

# Unit Title: Health Promotions and Disease Prevention

## INSTRUCTIONAL UNIT AUTHORS

Douglas County School District  
 Tyson Allen  
 Angela Combs  
 Paula Priest

Mapleton School District  
 James Williams

## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams Five Star School District  
 Pam Gibble

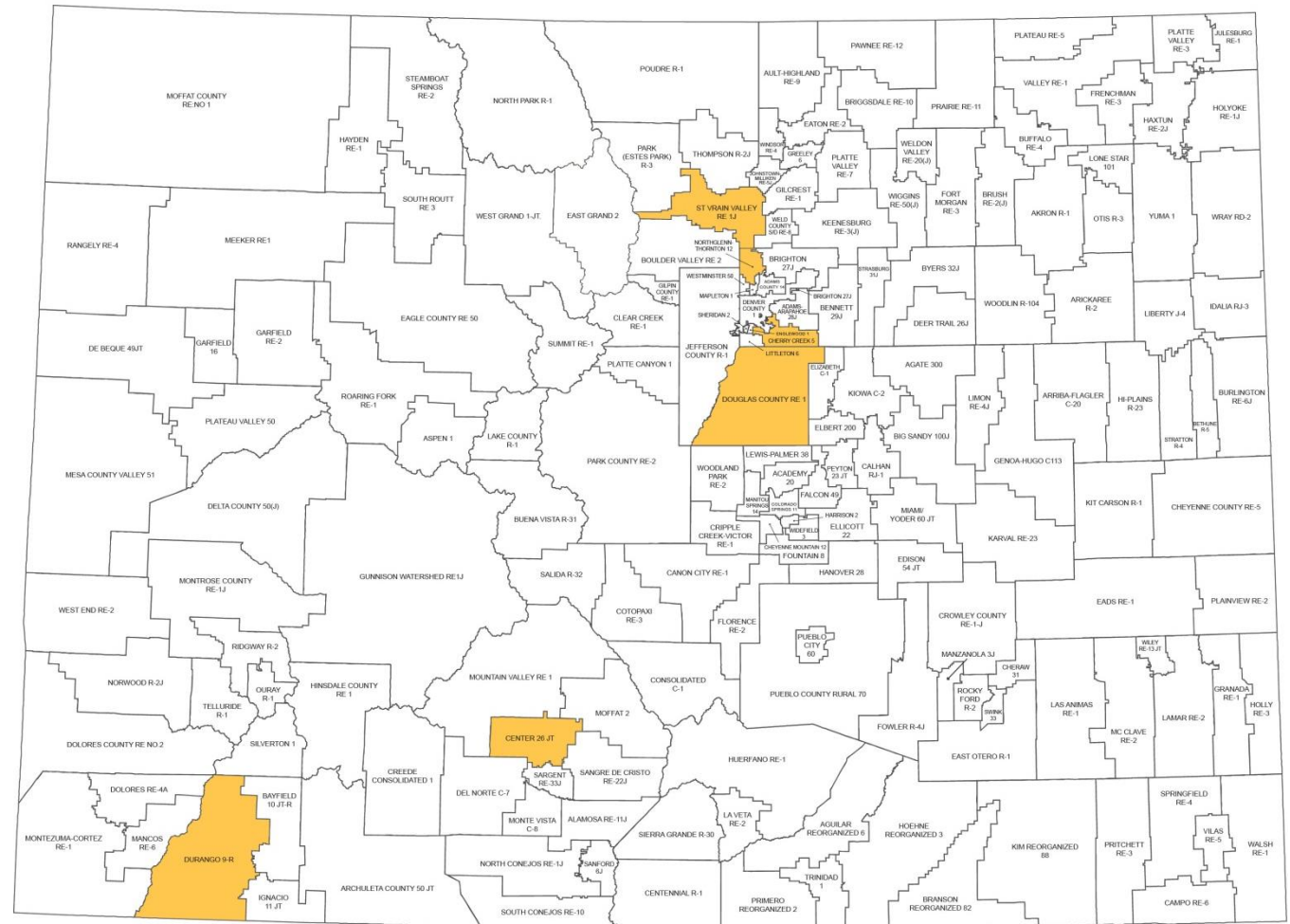
Center School District  
 Katrina Ruggles

Cherry Creek School District  
 Jill Caplan

Douglas County School District  
 Jennifer Maggiore

St Vrain School District  
 Kenny Wildenstein

Rocky Mountain Health  
 Jamie Hurley



*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

Content Area	Comprehensive Health	Grade Level	8 <sup>th</sup> Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. 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	
	2. 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	
	3. Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs)	CH09-GR.8-S.2-GLE.3	
	4. Promote and enhance health through disease prevention	CH09-GR.8-S.2-GLE.4	
3. 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	
	2. Internal and external factors influence mental and emotional health	CH09-GR.8-S.3-GLE.2	
4. 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	
	2. Access valid sources of information about alcohol, tobacco, and other drugs	CH09-GR.8-S.4-GLE.2	
	3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free	CH09-GR.8-S.4-GLE.3	
	4. Analyze the factors that influence violent and non-violent behavior	CH09-GR.8-S.4-GLE.4	
	5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior	CH09-GR.8-S.4-GLE.5	
<div data-bbox="325 824 758 868" data-label="Section-Header"> <p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p> </div> <div data-bbox="100 873 430 1209" data-label="Image"> </div> <div data-bbox="451 917 924 1209" data-label="List-Group"> <ul style="list-style-type: none"> <li><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></li> <li><b>Information Literacy:</b> <i>Untangling the Web</i></li> <li><b>Collaboration:</b> <i>Working Together, Learning Together</i></li> <li><b>Self-Direction:</b> <i>Own Your Learning</i></li> <li><b>Invention:</b> <i>Creating Solutions</i></li> </ul> </div>		<div data-bbox="1018 876 1585 1193" data-label="Text"> <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> </div> <div data-bbox="1428 820 1995 1234" data-label="Diagram"> </div>	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Health Promotion & Disease Prevention	2 Weeks	4	

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<b>Unit Title</b>	Health Promotion & Disease Prevention		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Prevention	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.8-S.2-GLE.4	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What type of preventative measures do you take in order to prevent illness? (CH09-GR8-S.2-GLE.4-EO.a,d)</li> <li>• Why are some people healthier than others? (CH09-GR8-S.2-GLE.4-EO.a;IQ.1)</li> <li>• How do personal choices affect personal, local, and global health issues? (CH09-GR8-S.2-GLE.4-EO.e;RA.1)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness			
<b>Concepts</b>	Goal Setting, Decision Making, Trends, Fads, System, Influences, Prevention, Consequences, Inter-relationships			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The immune system helps prevent and combat communicable diseases. (CH09-GR8-S.2-GLE.4-EO.d)	Why do some people get sick more than others? (CH09-GR8-S.2-GLE.4-EO.d;IQ.4)	How could a person’s global travel affect disease transmission and outbreaks? (CH09-GR8-S.2-GLE.4-RA.3)
The relationship between personal choices and physical health requires decision-making that considers long and short term consequences. (CH09-GR8-S.2-GLE.4-EO.a,b;N.2)	How are poor eating habits, inactivity, drug use, and other stressors related to diabetes, heart disease, and cancers? (CH09-GR8-S.2-GLE.4-EO.a,b;IQ.2)	Why are the choices you make now important to your health in the future? (CH09-GR8-S.2-GLE.4-EO.e;RA.1;N.2)
Health and wellness are personal choices that often manifest globally (CH09-GR8-S.2-GLE.4-EO.a,b;RA.3;N.1)	How are global issues dependent on behavior choices, scientific advances, and ever-changing information? (CH09-GR.8-S.2-GLE.4-EO.a,b;RA.3;N.1)	What economic impact is created when global health is not a priority?
Current trends and fads may influence personal decisions that impact an individual’s current and future health status. (CH09-GR.8-S.2-GLE.4-EO.e;RA.1)	How can popular trends or fads have social and health consequences? (CH09-GR8-S.2-GLE.4-EO.e;RA.1)	How can health-enhancing trends be launched locally and globally? (CH09-GR8-S.2-GLE.4-N.1)
Non-communicable and lifestyle-related diseases represent the costliest health care issue. (CH09-GR8-S.2-GLE.4-RA.3;N.1)	What are the morbidity and mortality incidence rates for heart disease, diabetes, and cancers? (CH09-GR8-S.2-GLE.4-IQ.2)	To what extent will advances in genetics and science influence a person about health behaviors? (CH09-GR8-S.2-GLE.4-IQ.2)

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● The inter-relationship between poor eating habits, inactivity, tobacco, and alcohol use and other stressors on their health status (CH09-GR8-S.2-GLE.4-EO.a,b,c;IQ.1,3,4;RA.1;N.2)</li> <li>● The immune system’s functions (CH09-GR8-S.2-GLE.4-EO.d;IQ.1,2,4;RA.2,3;N.1 )</li> <li>● Potential health consequences of popular trends and fads (CH09-GR8-S.2-GLE.4-EO.e;RA.1;N.1,2)</li> <li>● The signs, symptoms and preventions for diabetes, heart disease, and cancers (CH09-GR8-S.2-GLE.4-EO.d;IQ.1)</li> </ul>	<ul style="list-style-type: none"> <li>● Explain contributing factors for the status of a person’s health. (CH09-GR8-S.2-GLE.4 EO.a-IQ.1,4)</li> <li>● Describe how the immune system functions to prevent and combat disease. (CH09-GR8-S.2-GLE.4-EO.a;IQ.1,4)</li> <li>● Identify the potential health consequences of popular fads or trends. (CH09-GR8-S.2-GLE.4-EO.e;RA.1)</li> <li>● Explain the global and financial effects diseases and decisions one makes about their own health and wellness. (CH09-GR8-S.2-GLE.4-EO.b;RA.1;N.1,2)</li> </ul>

<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I am responsible for the consequences of personal choice, trends and fads, and know the importance of the immune system, in order to set goals and make decisions to prevent communicable and non-communicable diseases.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Trends, Fads, Goal Setting, Decision-making, Analyze, Consequence, Inter-relationship, Prevention</p>
<p><b>Technical Vocabulary:</b></p>	<p>Immune System, Tobacco, Alcohol, Stressors, Diabetes, Heart Disease, Cancer, Non-communicable and Communicable Diseases</p>

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<b>Unit Description:</b>	The focus of this unit is for students to develop skills for advocating for the prevention of diseases. Students will explore the function of the immune system, investigate differences between communicable and non-communicable diseases, and make connections to how health trends and fads may impact local and global wellness. The unit culminates with a performance assessment that asks students to collaborate and create a campaign to promote awareness and prevention of communicable and non-communicable diseases.
<b>Considerations:</b>	<p>As authors of this unit, we understand the following things may need to be considered:</p> <ul style="list-style-type: none"> <li>● Not all students will be able to provide and/or receive constructive criticism.</li> <li>● Number of students in class</li> <li>● Time with students</li> <li>● Integrating culture</li> <li>● Background knowledge of students</li> <li>● Access to technology</li> <li>● Access to present to stake holders</li> </ul>
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	The relationship between personal choices and physical health requires decision -making that considers long and short term consequences.
<b>Supporting Generalizations:</b>	Non-communicable and lifestyle-related diseases represent the costliest health care issue.
	Current trends and fads may influence personal decisions that impact an individual’s current and future health status.
	Health and wellness are personal choices that often manifest globally.
	The immune system helps prevent and combat communicable diseases.

<b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The relationship between personal choices and physical health requires decision -making that considers long and short term consequences.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>You and your peers are a campaign team endorsing a politician running for an upcoming election. Your platform is prevention and awareness of communicable and non-communicable diseases (e.g. health care costs, obesity, heart disease, global epidemics). Each team member will have a role (<a href="#">Campaign Team Members</a>) .</p> <p>Campaign team roles include:</p> <ul style="list-style-type: none"> <li>● Campaign Manager</li> <li>● Organizational Director</li> <li>● Image Director</li> <li>● Issues Director</li> <li>● The Candidate</li> </ul>
<b>Product/Evidence:</b> (Expected product from students)	<p>The students will develop a campaign promoting awareness and prevention of communicable and non-communicable diseases. A portfolio will need to be submitted prior to the presentation of the campaign speech. Documents to be included:</p> <ul style="list-style-type: none"> <li>● Group roles</li> </ul>

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	<ul style="list-style-type: none"> <li>● Issue/ stance</li> <li>● Completed WebQuest template</li> <li>● Data</li> <li>● Campaign Poster</li> <li>● Action plan</li> <li>● All materials to be utilized with the plan</li> <li>● Draft of final presentation</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	Students may:  etc.) <ul style="list-style-type: none"> <li>● Present information using a variety of different media (PowerPoint, Prezi, Keynote, Video,</li> <li>● Either all or partial components of the portfolio may be provided by the teacher in the form of graphic organizers and/or templates that the student may complete independently.</li> <li>● Allow the opportunity to submit a non-digital artifacts to include but not limited to clippings from newspapers, magazines, pamphlets, etc.</li> </ul>

<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<i>Kids with Courage: True Stories About Young People Making a Difference</i> – Barbara A. Lewis (820 lexile level) <i>The Teen Guide to Global Action: How to Connect with Others (Near &amp; Far) to Create Social Change</i> - Barbara A. Lewis (880 lexile level) <i>It's Your World--If You Don't Like It, Change It: Activism for Teenagers</i> - Mikki Halpin (880 lexile level) <i>Regine's Book: A Teen Girl's Last Words (True Stories)</i> - Regine Stokke (900 level) <i>Over It: A Teen's Guide to Getting Beyond Obsessions with Food and Weight</i> - Carol Emery Normandi (1000 – 1090 lexile range) <i>Fat Chance: Beating the Odds Against Sugar, Processed Food, Obesity, and Disease</i> Robert H. Lustig (880 lexile level) <i>The Global Threat of New and Reemerging Infectious Diseases: Reconciling U.S.National Security and Public Health Policy / Edition 1-</i> Jennifer Brower, Peter Chalk (1870 lexile level)	<i>The Fault in Our Stars</i> - Green, John (850 lexile level) <i>Out of My Mind</i> - Draper, Sharon M. (700 lexile level) <i>Running on Dreams</i> - Herb Heiman (880 – 1000 lexile range) <i>The Disease</i> - Douglas T. Vale (850 lexile level)

<b>Ongoing Discipline-Specific Learning Experiences</b>			
1.	Description:	Think/work like a campaign team endorsing prevention of	Teacher Resources: <a href="#">Sample Speeches</a> (speeches from 2012 election) <a href="#">Campaign Team Members</a> (Examples of possible roles)

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		communicable and non-communicable diseases.		<a href="http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp">http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp</a> (Personal Characteristics of Candidates) <a href="http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/">http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/</a> (Example of a specific candidate strengths)
			Student Resources:	<a href="#">Campaign Team Members</a> (Examples of possible roles) <a href="http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/tuestips/student_self_eval_benefits.pdf">http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/tuestips/student_self_eval_benefits.pdf</a> <a href="#">as</a> (Self-Assessment & Reflection Example)
	Skills:	<ul style="list-style-type: none"> <li>● Explain contributing factors for the status of a person’s health.</li> <li>● Describe how the immune system functions to prevent and combat disease.</li> <li>● Explain the global and financial effects diseases and decisions one makes about their own health and wellness.</li> </ul>	Assessment:	The students will keep an ongoing portfolio of evidence (e.g. topic, stance, WebQuest template) that supports their campaign speech.
2.	Description:	Think/work like a campaign team promoting awareness of the impact personal health has locally and globally.	Teacher Resources:	<a href="https://en.wikipedia.org/wiki/Political_campaign_staff">https://en.wikipedia.org/wiki/Political_campaign_staff</a> (Refer to Campaign Manager responsibilities.) <a href="http://www.cepr.net/calculators/hc/hc-calculator.html">http://www.cepr.net/calculators/hc/hc-calculator.html</a> (United States Health Care Costs and its relationship on the Federal deficit)
			Student Resources:	<a href="https://www.youtube.com/watch?v=twtaXSzn8k">https://www.youtube.com/watch?v=twtaXSzn8k</a> (President Obama speech regarding Ebola threat to United States) <a href="https://www.youtube.com/watch?v=fY1T90oIPCY">https://www.youtube.com/watch?v=fY1T90oIPCY</a> (America's Forgotten Pandemic: The Influenza of 1918) <a href="http://www.cnn.com/2014/10/29/health/us-ebola/">http://www.cnn.com/2014/10/29/health/us-ebola/</a> (Maine nurse will not submit to Ebola Quarantine)
	Skills:		Assessment:	<p>Students will complete a daily journal entry answering guiding questions.</p> <ul style="list-style-type: none"> <li>● How could a person’s global travel affect disease transmission and outbreaks?</li> <li>● Why are the choices you make now important to your health in the future?</li> <li>● What economic impact is created when global health is not a priority?</li> <li>● How can health-enhancing trends be launched locally and globally?</li> </ul>

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				<ul style="list-style-type: none"> <li>To what extent will advances in genetics and science influence a person about health behaviors?</li> </ul>
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<b>Prior Knowledge and Experiences</b>
<p>These ongoing learning experiences build upon a presumed student working knowledge of concepts and skills such as a basic understanding of communicable and non-communicable diseases, the immune system and the relationship between stressors (e.g. poor eating habits, inactivity, drug use, etc.) a person’s health status and popular health trends and fads. However, many students may have varying family and cultural experiences.</p>

<b>Learning Experience # 1</b>	
<p>The teacher may show a video clip of a campaign speech surrounding worldwide health issues so students can begin to consider the impact personal health choices have locally and globally.</p>	
<b>Generalization Connection(s):</b>	<ul style="list-style-type: none"> <li>The relationship between personal choices and physical health requires decision -making that considers long and short term consequences.</li> <li>Health and wellness are personal choices that often manifest globally</li> </ul>
<b>Teacher Resources:</b>	<p><a href="#">Sample Speeches</a> (Speeches from 2012 election)  <a href="#">Campaign Team Members</a> (Examples of possible roles)  <a href="http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp">http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp</a> (Personal Characteristics of Candidates)  <a href="http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/">http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/</a> (Example of a specific candidate strengths)  <a href="https://www.google.com/search?q=three+column+graphic+organizer&amp;biw=1024&amp;bih=750&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;sqi=2&amp;ved=0CCMQsARqFQoTCJ-3keWL68cCFYI_kgod0-kKGg">https://www.google.com/search?q=three+column+graphic+organizer&amp;biw=1024&amp;bih=750&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;sqi=2&amp;ved=0CCMQsARqFQoTCJ-3keWL68cCFYI_kgod0-kKGg</a> (Three column graphic organizer)</p>
<b>Student Resources:</b>	<p><a href="#">Campaign Team Members</a> (Examples of possible roles)  <a href="http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/tuestips/student_self_eval_benefits.pdf">http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/tuestips/student_self_eval_benefits.pdf</a> (Self-Assessment &amp; Reflection Example)  <a href="https://www.google.com/search?q=three+column+graphic+organizer&amp;biw=1024&amp;bih=750&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;sqi=2&amp;ved=0CCMQsARqFQoTCJ-3keWL68cCFYI_kgod0-kKGg">https://www.google.com/search?q=three+column+graphic+organizer&amp;biw=1024&amp;bih=750&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;sqi=2&amp;ved=0CCMQsARqFQoTCJ-3keWL68cCFYI_kgod0-kKGg</a> (Three column graphic organizer)</p>
<b>Assessment:</b>	<p>Students will use a three column graphic organizer to assess their personal health choices and determine areas of strength and areas of improvement</p>



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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The inter-relationship between poor eating habits, inactivity, tobacco, and alcohol use and other stressors on their health status.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Explain contributing factors for the status of a person’s health.</li> <li>Explain the global and financial effects diseases and decisions one makes about their own health and wellness</li> </ul>	
<b>Critical Language:</b>	Goal Setting, Analyze, Inter-relationship, Prevention, Trends, Alcohol, Tobacco, Stressors, Campaign, Personal Choices	

<b>Learning Experience # 2</b>	
The teacher may provide a video explaining the process of the immune system so students can analyze how the immune system works to prevent and combat diseases.	
<b>Generalization Connection(s):</b>	<ul style="list-style-type: none"> <li>The immune system helps prevent and combat communicable diseases.</li> </ul>
<b>Teacher Resources:</b>	<a href="#">Kids Health Immune System Video</a> (A video describing the immune system process) <a href="#">Matching Activity</a> (A quiz that goes along with the immune system video) <a href="#">Assessment Activity</a> (Instructions on how to do the assessment)
<b>Student Resources:</b>	<a href="#">Matching Activity</a> (A quiz that goes along with the immune system video) <a href="#">Assessment Activity</a> (Instructions on how to do the assessment)
<b>Assessment:</b>	Students will create a script (e.g pictogram, narrative, play, or cartoon) that portrays how the immune system prevents and combats diseases.

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Provide a written sheet with a summary of the immune system before the video</li> <li>● Allow access to video after the presentation for further reflection</li> <li>● Provide notes after session from teacher so students may check their work or complete any missing information</li> <li>● Pre-teach academic vocabulary</li> <li>● Allow use of computer or smart phone to access online dictionary</li> <li>● Provide picture-rich background materials to link vocabulary to prior knowledge or experience.</li> <li>● Provide visual organizers</li> <li>● Provide graphic organizers</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Choose their own disease to research</li> <li>● Reduce quantity of artifacts submitted</li> <li>● Verbally report out on their reflection verbally or in recording device</li> <li>● Allow any presentation to be done 1:1 with teacher or recorded in lieu of presenting in front of peers</li> <li>● Type on Word Processor</li> <li>● Work with a partner</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may give students the opportunity to present their stories to the class	Students may create a video of their stories for the morning announcements
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The immune system's functions</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Describe how the immune system functions to prevent and combat disease.</li> </ul>	
<b>Critical Language:</b>		

<b>Learning Experience # 3</b>		
The teacher may introduce various diseases so students can begin to differentiate between communicable and non-communicable diseases.		
<b>Generalization Connection(s):</b>	<ul style="list-style-type: none"> <li>● Non-communicable and lifestyle related diseases represent the costliest health care issue.</li> <li>● The immune system helps prevent and combat communicable diseases.</li> </ul>	
<b>Teacher Resources:</b>	<a href="#">CDC Statistics</a> (Top ten causes of death) <a href="#">Kahoot</a> (game show like website) <a href="#">Sample t-chart</a> (sample t-chart) <a href="#">Sample T-chart</a> (T-chart instructions and worksheet)	

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<b>Student Resources:</b>	<a href="#">T-chart template</a> (sample t-chart for assessment) <a href="#">KidsHealth Diseases</a> (Disease resource) <a href="#">KidsHealth Food &amp; Fitness</a> (Wellness resource)	
<b>Assessment:</b>	Students will use a T-chart to differentiate between communicable & non-communicable diseases and describe one characteristic of each disease.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Use <a href="#">Kahoot</a> (game show like website) as a pre-assessment/ post assessment</li> <li>● Give the student cards to place on the wall with definitions on the back of the card</li> <li>● Provide stem starters for the T-Chart so students may understand the concept</li> <li>● Provide notes after session from teacher so students may check their work or complete any missing information</li> <li>● Pre-teach academic vocabulary</li> <li>● Provide picture-rich background materials to link vocabulary to prior knowledge or experience</li> <li>● Allow students to work in pairs.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Pre complete or partially complete graphic organizer</li> <li>● Reduce quantity of artifacts submitted</li> <li>● Verbally report out on their reflection verbally or in recording device.</li> <li>● Type on Word Processor</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>● Connect a famous person to a Communicable or Non-communicable disease</li> <li>● Research on whether the disease is “airborne”, “contact based” or “genetic”</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The inter-relationship between poor eating habits, inactivity, tobacco, and alcohol use and other stressors on their health status</li> <li>● The signs, symptoms and preventions for diabetes, heart disease, and cancers</li> </ul>	
<b>Key Skills:</b>	Explain contributing factors for the status of a person’s health.	
<b>Critical Language:</b>	Prevention, Immune System, Stressors, Diabetes, Heart Disease, Cancer, Non-communicable and Communicable	

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Learning Experience # 4	
The teacher may provide examples of research done on a <a href="#">WebQuest</a> template so students can investigate signs and symptoms of diseases in order to develop their “campaign platform”.	
<b>Generalization Connection(s):</b>	<ul style="list-style-type: none"> <li>• The immune system helps prevent and combat communicable diseases.</li> <li>• The relationship between personal choices and physical health requires decision-making that considers long and short term consequences.</li> </ul>
<b>Teacher Resources:</b>	<a href="#">Symbaloo</a> (Webmix with valid resources for students to access) <a href="#">WebQuest Instructions</a> (Website of information on how to create WebQuests) <a href="http://www.taconichills.k12.ny.us/webquests/noncomdisease/">http://www.taconichills.k12.ny.us/webquests/noncomdisease/</a> (Webquest example) <a href="#">WebQuest Rubric Example</a> (Example of a rubric) <a href="http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp">http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp</a> (Personal Characteristics of Candidates) <a href="http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/">http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/</a> (Example of a specific candidate strengths)
<b>Student Resources:</b>	<a href="#">Symbaloo</a> (Webmix with valid resources for students to access) <a href="#">WebQuest Instructions</a> (Website of information on how to create WebQuests) <a href="#">WebQuest Rubric Example</a> (Example of a rubric) <a href="http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp">http://www.icpsr.umich.edu/icpsrweb/instructors/setups/notes/personal-chars.jsp</a> (Personal Characteristics of Candidates) <a href="http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/">http://www.people-press.org/2014/03/04/hillary-clintons-strengths-record-at-state-toughness-honesty/</a> (Example of a specific candidate strengths)
<b>Assessment:</b>	Students will define communicable and non-communicable diseases and investigate the signs and symptoms by completing the WebQuest template. Students will collaborate to develop their “campaign platform” and select roles for the campaign.

<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> <li>• Provide a written template and/or matrix so that the student can organize their thoughts before placing online</li> <li>• Provide Notes from classmate (duplicate copy paper/print whiteboard notes) or teacher notes</li> <li>• Pre-teach academic vocabulary</li> <li>• Allow use of computer or smart phone to access online dictionary</li> <li>• Provide picture-rich background materials to link vocabulary to prior knowledge or experience</li> <li>• Allow use of visual organizers</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• Pre complete or partially complete graphic organizer</li> <li>• Reduce quantity of artifacts submitted</li> <li>• Verbally report out on their reflection verbally or in recording device</li> <li>• Do a presentation 1:1 with a teacher or recorded in lieu of presenting in front of peers</li> <li>• Type on Word Processor</li> <li>• Utilize Speech to Text programs</li> </ul>

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may submit their WebQuests to WebQuest.org to be shared more widely.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The signs, symptoms and preventions for diabetes, heart disease, and cancers</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Explain contributing factors for the status of a person’s health</li> </ul>	
<b>Critical Language:</b>	Analyze, Consequence, Inter-relationship, Prevention, Immune System, Tobacco, Alcohol, Diabetes, Heart Disease, Cancer, Non-communicable and Communicable Diseases, Campaign	

<b>Learning Experience # 5</b>		
The teacher may introduce various wellness trends and fads (e.g. diets, fitness) so students can analyze the impact on an individual’s current and future health status.		
<b>Generalization Connection(s):</b>	Current trends and fads may influence personal decisions that impact an individual’s current and future health status.	
<b>Teacher Resources:</b>	<a href="http://www-materials.eng.cam.ac.uk/mpsite/tutorial/non_IE/prodanal.html">http://www-materials.eng.cam.ac.uk/mpsite/tutorial/non_IE/prodanal.html</a> [Product (aka Trend) Analysis Report] <a href="#">Analyzing Fad Diets</a> (Article on how to analyze the validity of fad diets) <a href="#">Fitness Fads</a> (2015 fitness fads) <a href="#">Supplement Fads</a> (2015 supplement fads) <a href="#">Top 5 Fad Diets of 2015</a> (Diet Fads) <a href="#">PowerPoint</a> (PP comparing/contrasting Fads and Trends)	
<b>Student Resources:</b>	<a href="#">Top 5 Fad Diets of 2015</a> (Diet Fads) <a href="http://www-materials.eng.cam.ac.uk/mpsite/tutorial/non_IE/prodanal.html">http://www-materials.eng.cam.ac.uk/mpsite/tutorial/non_IE/prodanal.html</a> [Product (aka Trend) Analysis Report] <a href="http://www.technologystudent.com/PDFDREV1/prdrev26.pdf">http://www.technologystudent.com/PDFDREV1/prdrev26.pdf</a> (Product analysis questions) <a href="#">Fitness Fads</a> (2015 fitness fads) <a href="#">Supplement Fads</a> (2015 supplement fads)	
<b>Assessment:</b>	Students will analyze a current trend or fad and create questions for a product or trend analysis report to determine the validity and reliability. Questions will be presented orally to the class.	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>The teacher may:</p> <ul style="list-style-type: none"> <li>● Provide a CLOSE worksheet with the questions repopulated</li> <li>● Provide Notes from classmate (duplicate copy paper/print whiteboard notes) or teacher notes</li> <li>● Pre-teach academic vocabulary</li> <li>● Allow use of computer or smart phone to access online dictionary</li> <li>● Provide picture-rich background materials to link vocabulary to prior knowledge or experience</li> <li>● Provide visual organizers</li> <li>● Provide graphic organizers</li> <li>● The teacher may allow students to work in pairs</li> </ul>	<p>Students may:</p> <ul style="list-style-type: none"> <li>● Pre complete or partially complete graphic organizer</li> <li>● Reduce quantity of artifacts submitted</li> <li>● Verbally report out on their reflection verbally or in recording device</li> <li>● Present 1:1 with teacher or recorded in lieu of presenting in front of peers</li> <li>● Type on Word Processor</li> <li>● Utilize Speech to Text Programs</li> </ul>
<b>Extensions for depth and complexity:</b>	<p><b>Access</b> (Resources and/or Process)</p> <p>The teacher may provide college level trend analysis papers and rubrics for students to complete their own Trend Analysis on a fad.</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may pick a fad and complete a Product Trend Analysis paper.</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Potential health consequences of popular trends and fads</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Identify the potential health consequences of popular fads or trends</li> </ul>	
<b>Critical Language:</b>	Trends, Fads, Decision-making, Analyze, Consequences, Global, Financial	

<b>Learning Experience # 6</b>		
<p>The teacher may review guidelines for selecting valid and reliable resources so students can research and compare the global and financial effects of a selected disease to their own health and wellness.</p>		
<b>Generalization Connection(s):</b>	<ul style="list-style-type: none"> <li>● Health and wellness are personal choices that often manifest globally</li> <li>● Current trends and fads may influence personal decisions that impact an individual’s current and future health status.</li> </ul>	
<b>Teacher Resources:</b>	<p><a href="#">Symbaloo</a> (Webmix with valid resources for students to access)  <a href="#">How to use Excel</a> (Tutorial for using Excel)  <a href="#">Rubric for Assessment</a> (Rubric to assess students’ learning)  <a href="#">WHO Pandemics</a> (Website of information that includes pandemics)</p>	
<b>Student Resources:</b>	<p><a href="#">Symbaloo</a> (Webmix with valid resources for students to access)  <a href="#">TeensHealth</a> (Students can look at a broad spectrum of diseases and conditions)  <a href="#">WHO Pandemics</a> (Website of information that includes pandemics)  <a href="#">How to use Excel</a> (Tutorial for using Excel)  <a href="#">Rubric for Assessment</a> (Rubric to assess students’ learning)</p>	

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<b>Assessment:</b>	Students will collect data that supports their political stance and submit it in a spreadsheet format (e.g. Excel, Google). Students will populate data into charts and graphs and use the information in their campaign speeches.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Provide notes after session from teacher so students may check their work or complete any missing information</li> <li>● Pre-teach academic vocabulary</li> <li>● Allow use of computer or smart phone to access online dictionary</li> <li>● Provide picture-rich background materials to link vocabulary to prior knowledge or experience</li> <li>● Provide visual organizers</li> <li>● Provide graphic organizers</li> <li>● Allow students to work in pairs</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Pre complete or partially complete graphic organizer</li> <li>● Reduce quantity of artifacts submitted</li> <li>● Verbally report out on their reflection verbally or in recording device</li> <li>● Present 1:1 with teacher or recorded</li> <li>● Type on Word Processor</li> <li>● Utilize Speech to Text Programs</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may investigate the financial effects of their disease in Colorado or local region.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The inter-relationship between poor eating habits, inactivity, tobacco, and alcohol use and other stressors on their health status</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Explain the global and financial effects diseases and decisions one makes about their own health and wellness.</li> </ul>	
<b>Critical Language:</b>	Trends, Fads, Decision-making, Analyze, Consequences, Global, Financial	

<b>Learning Experience # 7</b>	
The teacher may invite an elected official and/or a campaign team member to discuss their roles so students can assess their individual responsibilities for the final portfolio and campaign speech.	
<b>Generalization Connection(s):</b>	<ul style="list-style-type: none"> <li>● The relationship between personal choices and physical health requires decision-making that considers long and short term consequences.</li> </ul>
<b>Teacher Resources:</b>	<a href="http://www.tidyform.com/organizational-chart-template.html">http://www.tidyform.com/organizational-chart-template.html</a> (Org Charts) <a href="https://www.eduplace.com/graphicorganizer/">https://www.eduplace.com/graphicorganizer/</a> (Graphic organizers) <a href="#">Campaign Team Members</a> (Team roles)
<b>Student Resources:</b>	<a href="http://www.tidyform.com/organizational-chart-template.html">http://www.tidyform.com/organizational-chart-template.html</a> (Org Chart Template)
<b>Assessment:</b>	Students will work with their campaign team to create and assemble their final portfolio and campaign speech. (e.g. Google drive

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	folder, binder, website).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Provide notes after session from teacher so students may check their work or complete any missing information</li> <li>● Pre-teach academic vocabulary</li> <li>● Allow use of computer or smart phone to access online dictionary</li> <li>● Provide picture-rich background materials to link vocabulary to prior knowledge or experience</li> <li>● Provide visual organizers</li> <li>● Provide graphic organizers</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Pre complete or partially complete graphic organizer</li> <li>● Reduce quantity of artifacts submitted</li> <li>● Verbally report out on their reflection verbally or in recording device</li> <li>● Type on Word Processor</li> <li>● Utilize Speech to Text Programs</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The inter-relationship between poor eating habits, inactivity, tobacco, and alcohol use and other stressors on their health status</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Explain the global and financial effects diseases and decisions one makes about their own health and wellness.</li> <li>● Explain contributing factors for the status of a person’s health.</li> </ul>	
<b>Critical Language:</b>	Goal Setting, Decision-making, Analyze, Consequence, Inter-relationship, Prevention	