GR.HS-S.4-GLE.8-EO.a) |

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| Identification and communication of personal boundaries can reduce the risk of conflict, violence and assault. (CH09-GR.HS-S.4-GLE.9-EO.b,c,d;RA.3;N.1) | What are some effective strategies a person can use to reduce conflict in a nonviolent way? (CH09-GR.HS-S.4-GLE.9-EO.d;RA.1) | When was a time you found it necessary to communicate your personal boundaries in order to avoid conflict or violence? (CH09-GR.HS-S.4-GLE.9-EO.b,c) |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • The difference between tolerance and intolerance(CH09-GR.HS-S.4-GLE.5-EO.a) • The consequences of intolerance(CH09-GR.HS-S.4-GLE.5-EO.b) • Violent situations such as bullying, verbal abuse, hazing, physical assault, fighting, dating violence, acquaintance rape, sexual assault, and family violence(CH09-GR.HS-S.4-GLE.5-EO.c) • Perspectives of others in a conflict situation (CH09-GR.HS-S.4-GLE.5-EO.d) • The effects of emotional abuse(CH09-GR.HS-S.4-GLE.7-EO.d) • The possible influence of media on violence(CH09-GR.HS-S.4-GLE.7-EO.e) • The impact of negative peer relationships on substance use and violence behavior(CH09-GR.HS-S.4-GLE.7-EO.f) • Trusted family, community and school resources for violence and sexual assault prevention(CH09-GR.HS-S.4-GLE.8-EO.a,b) • Verbal and nonverbal communication skills(CH09-GR.HS-S.4-GLE.9-SO.a,b) • Non-violent strategies for conflict resolution(CH09-GR.HS-S.4-GLE.9-EO.c,d,e) | <ul style="list-style-type: none"> • Demonstrate tolerance for individual differences(CH09-GR.HS-S.4-GLE.5-EO.a) • Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes(CH09-GR.HS-S.4-GLE.5-EO.b) • 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 (CH09-GR.HS-S.4-GLE.5-EO.c) • Demonstrate the ability to take the perspectives of others in a conflict situation (CH09-GR.HS.S.4-GLE.5-EO.d) • Analyze the effects of emotional abuse(CH09-GR.HS-S.4-GLE.7-EO.d) • Identify how media messages normalize violence.(CH09-GR.HS-S.4-GLE.7-EO.e) • Demonstrate the ability to access resources such as rape crisis centers or mental health centers that provide accurate information about sexual assault and sexual violence(CH09-GR.HS-S.4-GLE.8-EO.a) • Demonstrate the ability to locate reliable family, school and community resources to assist with problems related to violence(CH09-GR.HS-S.4-GLE.8-EO.b) • Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence(CH09-GR.HS-S.4-GLE.9-EO.a) • Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence(CH09-GR.HS-S.4-GLE.9-EO.b) • Demonstrate strategies that could be used to prevent a conflict from starting or escalating(CH09-GR.HS-S.4-GLE.9-EO.c) • Exhibit effective strategies for resolving conflicts with another person in nonviolent ways(CH09-GR.HS-S.4-GLE.9-EO.d) • Identify verbal and nonverbal ways to stop or prevent hazing(CH09-GR.HS-S.4-GLE.9-EO.e) |

Curriculum Development Overview
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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>I will be able to analyze influences, communicate effectively, and access valid information to help safely resolve conflict and avoid violence.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Choices, Media, Culture, Peer Pressure, Prejudice, Discrimination, Relationships, Interpersonal Communication skills, Information, Influences, tolerance, intolerance, laws, rules, consequences, skills, norms, boundaries</p> |
| <p>Technical Vocabulary:</p> | <p>Conflict Management Skills, Emotional-Physical-Sexual Abuse, Sexual Assault, Rape, Hazing, Bullying</p> |

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| Unit Title | Personal Choices | | Length of Unit | 3 weeks |
| Focusing Lens(es) | Self-Responsibility/Choices | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.HS-S.2-GLE.4, CH09-GR.HS-S.2-GLE.5 CH09-GR.HS-S.4-GLE.7 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> How can a personal choice to become sexually active affect one’s future goals and options? (CH09-GR.HS-S.2-GLE.4-EO.b) What types of relationships exist and why are they important? (CH09-GR.HS-S.2-GLE.4-EO.a) What should I plan for in order to achieve lifelong sexual and reproductive health? (CH09-GR.HS-S.2-GLE.5) | | | |
| Unit Strands | Physical and Personal Wellness, Prevention and Risk Management | | | |
| Concepts | Healthy Relationships, Consequences, Behaviors, Peer Pressure, Refusal Skills, Decision-making, Support Systems, Resources, Influences, Communication, Responsibility, Power, Control, Resources | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
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| | Factual | Conceptual |
| Personal beliefs, values, and experiences impact an individual’s choices regarding sexual health.(CH09-GR.HS-S.2-GLE.4-EO.g,j) and (CH09-GR.HS-S.2-GLE.5-EO. a) and (CH09-GR.HS-S.4-GLE.7-EO.a,b) | What are examples of internal and external factors regarding sexual health decisions? | How do family, media, peer pressure, and culture influence sexual health? |
| Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health.(CH09-GR.HS-S.2-GLE.4-EO.a,b,d,e,f,h,) and (CH09-GR.HS-S.2-GLE.5-EO.b,c) | What is the process for making a healthy decision? What risky sexual behaviors could result from unhealthy decision making? What are the responsibilities of parenthood? | By not using a decision making process what consequences might affect an individual’s sexual health? |
| Support systems and credible resources can cultivate healthy relationships and positive sexual decision making. (CH09-GR.HS-S.2-GLE.4-EO.a,b,c,d,f) and (CH09-GR.HS-S.4-GLE.7-EO.a,b,c)and(CH09-GR.H.S.-S.2-GLE.5-EOa,b,c) | What are components of healthy relationships? What are the consequences and benefits of contraception, including condoms? What is the difference between risk avoidance and risk reduction relating to STIs and pregnancies? | What are some support systems and resources to improve sexual health and how might an individual utilize them? How might power and control imbalances impact relationships? What are strategies to communicate and negotiate risk avoidance and risk reduction practices? |

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| <p>Effective communication and refusal skills are essential to manage peer pressure and encourage responsible sexual health decisions. (CH09-GR.HS-S.2-GLE.4-EO.b,c,e,j) and (CH09-GR.HS-S.2-GLE.5-EO.a,b,c) and (CH09-GR.HS-S.4-GLE.7-EO.b,c) and (CH09-GR.H.S.-S.4-GLE.7-EO.b,c)</p> | <p>How are effective communication and refusal skills essential to advocate for responsible sexual health?</p> | <p>Why are refusal skills an important component of relationships? How might a teen use refusal and communication skills to advocate for personal responsibility? How might a teen encourage and support a peer in their decision about sexual abstinence.</p> |
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| <p>Critical Content: My students will Know...</p> | <p>Key Skills: My students will be able to (Do)...</p> |
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| <ul style="list-style-type: none"> • The characteristics of healthy relationships, dating, committed relationships, marriage, and family.(CH09-GR.HS-S.2-GLE.4-EO.a) • The relationship between power and control in peer, dating, or family relationships to aggression and violence.(CH09-GR.HS-S.4-GLE.7-EO.a) • The possible consequences of early sexual activity.(CH09-GR.HS-S.2-GLE.4-EO.b) • The importance of sexual abstinence for self and others.(CH09-GR.HS-S.2-GLE.5-EO.a) • There is a choice of abstinence from sexual activity at any point in time.(CH09-GR.HS-S.2-GLE.4-EO.C) • The rights of refusal from sexual contact.(CH09-GR.HS-S.4-GLE.7-EO.c) • Choice, use, and effectiveness of contraception, including the availability of contraceptive methods.(CH09-GR.HS-S.2-GLE.4-EO.d) • The difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STIs and pregnancy.(CH09-GR.HS-S.2-GLE.4-EO.e) • The benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted infections, including HIV. (CH09-GR.HS-S.2-GLE.5-EO.b) • The importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active.(CH09-GR.HS-S.2-GLE.5-EO.c) • When it is necessary to seek help with or leave an unhealthy situation.(CH09-GR.HS-S.2-GLE.4-EO.f) • The risks of sharing personal information thru modern technology.(CH09-GR.HS-S.2-GLE.4-EO.g) • How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals.(CH09-GR.HS-S.2-GLE.4-EO.h) • Responsibilities of parenthood. (CH09-GR.HS-S.2-GLE.4-EO.i) • Situations that could lead to pressure to have sex. (CH09-GR.HS-S.3-GLE.7-EO.b) | <ul style="list-style-type: none"> • Identify the characteristics of healthy relationships, dating, committed relationships, marriage, and family.(CH09-GR.HS-S.2-GLE.4-EO.a) • Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.(CH09-GR.HS-S.4-GLE.7-EO.a) • Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity.(CH09-GR.HS-S.2-GLE.4-EO.b) • Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.(CH09-GR.HS-S.2-GLE.5-EO.a) • Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.(CH09-GR.HS-S.2-GLE.4-EO.c) • Summarize why individuals have the right to refuse sexual contact.(CH09-GR.HS-S.4-GLE.7-EO.c) • Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods(CH09-GR.HS-S.2-GLE.4-EO.d) • Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STIs and pregnancy.(CH09-GR.HS-S.2-GLE.4-EO.e) • Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted infections, including HIV.(CH09-GR.HS-S.2-GLE.5-EO.b) • Verbalize the importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active.(CH09-GR.HS-S.2-GLE.5-EO.c) • Analyze when it is necessary to seek help with or leave an unhealthy situation. (CH09-GR.HS-S.2-GLE.4-EO.f) |

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| <ul style="list-style-type: none"> • The internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.(CH09-GR.HS-S.2-GLE.4-EO.j) • Responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i) | <ul style="list-style-type: none"> • Analyze risks of sharing personal information thru modern technology.(CH09-GR.HS-S.2-GLE.4-EO.g) • Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals.(CH09-GR.HS-S.2-GLE.4-EO.h) • Identify responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i) • Examine the responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i) • Identify internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.(CH09-GR.HS-S.2-GLE.4-EO.j) • Identify situations that could lead to pressure to have sex.(CH09-GR.HS-S.3-GLE.7-EO.b) • Evaluate How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals.(CH09-GR.HS-S.2-GLE.4-EO.H) • Identify responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i) |
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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>I can utilize the development of skills to effectively make positive decisions about relationships and sexual health that will also influence and support others to make positive choices.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Analyze, Influence, Decision-making, Risks, Communication, Media, Support Systems, Factors, Symptoms, Consequences, Power, Control, Negotiate, Healthy Relationships, Behaviors, Peer Pressure, Refusal Skills, Inter-connectedness, Resources, Advocacy, Responsibility, Marriage</p> |
| <p>Technical Vocabulary:</p> | <p>Pregnancy, STD/STI, Abstinence, HIV/AIDS, Contraception, Sexting, Parenthood, Sexually Active,</p> |