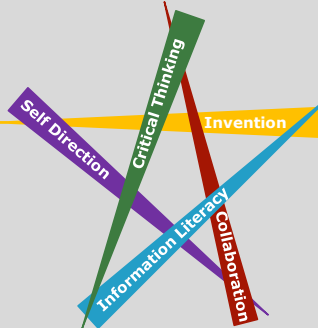
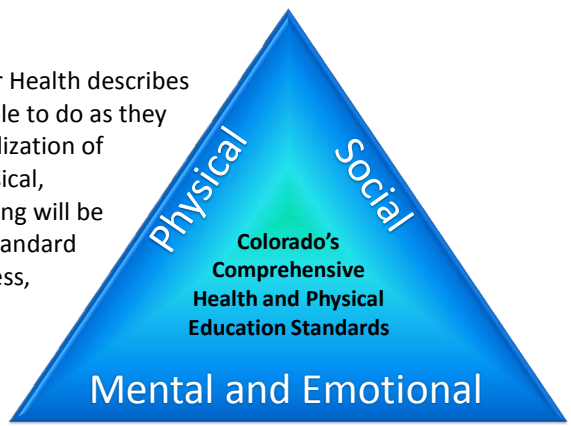


**Curriculum Development Course at a Glance
Planning for 1st Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Eating a variety of foods from the different food groups is vital to promote good health	CH09-GR.1-S.2-GLE.1	
	2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness	CH09-GR.1-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate how to express emotions in healthy ways	CH09-GR.1-S.3-GLE.1	
	2. Identify parents, guardians, and other trusted adults as resources for information about health	CH09-GR.1-S.3-GLE.1	
4. Prevention and Risk Management	1. Demonstrate strategies to avoid hazards in the home and community	CH09-GR.1-S.4-GLE.1	

<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
Express Myself	14 Weeks/4.0 Contact Hours (At teacher's discretion)	1
Eat, Drink and Be Healthy	4 Weeks/1.5 Contact Hours (At teacher's discretion)	2
Health Promotion	8 Weeks/2.5 Contact Hours (At teacher's discretion)	3
Safety	4 Weeks/1.5 Contact Hours (At teacher's discretion)	4

Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health

Unit Title	Express Myself	Length of Unit	At teacher's discretion
Focusing Lens(es)	Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.1-S.3-GLE.1, CH09-GR.1-S.3-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to be a good listener and communicator? (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2) How does a person control their feelings? (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1) 		
Unit Strands	Emotional and Social Wellness		
Concepts	Communication, Resources, Problem-solving, Cooperation, Expression, Emotions, Skills		

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills. (CH09-GR.1-S.3-GLE.1-EO.f;N.1)	What are some different ways a person may express emotions? (CH09-GR.1-S.3-GLE.1-EO.a;RA.1)	When is it difficult to control your emotions? (CH09-GR.1-S.3-GLE.1-EO.a;RA.1) How do your parents solve a conflict if you and your siblings are upset with each other? (CH09-GR.1-S.3-GLE.1-EO.d)
Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions. (CH09-GR.1-S.3-GLE.1-EO.f; S.3-GLE.2-EO.a.d)	Why should you ask an adult for help understanding health information? (CH09-GR.1-S.3-GLE.2-EO.a.d)	Who are your trusted adults? (CH09-GR.1-S.3-GLE.2-EO.a;IQ.1)
Effective listening skills aid positive communication. (CH09-GR.1-S.3-GLE.1-EO.c,d)	How can I show someone I am listening to them? (CH09-GR.1-S.3-GLE.1-EO.c;IQ.3)	How did you feel when someone was not listening to you?
Trusted adults are resources that help young people develop proper health care. (CH09-GR.1-S.3-GLE.2-EO.a,b)	How would a person demonstrate ways to ask for help from a trusted adult? (CH09-GR.1-S.3-GLE.2-EO.b)	Who are your trusted adults?

Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Various expressions of emotions (CH09-GR.1-S.3-GLE.1-EO.a;RA.1;N.1) • Appropriate expressions of feelings and emotions. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1) • Effective listening skills. (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2,3) • Examples of polite and empathetic responses. (CH09-GR.1-S.3-GLE.1-EO.d;N.1) • Skills of cooperation and sharing with others (CH09-GR.1-S.3-GLE.1-EO.e;RA.2;N.1) • Problem-solving strategies. (CH09-GR.1-S.3-GLE.1-EO.f;N.1) • Trusted adults in their school, home, and community (CH09-GR.1-S.3-GLE.2-EO.a;IQ.1;RA.1;N.1) • Various health care providers in the community. (CH09-GR.1-S.3-GLE.2-EO.b;IQ.2;RA.1;N.1) • Communication skills (CH09-GR.1-S.3-GLE.2-EO.d;IQ.1,2;RA.1;N.1) 	<ul style="list-style-type: none"> • Determine identifying factors of various emotions. (CH09-GR.1-S.3-GLE.1-EO.a-RA.1;N.1) • Express emotions and feelings in ways that are appropriate to the situation. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1) • Manage emotions and feelings in a healthy matter. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1) • Listen effectively to the speaker. (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2,3) • Respond politely and empathetically in many situations. (CH09-GR.1-S.3-GLE.1-EO.d;N.1) • Share and cooperate with other students, teachers, and family members. (CH09-GR.1-S.3-GLE.1-EO.e;RA.2;N.1) • Solve problems appropriately for a given situation. (CH09-GR.1-S.3-GLE.1-EO.f;N.1) • Use problem-solving skills when faced with a difficult choice. (CH09-GR.1-S.3-GLE.1-EO.f;N.1) • Identify trusted adults at home, school, and in the community. (CH09-GR.1-S.3-GLE.2-EO.a;IQ.1;RA.1;N.1) • Determine health care providers in the community who they can talk to. (CH09-GR.1-S.3-GLE.2-EO.b;IQ.2;RA.1;N.1) • Discuss feelings with trusted adults and parents. (CH09-GR.1-S.3-GLE.2-EO.c;RA.1;N.1)

<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>Trusted adults will help me develop strategies for positive listening skills and problem solving techniques to improve communication with others.</i></p>
<p>Academic Vocabulary:</p>	<p>Emotions, Feelings, Polite, Cooperation, Communication, Expressions, Resources</p>
<p>Technical Vocabulary:</p>	<p>Listening Skills, Health Care Providers, Health Information, Problem-solving</p>

Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health

Unit Title	Eat, Drink and Be Healthy		Length of Unit	At teacher's discretion
Focusing Lens(es)	Choices	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.1-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What if all food choices looked and tasted exactly the same? (CH09-GR. 1-S.2-GLE.1-E.O.c;IQ.4) • What makes some foods healthy and other foods unhealthy? (CH09-GR. 1-S.2-GLE.1-E.O.b;IQ.1) • What if all the foods you ate came from only one food group? (CH09-GR. 1-S.2-GLE.1-E.O.a;IQ.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Decision-making, Positive Effects, Category, Alternative, Variety, Choices			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
A variety of food choices from different categories will provide multiple nutrients and have positive effects on one's health. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,2,3;N.1)	How would your body change if you only ate foods that were high in sugar? (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,2,3;RA.1;N.1)	What would happen if you ate your favorite food every day? (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,2,3;RA.1;N.1)
Foods are categorized into food groups to help with decision making and improving one's nutritional choices. (CH09-GR.1-S.2-GLE.1-EO.a,b,c;IQ.1,2,3,4;N.1)	What are the major food groups? (CH09-GR.1-S.2-GLE.1-EO.a,b,c;IQ.1,2,3,4;N.1) Why is it helpful to know which major food group a food belongs to? (CH09-GR.1-S.2-GLE.1-EO.a,b;IQ.1)	How would your eating habits be different if you made all of your food choices? (
Healthy food and beverage alternatives exist and provide for a variety of choices that can lower the risks of obesity and disease. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1;N.1)	What are some healthy alternatives for snacks? (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1;N.1)	Why do foods and beverages that are high in sugar exist?
Strong decision-making skills help individuals determine healthy alternatives when faced with food options. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,3)	When do you have the option to choose what food to eat? (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,3)	What would happen if you were never given a choice of what food to eat?

Curriculum Development Overview
Unit Planning for 1st 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 major food groups. (CH09-GR.1-S.2-GLE.1-EO.a;IQ.2) • Examples of foods that fit into each food group. (CH09-GR.1-S.2-GLE.1-EO.a,b;IQ.2,3) • Healthy food alternatives. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1;N.1) • Healthy food options in each of the major food groups. (CH09-GR.1-S.2-GLE.1-EO.a,b,c;IQ.1,2,3,4;RA.1;N.1) • Beverages that are high in added sugars (CH09-GR.1-S.2-GLE.1-EO.c) • Foods which are high in added sugars. (CH09-GR.1-S.2-GLE.1-EO.c) • Healthy alternatives for foods and beverages that are high in sugar. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,3,4;RA.1;N.1) • The variety of vitamins and nutrients in foods. (CH09-GR.1-S.2-GLE.1-EO.b;IQ.1;N.1) 	<ul style="list-style-type: none"> • Identify all of the major foods groups. (CH09-GR.1-S.2-GLE.1-EO.a;IQ.2) • Determine what food group a variety of foods fit into. (CH09-GR.1-S.2-GLE.1-EO.a,b;IQ.2,3) • Identify healthy food options when confronted with choices. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1;N.1) • Categorize healthy foods options in each of the major food groups. (CH09-GR.1-S.2-GLE.1-EO.a,b,c;IQ.1,2,3,4;RA.1;N.1) • Identify beverages that are high in added sugar. (CH09-GR.1-S.2-GLE.1-EO.c) • Identify foods that are high in added sugar. (CH09-GR.1-S.2-GLE.1-EO.c) • Identify healthy food alternatives in a variety of situations. (CH09-GR.1-S.2-GLE.1-EO.b,c;IQ.1,3,4;RA.1;N.1) • Explain how the foods they eat affect their bodies. (CH09-GR.1-S.2-GLE.1-EO.b;IQ.1;N.1)

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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 know how to choose a variety of foods and make decisions to determine food and beverage alternatives in order to maintain a healthy body.</i></p>
<p>Academic Vocabulary:</p>	<p>Effects, Identify, Alternatives, Choices, Category, Variety, Beverages, Sugar, Vegetables, Fruits</p>
<p>Technical Vocabulary:</p>	<p>Health, Nutrition, Decision-making</p>

Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health

Unit Title	Health Promotions		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Behaviors	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.1-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What health behaviors do you have that help prevent you from getting a cold? (CH09-GR. 1-S.2-GLE.2-EO.b,d) • Where do you find the most germs in your home? (CH09-GR. 1-S.2-GLE.2-EO.b) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Behaviors, Prevention, Symptoms, Damage, Exposure, Germs, Infections, Reduction			

Generalizations My students will Understand that...	Guiding Questions Factual Conceptual	
Healthy behaviors help people avoid overexposure to the sun and prevent (skin, eye, etc) damage to the body. (CH09-GR. 1-S.2-GLE.2-EO.a;IQ.1)	What procedures should be followed to protect the skin from the sun?	What parts of your body have ever been sunburned the most?
People's behaviors when sick can help prevent the spread of germs that cause the common cold. (CH09-GR. 1-S.2-GLE.2-EO.b,c,d;IQ.3;RA.2)	How can the spread of germs be prevented?	What symptoms do you have when you have a cold?
Proper steps for treating a wound reduce the chances of infection. (CH09-GR. 1-S.2-GLE.2-EO.e)	How does infection occur in wounds?	When did you ever have a wound that created an infection?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Germ prevention procedures (CH09-GR. 1-S.2-GLE.2-EO.d;IQ.4) • Effects of excessive sun exposure (CH09-GR. 1-S.2-GLE.2-EO.a;IQ.1) • Types of wounds and infections (CH09-GR. 1-S.2-GLE.2-EO.e) 	<ul style="list-style-type: none"> • Explain how germs are spread. (CH09-GR. 1-S.2-GLE.2-EO.d) • Identify ways to protect the body from sun exposure. (CH09-GR. 1-S.2-GLE.2-EO.a;RA.1,2;N.1) • Demonstrate proper steps for treating a wound. (CH09-GR. 1-S.2-GLE.2-EO.e)

Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health

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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 demonstrate proper techniques for the prevention of the spread of germs and treatment of sun damage and wounds.</i></p>
<p>Academic Vocabulary:</p>	<p>Behaviors, Prevention, Symptoms, Damage, Exposure, Reduction</p>
<p>Technical Vocabulary:</p>	<p>Germs, Infections, Wounds</p>

Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health

Unit Title	Safety		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Prevention	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.1-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How rules would you follow in order to ride a bicycle or skateboard in order to prevent injury? (CH09-GR. 1-S.4-GLE.1-EO.c) • What would you do if you were in a building that was on fire? (CH09-GR. 1-S.4-GLE.1-EO.d,e) 			
Unit Strands	Prevention and Risk Management			
Concepts	Prevention, Safety, Hazards, Strategies, Emergencies, Procedures, Danger			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Hazards presented by poison, fire, water, guns and household products each require unique safety (and prevention) procedures/measures. (CH09-GR. 1-S.4-GLE.1-EO.a,b,e;IQ.3)	What procedures should you follow in order to avoid a fire?	Why is it important to follow safety rules when you swim in a pool or lake?
Dangerous and emergency situations can require the assistance of 911 and/or other emergency contacts/responders (CH09-GR.1-S.4-GLE.1-EO.f)	When are some examples it would be necessary to call 911?	What was the most hazardous situation you have experienced?
Adherence to safety when using household products helps guarantee appropriate usage and prevents injury (CH09-GR. 1-S.4-GLE.1-EO.b)	What are some of the most dangerous household products found in a home?	Why would a person not want to ingest or inhale gas or paint?

**Curriculum Development Overview
Unit Planning for 1st Grade Comprehensive Health**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Safety hazards of poison, fire, water and household products (CH09-GR. 1-S.4-GLE.1-EO.a) • Safety procedures (CH09-GR. 1-S.4-GLE.1-EO.a,c,d) • 911 and other emergency numbers (CH09-GR. 1-S.4-GLE.1-EO.f) • Water safety (CH09-GR. 1-S.4-GLE.1-EO.a) 	<ul style="list-style-type: none"> • Identify safety hazards of poison, fire, water and household products. (CH09-GR. 1-S.4-GLE.1-EO.a) • Demonstrate safety for riding a bicycle or skateboard. (CH09-GR. 1-S.4-GLE.1-EO.c) • Identify emergency numbers. (CH09-GR. 1-S.4-GLE.1-EO.f)

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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 explain the hazards and safety procedures associated with household products, water, fire, guns and bicycles.</i>
Academic Vocabulary:	Prevention, Safety, Hazards, Strategies, Skills, Procedures, Danger
Technical Vocabulary:	Emergencies, 911, Ingest, Inhale