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| **Content Area** | Comprehensive Health | | | **Grade Level** | 8th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical and Personal Wellness | 1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active | | | | | | CH09-GR.8-S.2-GLE.1 |
| 1. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy | | | | | | CH09-GR.8-S.2-GLE.2 |
| 1. Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs) | | | | | | CH09-GR.8-S.2-GLE.3 |
| 1. Promote and enhance health through disease prevention | | | | | | CH09-GR.8-S.2-GLE.4 |
| 1. Emotional and Social Wellness | 1. Access valid school and community resources to help with mental and emotional health concerns | | | | | | CH09-GR.8-S.3-GLE.1 |
| 1. Internal and external factors influence mental and emotional health | | | | | | CH09-GR.8-S.3-GLE.2 |
| 1. Prevention and Risk Management | 1. Analyze influences that impact individuals’ use or non-use of alcohol, tobacco, and other drugs | | | | | | CH09-GR.8-S.4-GLE.1 |
| 1. Access valid sources of information about alcohol, tobacco, and other drugs | | | | | | CH09-GR.8-S.4-GLE.2 |
| 1. Demonstrate decision-making skills to be alcohol, tobacco and drug-free | | | | | | CH09-GR.8-S.4-GLE.3 |
| 1. Analyze the factors that influence violent and non-violent behavior | | | | | | CH09-GR.8-S.4-GLE.4 |
| 1. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior | | | | | | CH09-GR.8-S.4-GLE.5 |
| **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:** |  | |