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| **Content Area** | Comprehensive Health | | | **Grade Level** | High School | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical and Personal Wellness | 1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet | | | | | | CH09-GR.8-S.2-GLE.1 |
| 1. Analyze how family, peers, media, culture, and technology influence healthy eating choices | | | | | | CH09-GR.8-S.2-GLE.2 |
| 1. Demonstrate ways to take responsibility for healthy eating | | | | | | CH09-GR.8-S.2-GLE.3 |
| 1. Use a decision-making process to make healthy decisions about relationships and sexual health | | | | | | CH09-GR.8-S.2-GLE.4 |
| 1. Support others in making positive and healthful choices about sexual activity | | | | | | CH09-GR.8-S.2-GLE.5 |
| 1. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly | | | | | | CH09-GR.8-S.2-GLE.6 |
| 1. Emotional and Social Wellness | 1. Analyze the interrelationship of physical, mental, emotional, and social health | | | | | | CH09-GR.8-S.3-GLE.1 |
| 1. Set goals, and monitor progress on attaining goals for future success | | | | | | CH09-GR.8-S.3-GLE.2 |
| 1. Advocate to improve or maintain positive mental and emotional health for self and others | | | | | | CH09-GR.8-S.3-GLE.3 |
| 1. Prevention and Risk Management | 1. Comprehend concepts that impact of individuals’ use or nonuse of alcohol or other drugs | | | | | | CH09-GR.8-S.4-GLE.1 |
| 1. Analyze the factors that influence a person’s decision to use or not use alcohol, tobacco, and other drugs | | | | | | CH09-GR.8-S.4-GLE.2 |
| 1. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs | | | | | | CH09-GR.8-S.4-GLE.3 |
| 1. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free | | | | | | CH09-GR.8-S.4-GLE.4 |
| 1. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence | | | | | | CH09-GR.8-S.4-GLE.5 |
| 1. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help | | | | | | CH09-GR.8-S.4-GLE.6 |
| 1. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them | | | | | | CH09-GR.8-S.4-GLE.7 |
| 1. Access valid information and resources that provide information about sexual assault and violence | | | | | | CH09-GR.8-S.4-GLE.8 |
| 1. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence | | | | | | CH09-GR.8-S.4-GLE.9 |
| 1. Advocate for changes in the home, school, or community that would increase safety | | | | | | CH09-GR.8-S.4-GLE.10 |
| **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:** |  | |