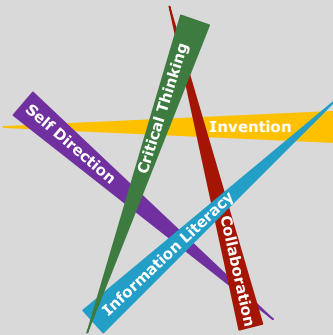
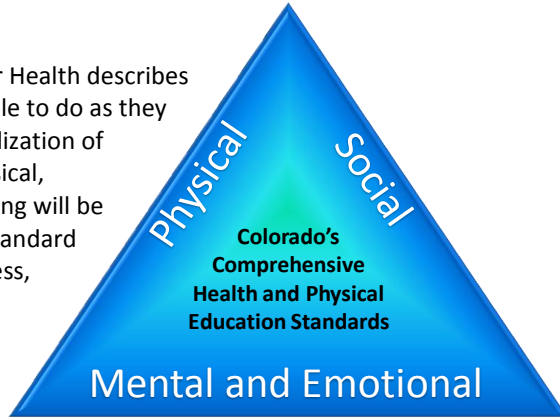


**Curriculum Development Course at a Glance
Planning For 7th Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze factors that influence healthy eating behaviors	CH09-GR.7-S.2-GLE.1	
	2. Demonstrate the ability to make healthy food choices in a variety of settings	CH09-GR.7-S.2-GLE.2	
	3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)	CH09-GR.7-S.2-GLE.3	
	4. Analyze the internal and external factors that influence sexual decision-making and activity	CH09-GR.7-S.2-GLE.4	
	5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)	CH09-GR.7-S.2-GLE.5	
3. Emotional and Social Wellness	1. Demonstrate effective communication skills to express feelings appropriately	CH09-GR.7-S.3-GLE.1	
	2. Develop self-management skills to prevent and manage stress	CH09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze the consequences of using alcohol, tobacco and other drugs	CH09-GR.7-S.4-GLE.1	
	2. Demonstrate safety procedures for a variety of situations	CH09-GR.7-S.4-GLE.2	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>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.</p> 
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Nutrition For a Healthy Life	2 weeks	1
Strategies For Self-Advocacy	2 weeks	2
Alcohol, Tobacco, and other Drugs are Not For Me	3 weeks	3
Injury Prevention	1 week	4
Personal Decisions	2 weeks	5

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Unit Title	Nutrition For a Healthy Life		Length of Unit	2 Weeks
Focusing Lens(es)	Balance	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.2-GLE.1, CH09-GR.7-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How would you know if you were maintaining a balanced healthy diet? (CH09-GR.7-S.2-GLE.2-EO.a) • What are some false perceptions of nutrition that may affect eating habits of teens? (CH09-GR.7-S.2-GLE.2-EO.-b;RA.2) • How does time influence what you eat on a daily basis? (CH09-GR.7-S.2-GLE.2-EO.a) 			
Unit Strands	Emotional and Social Wellness, Physical and Personal Wellness			
Concepts	Decision-making, Culture, Eating Disorders, Body Image, Consequences, Interpersonal Skills, Habits, Support Systems, Choices, Well-being, safety			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Positive nutritional choices provide the basis for balanced healthy eating and physical wellbeing. (CH09-GR.7-S.2-GLE.2-EO.a,b) and (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g)and (CH09-GR.7-S.3-GLE1-EO.b)	What decision making model will provide direction for choosing foods?	How would you create the perfect menu for one day? (CH09-GR.7-S.2-GLE.2-EO.a;RA.3;N.1)
Culture, family, peers, and media shape one’s choices for building healthy eating habits. (CH09-GR.7-S.2-GLE.2)and (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g)	What are the societal influences on eating habits? (CH09-GR.7-S.2-GLE.2-IQ.2)	How do family, media, culture and environment affect your eating habits? (CH09-GR.7-S.2-GLE.1-EO.a,b;IQ.2)
Eating disorders can compromise healthy weight, healthy habits, healthy food choices as well as a person’s overall well-being and safety. (CH09-GR.7-S.2-GLE.1-EO.e,f,g;IQ.4)	What are the symptoms that appear in most eating disorders? (CH09-GR.7-S.2-GLE.1-EO.g;RA.5)	How might your life change if you had an eating disorder? (CH09-GR.7-S.2-GLE.1-EO.g;RA.5)
Positive support-systems help strengthen interpersonal skills and the development /maintenance of an individual’s healthy body image and lifestyle. (CH09-GR.7-S.2-GLE-1-EO.a,b,c)and(CH09-GR.7-GLE-2-EO.a,b)	Where does a person go to find positive support systems? (CH09-GR.7-S.2-GLE.1)and(CH09-GR.7-S.2-GLE.2-EO.a,b;IQ.1;N.1)	How do support systems and settings differ when trying to make food choices? (CH09-GR.7-S.2-GLE.1)and(CH09-GR.7-S.2-GLE.2-EO.a,b;IQ.1;N.1)

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The importance of a variety of foods/beverages for a healthy diet. (CH09-GR.7-S.2-GLE.2-EO.a) • Healthy dietary choices in a variety of settings (CH09-GR.7-S.2-GLE.2-EO.a,b,c;d)and(CH09-GR.7-S.2-GLE.1-EO.c,d) • The impact of Interpersonal skills on a healthy diet. (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g)and(CH09-GR.7-S.2-GLE.2-EO.b) • The result of various food choices on a person’s weight. (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g) • The signs, symptoms, and consequences of eating disorders. (CH09-GR.7-S.2-GLE.1-EO.f)and(CH09-GR.7-S.2-GLE.2-EO.b) • Family, media, and peers influences on a healthy diet. (CH09-GR.7-S.2-GLE.1-EO.a,b,c)and (CH09-GR.7-S.2-GLE.2) • The nutrient contents of food. (CH09-GR.7-S.2-GLE.1-N.1) 	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits. (CH09-GR.7-S.2-GLE.1-EO.d,)and(CH09-GR.7-S.2-GLE.2-EO.a,b) • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition. (CH09-GR.7-S.2-GLE.1-EO.c,d)and(CH09-GR.7-S.2-GLE.2-EO.a,b) • Understand the food categories and the nutritional correlation to developing a healthy diet. (CH09-GR.7-S.2-GLE.1-RA.3;N.1) • Critique the front and back of food labels and understand what part of the label is significant. (CH09-GR.7-S.2-GLE.1-EO.a,b) • Define and identify types of eating disorders.(CH09-GR.7-S.2-GLE.1-EO.f)

<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 understand how to develop healthy eating habits and comprehend the effects of internal and external influences on body image, culture, nutrition, and relationships.</i></p>
<p>Academic Vocabulary:</p>	<p>Disorders, Influence, Choices, Direction, Image, Strategies, Signs, Symptoms, Consequences, Interpersonal Skills, Treatment, Impact, Safety</p>
<p>Technical Vocabulary:</p>	<p>Nutrition, Body Image, Diet, Relationships, Healthy Weight, Well-being, Nutrients</p>

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Unit Title	Strategies For Self-Advocacy		Length of Unit	
Focusing Lens(es)	Self-advocacy	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.3-GLE.1, CH09-GR.7-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do my healthy choices exemplify self-advocacy and how are they influenced by my environment? (CH09-GR.7-S.3-GLE.2) • When is stress a good thing? (CH09-GR.7-S.3-GLE.2-EO.b) • How do I know when to self advocate or seek help when under stress? (CH09-GR.7-S.3-GLE.2-EO.e) 			
Unit Strands	Emotional and Social Wellness			
Concepts	Communication, Advocacy, Negotiation, Boundaries, Self Management, Well-being, Feelings, Support Systems			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Advocacy skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success. (CH09-GR.7-S.3-GLE.1-EO.b,d)	What advocacy skills are needed to be safe? (CH09-GR.7-S.3-GLE.1-EO.d,e)	In what ways does peer pressure influence choices made in regard to self advocacy?
Active listening enhances the negotiation process necessary for healthy communication. (CH09-GR.7-S.3-GLE.1-EO.a,c)	What is needed for active listening to occur? What does negotiation mean?	When will negotiation skills possibly be used in your life? What is the connection between negotiation and active listening?
The development of strategies to reduce stress and manage daily challenges may help determine and maintain physical and emotional well-being (CH09-GR.7-S.3-GLE.2-EO.a,e)	What are the physical signs of stress on the body? (CH09-GR.7-S.3-GLE.2-EO.d,e)	Why do strategies for reducing stress and managing daily challenges need to be individualized? (CH09-GR.7-S.3-GLE.2-EO.c,e;IQ.4;N.1)
Trusted relationships with adults or friends offer a lifelong support system for healthy wellbeing.(CH09-GR.7-S.3-GLE.1-EO.e)	What communication skills are needed to build trusting relationships? (CH09-GR.7-S.3-GLE.1-EO.a,e)	How would a person know who to trust with personal, emotional, and/or health issues?

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The definition of stress (CH09-GR.7-S.3-GLE.2-EO.b) • The appropriate use of “I” statements (CH09-GR.7-S.3.-GLE1-EO.b) • The characteristics of self advocacy (CH09-GR.7-S.3. GLE.1-EO.d,e)and (CH09-GR.7-S.2.GLE.1-EO.a,c) • Negotiation skills (CH09-GR.7-S.3-GLE.1-EO.b, c) • The body’s response to stress (CH09-GR.7-S.3-GLE.2-EO.c,d) • Strategies for stress relief (CH09-GR.7-S.3-GLE.2-EO.e,f) 	<ul style="list-style-type: none"> • Compare and contrast positive and negative ways of dealing with stress (CH09-GR.7-S.3-GLE.2-EO.a,b) • Identify personal stressors and practice strategies for dealing with and reducing stress (CH09-GR.7-S.3-GLE.2-EO.c,e,f) • Explain the body’s physical and psychological responses to stressful situations (CH09-GR.7-S.3-GLE.2-EO.d) • Practice the use of “I” statements (CH09-GR.7-S.3-GLE.1-EO.a,b) • Demonstrate negotiation skills to express feelings appropriately (CH09-GR.7-S.3-GLE.1-EO.a)

<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 self advocate, use support resources, identify stressors, and apply strategies to maintain my health and well being.</i></p>
<p>Academic Vocabulary:</p>	<p>Negotiation, Stress, Limits, Boundaries, Support System, Communication, Physical, Strategies, Feelings, Relationships, Well-being</p>
<p>Technical Vocabulary:</p>	<p>Active Listening, “I” Statements, Advocacy, Self Management</p>

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Unit Title	Alcohol, Tobacco, and other Drugs are Not For Me		Length of Unit	3 Weeks
Focusing Lens(es)	Influences	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • If you were a parent, what rules would you set for your teenager? (CH09-GR.7-S.4-GLE.1-EO.c) • What restrictions are imposed on you that reduce your participation in risky behaviors? (CH09-GR.7-S.4-GLE.1-EO.c) • What influences impact an individuals' use or non use of alcohol, tobacco, and other drugs? (CH09-GR.7-S.4-GLE.1-EO.c) 			
Unit Strands	Prevention and Risk Management			
Concepts	Addiction, Decisions, Behaviors, Consequences, Prevention, Law, relationships, society, influences, habits			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Risky behaviors and acquiescence of negative influences increase an individual's likelihood of becoming dependent on alcohol, tobacco, and other drugs.(CH09-GR.7-S.4-GLE.1-EO.a,b,d,f)	What is addiction? (CH09-GR.7-S.4-GLE.1-IQ.1) What are signs and symptoms of addiction? (CH09-GR.7-S.4-GLE.1-IQ.3)	Are there certain factors (experiences, family history) that contribute to teen addiction? .(CH09-GR.7-S.4-GLE.1-EO.a;RA.2)
Healthy habits help prevent risky behaviors and facilitate positive decisions for the maintenance of a healthy lifestyle.(CH09-GR.7-S.4-GLE1-EO.e)	How does exercise and nutrition promote healthy decision making? (CH09-GR.7-S.4-GLE.1-EO.e)	What lifelong goals could you set to promote a healthy lifestyle?
Community and state laws that regulate the use of alcohol, tobacco and other drugs contribute to a healthy society. (CH09-GR.7-S.4-GLE.1-EO.a,c,e)	What laws support your decisions to remain alcohol, tobacco and drug free? (CH09-GR.7-S.4-GLE.1-EO.c)	How does laws such the legal drinking age, influence your decision making?
Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain. (CH09-GR.7-S.4-GLE.1-EO.a,b,d,f)	How does the brain change once exposed to alcohol, tobacco, and other drugs? (CH09-GR.7-S.4-GLE.1-EO. a,b,d,f;RA.1;N.1)	How could alcohol, tobacco and drug use affect your future? (CH09-GR.7-S.4-GLE.1-EO.a, b;RA.1;N.1)

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Social, economic, health, and cosmetic consequences of alcohol, tobacco, and other drugs (CH09-GR.7-S.4-GLE.1-EO.a,b,c) • The characteristics of addiction and its impact on all aspects of health (CH09-GR.7-S.4-GLE1-EO.b,d,f;RA.1;N.1) • Positive healthy habits verses alcohol, tobacco, and other drugs use habits. (CH09-GR.7-S.4-GLE.1-EO.e) • Rules, policies, and laws related to drugs, alcohol, and tobacco. (CH09-GR.7-S.4-GLE1-EO.c,f) • The effects of drugs, alcohol, and tobacco use. (CH09-GR.7-S.4-GLE.1-EO.a,f) 	<ul style="list-style-type: none"> • Make connections between various consequences of alcohol, tobacco, and drug use. (CH09-GR.7-S.4-GLE1-EO.a,d) • Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health. (CH09-GR.7-S.4-GLE1-EO.a,c,f) • Differentiate experimentation from use, and use from addiction and what role the media plays? (CH09-GR.7-S.4-GLE.1-EO.a,b,c,d) • Demonstrate effective communication strategies to resist peer pressure and avoid the use of alcohol, tobacco and other drugs. (CH09-GR.7-S.4-GLE1-EO.c,d)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I will possess knowledge of the physical, social, economic, and cosmetic consequences associated with alcohol, tobacco, and drug use in order to refrain from participation in risky behaviors that hinder a healthy lifestyle.</i></p>
<p>Academic Vocabulary:</p>	<p>Consequences, Decisions, Economics, Substance, Risks, Factors, Influences, Habits, Prevention, Law, Society, Behaviors</p>
<p>Technical Vocabulary:</p>	<p>Drugs, Addiction, Prescription, Performance Enhancing.</p>

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Unit Title	Injury Prevention		Length of Unit	1 week
Focusing Lens(es)	Procedures	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do you create an emergency plan for your family? (CH09-GR.7-S.4-GLE.2) Who can I trust to tell me how to be safe? (CH09-GR.7-S.4-GLE.2-IQ.3) 			
Unit Strands	Prevention and Risk Management			
Concepts	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
First-response procedures manage emergency situations. (CH09-GR.7-S.4-GLE.2-EO.a)	What procedures should be followed in an emergency?	What type of response do you demonstrate during any emergency you experienced?
Peers, family and media may help individuals develop effective safety plans to prevent injuries. (CH09-GR.7-S.4-GLE.2-EO.d,e)	How do the media communicate safety plans?	What are some of the safety procedures your family follows in your home?
Severe weather or trauma-related emergencies require event-specific precautions and actions. (CH09-GR.7-S.4-GLE.2-EO.d)	What type of precautions should be taken in severe weather?	What are the challenges of creating an emergency plan? (CH09-GR.7-S.4-GLE.2-EO.a,b;IQ.1)

**Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Emergency Plans (CH09-GR.7-S.4-GLE.2-EO.d,e) • First-response procedures (CH09-GR.7-S.4-GLE.2-EO.a) • Injury Prevention (CH09-GR.7-S.4-GLE.2-EO.c) • Injury prevention (CH09-GR.7-S.4-GLE.2-EO.e) 	<ul style="list-style-type: none"> • Establish an emergency plan (CH09-GR.7-S.4-GLE.2-EO.d,e) • Identify first-response procedures (CH09-GR.7-S.4-GLE.2-EO.a) • Discuss injury prevention procedures (CH09-GR.7-S.4-GLE.2-EO.e)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will be able to identify and perform first-response procedures in severe weather and trauma-related situations.</i>
Academic Vocabulary:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions
Technical Vocabulary:	First-response

Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

Unit Title	Personal Decisions		Length of Unit	3 weeks
Focusing Lens(es)	Influences	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.2-GLE.4, CH09-GR.7-S.2-GLE.5	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do the media and cultural messages influence my sexual decisions? (CH09-GR.7-S.2-GLE.4-EO.a;IQ.1) Why is HIV/AIDS generally thought to be more dangerous than other STIs? (CH09-GR.7-S.2-GLE.5-EO.a;IQ.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Influence, Decision-making, Effects, Values, Health, Feelings			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
A variety of influences such as parents, media, culture and peers can influence an individual's decisions about sexual activity. (CH09-GR.7-S.2-GLE.4-EO.a;IQ.2,3)	How do personal values aid a person in making positive decisions about sexual health?	Who influences my decisions about sexual behavior?
Sexual activity exposes individuals potentially to sexually transmitted infections that can significantly alter/impact the body and a person's overall health. (CH09-GR.7-S.2-GLE.5-EO.a)	How does HIV impact the body's immune system? (CH09-GR.7-S.2-GLE.5-RA.1)	Is it safe to be around people who are infected with HIV? Why or why not? (CH09-GR.7-S.2-GLE.5-IQ.1)
Attention to the internal influences (e.g., hormones, desires, interests and feelings) that often inform sexual health decisions and decision making can help individuals make better/informed choices. (CH09-GR.7-S.2-GLE.4-EO.b)	How do changes in a person's hormones impact sexual feelings?	When do you know you are attracted to another person?

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"> • External Influences (CH09-GR.7-S.2-GLE.4-EO.a) • Internal influences (CH09-GR.7-S.2-GLE.4-EO.b) • Decision-making • HIV infection (CH09-GR.7-S.2-GLE.5-RA.1) • STIs (CH09-GR.7-S.2-GLE.5-RA.1) 	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions. (CH09-GR.7-S.2-GLE.4-EO.a,b) • Examine decision-making skills • Describe HIV and STI infections (CH09-GR.7-S.2-GLE.5-RA.1)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will be able to identify internal and external influences that impact my sexual decisions and sexual health.</i>
Academic Vocabulary:	Influence, Decision-making, Effects, Values, Health, Feelings
Technical Vocabulary:	HIV, STIs, Hormones