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| **Content Area** | Comprehensive Health | | | **Grade Level** | 6th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical and Personal Wellness | 1. Access valid and reliable information, products, and services to enhance healthy eating behaviors | | | | | | CH09-GR.6-S.2-GLE.1 |
| 1. Access valid and reliable information regarding qualities of healthy family and peer relationships | | | | | | CH09-GR.6-S.2-GLE.2 |
| 1. Comprehend the relationship between feelings and actions | | | | | | CH09-GR.6-S.2-GLE.3 |
| 1. Analyze how positive health behaviors can benefit people throughout their life span | | | | | | CH09-GR.6-S.2-GLE.4 |
| 1. Emotional and Social Wellness | 1. Understand how to be mentally and emotionally healthy | | | | | | CH09-GR.6-S.3-GLE.1 |
| 1. Prevention and Risk Management | 1. Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco | | | | | | CH09-GR.6-S.4-GLE.1 |
| 1. Demonstrate the ability to avoid alcohol, tobacco, and other drugs | | | | | | CH09-GR.6-S.4-GLE.2 |
| 1. Demonstrate self-management skills to reduce violence and actively participate in violence prevention | | | | | | CH09-GR.6-S.4-GLE.3 |
| 1. Demonstrate ways to advocate for safety, and prevent unintentional injuries | | | | | | CH09-GR.6-S.4-GLE.4 |
| **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:** |  | |