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| **Content Area** | Comprehensive Health | | | **Grade Level** | 5th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical and Personal Wellness | 1. Demonstrate the ability to engage in healthy eating behaviors | | | | | | CH09-GR.5-S.2-GLE.1 |
| 1. Explain the structure, function, and major parts of the human reproductive system | | | | | | CH09-GR.5-S.2-GLE.2 |
| 1. Describe the physical, social, and emotional changes occurring at puberty | | | | | | CH09-GR.5-S.2-GLE.3 |
| 1. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness | | | | | | CH09-GR.5-S.2-GLE.4 |
| 1. Comprehend concepts, and identify strategies to prevent the transmission of disease | | | | | | CH09-GR.5-S.2-GLE.5 |
| 1. Emotional and Social Wellness | 1. Analyze internal and external factors that influence mental and emotional health | | | | | | CH09-GR.5-S.3-GLE.1 |
| 1. Prevention and Risk Management | 1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs | | | | | | CH09-GR.5-S.4-GLE.1 |
| 1. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying | | | | | | CH09-GR.5-S.4-GLE.2 |
| 1. Demonstrate basic first aid and safety procedures | | | | | | CH09-GR.5-S.4-GLE.3 |
| **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** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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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: *“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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |