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

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

### 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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition For a Healthy Life</td>
<td>2 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Strategies For Self-Advocacy</td>
<td>2 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol, Tobacco, and other Drugs are Not For Me</td>
<td>3 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Injury Prevention</td>
<td>1 week</td>
<td>4</td>
</tr>
<tr>
<td>Personal Decisions</td>
<td>2 weeks</td>
<td>5</td>
</tr>
</tbody>
</table>
## Curriculum Development Overview

### Unit Planning for 7th Grade Comprehensive Health

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Nutrition For a Healthy Life</th>
<th>Length of Unit</th>
<th>2 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Balance</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>CH09-GR.7-S.2-GLE.1, CH09-GR.7-S.2-GLE.2</td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- How would you know if you were maintaining a balanced healthy diet? (CH09-GR.7-S.2-GLE.2-EO.a)</td>
<td></td>
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</tr>
<tr>
<td>- 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)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- How does time influence what you eat on a daily basis? (CH09-GR.7-S.2-GLE.2-EO.a)</td>
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<td></td>
</tr>
<tr>
<td><strong>Unit Strands</strong></td>
<td>Emotional and Social Wellness, Physical and Personal Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concepts</strong></td>
<td>Decision-making, Culture, Eating Disorders, Body Image, Consequences, Interpersonal Skills, Habits, Support Systems, Choices, Well-being, Safety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th><strong>Factual</strong></th>
<th><strong>Guiding Questions</strong></th>
<th><strong>Conceptual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What decision making model will provide direction for choosing foods?</td>
<td>How would you create the perfect menu for one day? (CH09-GR.7-S.2-GLE.2-EO.a;RA.3;N.1)</td>
</tr>
<tr>
<td>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)</td>
<td>What are the societal influences on eating habits? (CH09-GR.7-S.2-GLE.2-IQ.2)</td>
<td>How do family, media, culture and environment affect your eating habits? (CH09-GR.7-S.2-GLE.1-EO.a,b;IQ.2)</td>
</tr>
<tr>
<td>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)</td>
<td>What are the symptoms that appear in most eating disorders? (CH09-GR.7-S.2-GLE.1-EO.g;RA.5)</td>
<td>How might your life change if you had an eating disorder? (CH09-GR.7-S.2-GLE.1-EO.g;RA.5)</td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

Authors of the Sample: Jill Caplan (Cherry Creek 5); Pam Gibble (Adams 12); Jamie Hurley (RMC Health); Jennifer Maggiore (Douglas Cty RE 1); Katrina Ruggles (Center 26 JT); Kenny Wildenstein (St Vrain Valley RE 1J)
## Curriculum Development Overview
### Unit Planning for 7th Grade Comprehensive Health

### Critical Content:

**My students will Know...**

- 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)

### Key Skills:

**My students will be able to (Do)...**

- 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)

### 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 will understand how to develop healthy eating habits and comprehend the effects of internal and external influences on body image, culture, nutrition, and relationships.

**Academic Vocabulary:** Disorders, Influence, Choices, Direction, Image, Strategies, Signs, Symptoms, Consequences, Interpersonal Skills, Treatment, Impact, Safety

**Technical Vocabulary:** Nutrition, Body Image, Diet, Relationships, Healthy Weight, Well-being, Nutrients
# Curriculum Development Overview

## Unit Planning for 7th Grade Comprehensive Health

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Strategies For Self-Advocacy</th>
<th>Length of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Self-advocacy</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CH09-GR.7-S.3-GLE.1, CH09-GR.7-S.3-GLE.2</td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable):
- 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...**

**Factual**

- 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)
- Active listening enhances the negotiation process necessary for healthy communication. (CH09-GR.7-S.3.-GLE.1-EO.1-EO.a,c)
- 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)

**Guiding Questions**

- What advocacy skills are needed to be safe? (CH09-GR.7-S.3-GLE.1-EO.d,e)
- What is needed for active listening to occur? What does negotiation mean? (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)
- What communication skills are needed to build trusting relationships? (CH09-GR.7-S.3.-GLE.1-EO.a,e)

**Conceptual**

- In what ways does peer pressure influence choices made in regard to self advocacy?
- When will negotiation skills possibly be used in your life? What is the connection between negotiation and active listening?
- 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)
- How would a person know who to trust with personal, emotional, and/or health issues?
## Critical Content:  
**My students will Know...**
- 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)

## Key Skills:  
**My students will be able to (Do)...**
- 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)

### 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 will be able to self advocate, use support resources, identify stressors, and apply strategies to maintain my health and well being.**

### Academic Vocabulary:
- Negotiation
- Stress
- Limits
- Boundaries
- Support System
- Communication
- Physical
- Strategies
- Feelings
- Relationships
- Well-being

### Technical Vocabulary:
- Active Listening
- “I” Statements
- Advocacy
- Self Management
## Unit Planning for 7th Grade Comprehensive Health

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Alcohol, Tobacco, and other Drugs are Not For Me</th>
<th>Length of Unit</th>
<th>3 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Influences</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>CH09-GR.7-S.4-GLE.1</td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td>• 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 individual’s use or non use of alcohol, tobacco, and other drugs? (CH09-GR.7-S.4-GLE.1-EO.c)</td>
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</tr>
<tr>
<td>Unit Strands</td>
<td>Prevention and Risk Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts</td>
<td>Addiction, Decisions, Behaviors, Consequences, Prevention, Law, relationships, society, influences, habits</td>
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</tr>
</tbody>
</table>

### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Are there certain factors (experiences, family history) that contribute to teen addiction? (CH09-GR.7-S.4-GLE.1-EO.a;RA.2)</td>
</tr>
<tr>
<td>How does exercise and nutrition promote healthy decision making? (CH09-GR.7-S.4-GLE.1-EO.e)</td>
<td>What lifelong goals could you set to promote a healthy lifestyle?</td>
</tr>
<tr>
<td>What laws support your decisions to remain alcohol, tobacco and drug free? (CH09-GR.7-S.4-GLE.1-EO.c)</td>
<td>How does laws such the legal drinking age, influence your decision making?</td>
</tr>
<tr>
<td>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)</td>
<td>How could alcohol, tobacco and drug use affect your future? (CH09-GR.7-S.4-GLE.1-EO.a, b;RA.1;N.1)</td>
</tr>
</tbody>
</table>

Authors of the Sample: Jill Caplan (Cherry Creek 5); Pam Gibble (Adams 12); Jamie Hurley (RMC Health); Jennifer Maggiore (Douglas Cty RE 1); Katrina Ruggles (Center 26 JT); Kenny Wildenstein (St Vrain Valley RE 1J) 7th Grade, Comprehensive Health Complete Sample Curriculum – Posted: January 31, 2013
## Critical Content:

**My students will Know...**

- 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 versus alcohol, tobacco, and other drugs use habits. (CH09-GR.7-S.4-GLE1-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-GLE1-EO.a,f)

## Key Skills:

**My students will be able to (Do)...**

- 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-GLE1-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)

## 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 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.

### Academic Vocabulary:

Consequences, Decisions, Economics, Substance, Risks, Factors, Influences, Habits, Prevention, Law, Society, Behaviors

### Technical Vocabulary:

Drugs, Addiction, Prescription, Performance Enhancing.
# Curriculum Development Overview
**Unit Planning for 7th Grade Comprehensive Health**

## Unit Title
Injury Prevention

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Procedures</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CH09-GR.7-S.4-GLE.2</td>
<td></td>
</tr>
</tbody>
</table>

## Inquiry Questions (Engaging-Debatable):
- 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...**

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

### Key Skills:
**My students will be able to (Do)...**
- 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)

### 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 will be able to identify and perform first-response procedures in severe weather and trauma-related situations.**

**Academic Vocabulary:** Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions

**Technical Vocabulary:** First-response
## Curriculum Development Overview
### Unit Planning for 7th Grade Comprehensive Health

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Personal Decisions</th>
<th>Length of Unit</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Influences</td>
<td>3 weeks</td>
<td>CH09-GR.7-S.2-GLE.4, CH09-GR.7-S.2-GLE.5</td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable):
- 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...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>How do personal values aid a person in making positive decisions about sexual health?</td>
<td>Who influences my decisions about sexual behavior?</td>
</tr>
<tr>
<td>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)</td>
<td>How does HIV impact the body’s immune system? (CH09-GR.7-S.2-GLE.5-RA.1)</td>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
<td>How do changes in a person’s hormones impact sexual feelings?</td>
<td>When do you know you are attracted to another person?</td>
</tr>
</tbody>
</table>
## Curriculum Development Overview
Unit Planning for 7th Grade Comprehensive Health

### Critical Content:
My students will Know...

<table>
<thead>
<tr>
<th>Critical Content:</th>
<th>Key Skills: My students will be able to (Do)...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- External Influences (CH09-GR.7-S.2-GLE.4-EO.a)</td>
<td>- Identify internal and external influences on sexual decisions. (CH09-GR.7-S.2-GLE.4-EO.a,b)</td>
</tr>
<tr>
<td>- Internal influences (CH09-GR.7-S.2-GLE.4-EO.b)</td>
<td>- Examine decision-making skills</td>
</tr>
<tr>
<td>- Decision-making</td>
<td>- Describe HIV and STI infections (CH09-GR.7-S.2-GLE.5-RA.1)</td>
</tr>
<tr>
<td>- HIV infection (CH09-GR.7-S.2-GLE.5-RA.1)</td>
<td></td>
</tr>
<tr>
<td>- STIs (CH09-GR.7-S.2-GLE.5-RA.1)</td>
<td></td>
</tr>
</tbody>
</table>

### 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 will be able to identify internal and external influences that impact my sexual decisions and sexual health.**

#### Academic Vocabulary:
- Influence, Decision-making, Effects, Values, Health, Feelings

#### Technical Vocabulary:
- HIV, STIs, Hormones