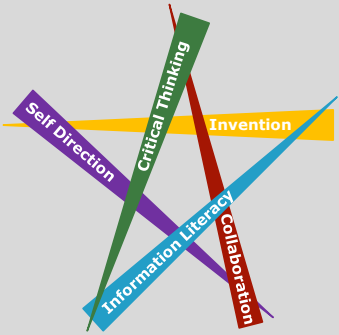
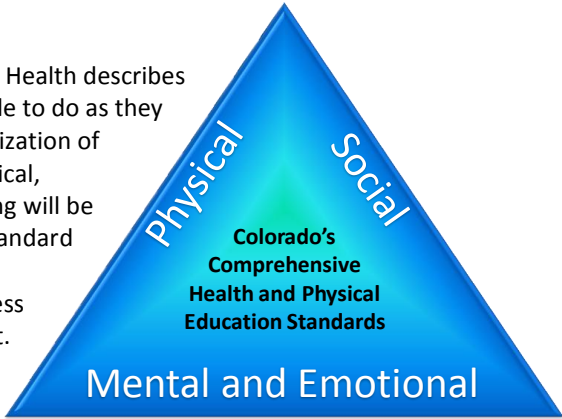


**Curriculum Development Course at a Glance
Planning for 8th Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	8 th 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	

<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
Who Influences Me?	2 weeks	1
A Violence Free Society	2 weeks	2
Alcohol, Tobacco & Drugs	2 weeks	3
Health Promotion & Disease Prevention	2 weeks	4
Personal Boundaries	2 weeks	5

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

Unit Title	Who Influences Me?		Length of Unit	2 weeks
Focusing Lens(es)	Influences	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.8-S.3-GLE.1, CH09-GR.8-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How is health enhanced when one learns how to positively cope with influences? (CH09-GR.8-S.3-GLE.2-EO.a) • How do the media promote stereotypes and biases regarding various mental illnesses? (CH09-GR.8-S.3-GLE.2-EO.a) • What role do your friends and family play in your mental health? (CH09-GR.8-S.3-GLE.2-EO.c) 			
Unit Strands	Emotional/Social Wellness			
Concepts	Media, culture, Influences, Resources, Inter-Personal Communication, Stereotypes, bias, Values, Identity, Strategies			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The analysis of media, culture, peers,(etc) can increase understanding of what and who shapes/influences a person’s mental and emotional health. (CH09-GR.8-S.3-GLE.2-EO.a;IQ-1;N-1)	What internal and external factors are most influential on mental and emotional health? (CH09-GR.8-S.3-GLE.2-EO.d)	How can too much TV and media affect mental and emotional health? (CH09-GR.8-S.3-GLE.2-EO.a)
Stereotypes and biases about mental illness can often prevent people from getting help and/or accessing resources. (CH09-GR.8-S.3-GLE.1-EO.b;IQ.3;RA.1, RA.2;N.1)	What are some stereotypes and biases that surround people with mental illness and disabilities? (CH09-GR.8-S.3-GLE.1-EO.b)	Why is it sometimes hard to talk about emotional concerns? (CH09-GR.8-S.3-GLE.1-EO.b,c) Does everyone have bias? (CH09-GR.8-S.3-GLE.1-EO.a)
The development of strong interpersonal communication skills helps individuals access school and community resources for mental and emotional health. (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.1, IQ.2, IQ.3;N.1)and(CH09-GR.8-S.3-GLE.2;RA.2)	Under what circumstances might you strongly encourage a friend to seek help for his problem? (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.3) When you need to talk about problems, how do you know whom to trust to speak to about problems? (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.2)	How do strong interpersonal skills help person access valid resources? (CH09-GR.8-S.3-GLE.1-EO.a,c)
Positive self-management strategies minimize potentially negative influences on mental and emotional health (CH09-GR.8-S.3-GLE.2-EO.c;IQ.1, 2, 3;RA.1;N.1)	How do stress and anger management provide a positive impact on mental health? (CH09-GR.8-S.3-GLE.2-EO.c)	Why is self-management important to your mental health? (CH09-GR.8-S.3-GLE.1-EO.a)

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Factors of culture, media, and other people who can influence them (CH09-GR.8-S.3-GLE.2-EO.a;IQ.1;N.1) • Difference between internal (emotions, values/beliefs, goals) and external (media, culture, peers, family, others) factors (CH09-GR.8-S.3-GLE.2-EO.d;IQ.2;N.1) • Stereotypes around mental and emotional problems and how they can influence a person’s desire to seek help (CH09-GR.8-S.3-GLE.1-EO.b;IQ.1,2;IQ;RA.1,2;N.1) • Strategies to minimize negative influences on mental and emotional health, including the ability to effectively communicate (CH09-GR.8-S.3-GLE.2-EO.c;IQ.1,2,3;RA.1;N.1) • Reliable sources that are available for help with mental and emotional health problems, such as depression, mood disorders, and anxiety (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ-1,2,3;N.1)and(CH09-GR.8-S.3-GLE.2;RA.2) 	<ul style="list-style-type: none"> • Analyze how culture, media, and others influence personal feelings and emotions (CH09-GR.8-S.3-GLE.2-EO.a;IQ.1;N.1) • Analyze internal factors that contribute to mental and emotional health (CH09-GR.8-S.3-GLE.2-EO.d;IQ.2;N.1) • Employ skills to minimize negative influences on mental and emotional health, which could include stress/anger management skills and communication skills (CH09-GR.8-S.3-GLE.2-EO.c;IQ.1,2,3;RA.1;N.1) • Access valid school and community resources to help with mental and emotional health concerns (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.1,2,3;N.1)and(CH09-GR.8-S.3-GLE.2-RA.2)

<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>I will be able to analyze internal and external influences, access valid resources, self-manage and communicate on behalf of one’s mental health.</i></p>
<p>Academic Vocabulary:</p>	<p>Analyze, Culture, Communication, Media, Factors, Internal Influences, External Influences, Stereotypes, Strategy, Valid, Resources, Bias</p>
<p>Technical Vocabulary:</p>	<p>Mental Illness, Depression, Anxiety, Mood Disorder, Stress/Anger Management, Emotions, Peers</p>

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

Unit Title	A Violence Free Society		Length of Unit	2 weeks
Focusing Lens(es)	Advocacy	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.8-S.4-GLE.4, CH09-GR.8-S.4-GLE.5 CH09-GR.8-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does a person advocate preventing assaults and violence? (CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1) To what extent do the media foster more violence? (CH09-GR.8-S.4-GLE.4-EO.a,b;N.1) Are laws deterrents to violent behavior? (CH09-GR.8-S.4-GLE.4-EO.g;RA.1) 			
Unit Strands	Emotional & Social Wellness Prevention and Risk Management			
Concepts	Influences, Advocacy, Inter-personal Communication, Violence, Harassment, Bullying, Pro-social Behaviors, Social Norms, Community, Perceptions, Media, Culture			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security(CH09-GR.8-S.4-GLE.5-EO.a,b;IQ.2;RA.1;N.1)	How does advocating for a respectful school environment promote feelings of safety and security?(CH09-GR.8-S.4-GLE.5-EO.c;RA.1) Does everyone have a right to a safe and secure learning environment?(CH09-GR.8-S.4-GLE.5-EO.c;RA.1)	Is peaceful behavior the same as non-violence? Why or why not?(CH09-GR.8-S.4-GLE.5-EO.c)
Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment. (CH09-GR.8-S.4-GLE.4-EO.a,c;IQ.2;RA.2;N.1)	How do media, culture, and others affect non-violent behavior? (CH09-GR.8-S.4-GLE.4-EO.a;IQ.1)	How has the internet created an avenue for sexual violence? (CH09-GR.8-S.4-GLE.4-EO.a;RA.1;N.1) How could media influence a person to commit violence? (CH09-GR.8-S.4-GLE.4-EO.a)
Strong interpersonal communication skills can enable bystanders and victims to stop harassment and bullying. (CH09-GR.8-S.4-GLE.5-EO.a;IQ.2;RA.1;N.1)	Should bystanders and perpetrators both be held responsible for violent crimes? CH09-GR.8- (S.4-GLE.5-EO.a)	How does being a passive bystander promote harassment and violence? (CH09-GR.8-S.4-GLE.5-EO.a;IQ.2)
The reporting of sexual violence and harassment (which are illegal activities) helps create a safer community. (CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1)	Should those convicted of sexual harassment and sexual assault both be labeled as sex offenders? (CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1)	Are sexual crimes as violent and destructive as physical crimes? (CH09-GR.8-S.4-GLE.4-EO.f,g)

Curriculum Development Overview
Unit Planning for 8th 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 effects of messages from media, culture, and society(CH09-GR.8-S.4-GLE.4-EO.a,b,c;IQ.2;RA.2;N.1) • The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion(CH09-GR.8-S.4-GLE.4-EO.d,e;IQ.2,3;RA.1,2;N.1) • Rape and sexual assaults are crimes(CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1) • The prevention of bullying by bystanders and friends(CH09-GR.8-S.4-GLE.5-EO.a;IQ.2;RA.1;N.1) • Pro-social behaviors for a positive and respectful school environment(CH09-GR.8-S.4-GLE.5-EO.c;RA.1;N.1) • The power of strong values and inter-personal skills(CH09-GR.8-S.3-GLE.2-EO.b,d-IQ.2) 	<ul style="list-style-type: none"> • Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence(CH09-GR.8-S.4-GLE.4-EO.a,b,c;IQ.2;RA.2;N.1) • Recognize inter-personal communication that may result in sexual harassment or sexual coercion(CH09-GR.8-S.4-GLE.4-EO.d,e;IQ.2,3;RA.1,2;N.1) • Use self-advocacy skills to report sexual crimes(CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1) • Demonstrate assertiveness skills to stand up against bullying and other strategies to advocate for a positive and respectful school environment(CH09-GR.8-S.4-GLE.5-EO.a,b;IQ.2;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>I will be able to advocate for self and others with strong-interpersonal communication skills and analyze the influence of media, culture, and others on violence and violence prevention.</i></p>
<p>Academic Vocabulary:</p>	<p>Pro-social, Media, Culture, Society, Verbal and Non-verbal Communication, Influences, Advocacy, Environment, Social Norms, Power, Control, Community, Perception</p>
<p>Technical Vocabulary:</p>	<p>Rape, Sexual Assault, Sexual Coercion, Harassment, Bullying, Bystander, Perpetrator, Victim, Assertiveness, Inter-Personal Communication</p>

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

Unit Title	Alcohol, Tobacco & Drugs		Length of Unit	2 weeks
Focusing Lens(es)	Risks	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.8-S.4-GLE.1, CH09-GR.8-S.4-GLE.2, CH09-GR.8-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the risks of beginning to use alcohol, tobacco or other drugs at an early age? (CH09-GR.8-S.4-GLE.1,2,3) • Is the teen brain more susceptible to addictions than the adult brain? (CH09-GR.8-S.4-GLE.1-EO.1;IQ.4) • Do you create situations of risk or are you just a participant in them? (CH09-GR.8-S.4-GLE.3-EO.b;IQ.2) 			
Unit Strands	Prevention and Risk Management			
Concepts	Risks, Effects, Validity, Decision-making, Influences, Media, Behaviors, Information, Choice, Relationships			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors (CH09-GR.8-S.4-GLE.1-EO.a,b)	How can depression, anxiety and other mental problems influence a person's decisions related to tobacco, alcohol and drug use? (CH09-GR.8-S.4-GLE.1-EO.b;IQ.1)	Have you your emotions ever tempted you to use alcohol or other drugs?
Alcohol and drug use/abuse can create the possibilities for risky situations and poor decision-making. (CH09-GR.8-S.4-GLE.1-EO.d;IQ.5)	What is the relationship between drug and alcohol use and involvement in sexual activity? (CH09-GR.8-S.4-GLE.1-IQ.5)	Who are the greatest influence to educate use about the effects of tobacco, alcohol and drug use?
Media information can encourage/discourage individual choices around the use/abuse of tobacco and alcohol. (CH09-GR.8-S.4-GLE.2-EO.a)	How do media and advertisements potential convey inaccurate information about tobacco and alcohol? (CH09-GR.8-S.4-GLE.2-EO.b)	Should alcohol beverage companies be allowed to sponsor athletic events?(CH09-GR.8-S.4-GLE.2-EO.b;IQ.3)
Alcohol, tobacco and other drug use/abuse can result in negative ramifications for relationships with family and friends (CH09-GR.8-S.4-GLE.3-EO.b)	What mental and physical health and life circumstances may be impacted by alcohol or other drug use?	How would you respond to someone who you knew used performance-enhancing drugs? (CH09-GR.8-S.4-GLE.1-EO.g)

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Effects of alcohol and drug use (CH09-GR.8-S.4-GLE.1-EO.a) • Risky behaviors(CH09-GR.8-S.4-GLE.1-EO.b) • Addiction(CH09-GR.8-S.4-GLE.1-EO.c) • Characteristics of depression and anxiety(CH09-GR.8-S.4-GLE.1-EO.d;IQ.1) • Valid information(CH09-GR.8-S.4-GLE.2;EO.a;RA.1,2) • Media images(CH09-GR.8-S.4-GLE.2-EO.a) • Decision-making process(CH09-GR.8-S.4-GLE.3-EO.a;N.1) 	<ul style="list-style-type: none"> • Analyze the effects of alcohol and drug use(CH09-GR.8-S.4-GLE.1-EO.a) • Describe how alcohol and other drugs may lead to a variety of risky behaviors(CH09-GR.8-S.4-GLE.1-EO.b) • Identify sources a person may have available to assist with addiction problems from tobacco, alcohol and other drugs use.(CH09-GR.8-S.4-GLE.2;EO.a;RA.1,2) • Discuss the influence and information media and advertisements provide pertaining to decisions about tobacco and alcohol use. (CH09-GR.8-S.4-GLE.2-EO.a,b) • Describe the effects drug use has on family and friends(CH09-GR.8-S.4-GLE.1-EO.a)

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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 make positive decisions about the effects of tobacco and drug use from receiving information from trusted adults and agencies.</i>
Academic Vocabulary:	Risks, Effects, Validity, Decision-making, Influences, Media, Behaviors, Information, Choice, Relationships
Technical Vocabulary:	Addiction

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

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

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
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)

Curriculum Development Overview
Unit Planning for 8th 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 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) The immune system’s functions (CH09-GR8-S.2-GLE.4-EO.d;IQ.1,2,4;RA.2,3;N.1) Potential health consequences of popular trends and fads (CH09-GR8-S.2-GLE.4-EO.e;RA.1;N.1,2) The signs, symptoms and preventions for diabetes, heart disease, and cancers (CH09-GR8-S.2-GLE.4-EO.d;IQ.1) 	<ul style="list-style-type: none"> Explain contributing factors for the status of a person’s health. (CH09-GR8-S.2-GLE.4 EO.a-IQ.1,4) Describe how the immune system functions to prevent and combat disease. (CH09-GR8-S.2-GLE.4-EO.a;IQ.1,4) Identify the potential health consequences of popular fads or trends. (CH09-GR8-S.2-GLE.4-EO.e;RA.1) 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)

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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 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>Academic Vocabulary:</p>	<p>Trends, Fads, Goal Setting, Decision-making, Analyze, Consequence, Inter-relationship, Prevention</p>
<p>Technical Vocabulary:</p>	<p>Immune System, Tobacco, Alcohol, Stressors, Diabetes, Heart Disease, Cancer, Non-communicable and Communicable Diseases</p>

Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health

Unit Title	Personal Boundaries		Length of Unit	2 weeks
Focusing Lens(es)	Decision Making	Standards and Grade Level Expectations Addressed in this Unit	CHO9-GR.8-S.2-GLE.1, CHO9-GR.8-S.2-GLE.2, CHO9-GR.8-S.2-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to make the decisions to stand up for what you believe? (CHO9-GR.8-S.2-GLE.2;IQ.4) What future goals are impacted by sexual decisions now? (CHO9-GR.8-S.2-GLE.1-EO.a;IQ.1) Why is it important to have valid and reliable information about your sexual health? (CHO9-GR.8-S.2-GLE.3;IQ.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Inter-personal Communication, Decision Making, Goal Setting, Advocacy, Abstinence, Transmission, Prevention, Personal Boundaries, Refusal Skills, Valid and Reliable Resources, Risk			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies. (CHO9-GR.8-S.2-GLE.2-EO.c)	Why might a personal be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs? (CHO9-GR.8-S.2-GLE.2-EO. c)	How is a person’s sexual health dependent on the ability to apply related concepts and skills in everyday situations? (CHO9-GR.8-S.2-GLE.2-EO.a;N.1)
Self advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations. (CHO9-GR.8-S.2-GLE.1-EO. a;IQ.1-5;N.2)	Why is it important to be aware of long term health effects that may occur from risky behavior? (CHO9-GR.8-S.2-GLE.2;IQ.1)	How do affection, love, commitment, and sexual attraction play a part in setting boundaries and expressing personal rights? (CHO9-GR.8-S.2-GLE.1-EO.c;IQ.2)
Abstinence and the use of contraceptives promotes overall health and wellness, prevents the transmission of STIs, and decreases the likelihood of unintended pregnancies(CHO9-GR.8-S.2-GLE.2-EO.a,b)	How does cost and product reliability influence the use of various methods of contraception? (CHO9-GR.8-S.2-GLE.2-EO.b)	How would you set personal and boundaries to minimize risky sexual behavior? (CHO9-GR.8-S.2-GLE.1-EO. a;IQ.1;N.2)
Medically accurate information enhances the prevention, reduction, and treatment of STIs and HIV. (CHO9-GR.8-S.2-GLE.3-EO.c;IQ.1))	How can you find more information about STIs and abstinence? (CHO9-GR.8-S.2-GLE.3;IQ.1)	Historically and globally how have STIs evolved throughout the years? (CHO9-GR.8-S.2-GLE.3-EO.c-RA.1) How does abstinence promote healthier adolescents? (CHO9-GR.8-S.2-GLE.2-EO a)and(CHO9-GR.8-S.2-GLE.1-EO. a)

**Curriculum Development Overview
Unit Planning for 8th Grade Comprehensive Health**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> High-risk situations, include alcohol and other drugs use, and the risks to sexual health (CH09-GR.8-S.2-GLE.1-EO.a-IQ.1,5;N.2,3)and(CH09-GR.8-GLE.2-EO.c;IQ.2;N.1) Verbal and non-verbal skills for sexual and personal boundaries (CH09-GR.8-S.2-GLE.1-EO.b,e;IQ.1,5;N.2,3)and CH09-GR.8-GLE.2.-EO.d;IQ.3,4;N.1,2) Individual rights and standards for sexual behavior and dating situations (CH09-GR.8-S.2-GLE.1-EO.c,d,e;IQ.1,2,3,4;RA.1;N.1,2,3) Benefits and effectiveness of abstinence for prevention of HIV, STIs and unintended pregnancies (CH09-GR.8-S.2-GLE.2;EO.a;IQ.1,3,4;N.1,2)and(GR.8-GLE.1;IQ.4) Signs, symptoms, transmission, treatment and prevention of common STIs, including HIV, HPV, and Chlamydia (CH09-GR.8-S.2-GLE.1-IQ.1;N.1)and(CH09-GR.8-S.2-GLE.2-IQ.1)and(CH09-GR.8-S.2-GLE.3-EO.a,b,c;IQ.1,2,3) Benefits, effectiveness and potential side effects of contraceptives pertaining to HIV, other STIs, and unintended pregnancies (CH09-GR.8-S.2-GLE.2-EO.b;IQ.1,5;RA.1,2;N.1,2;)and(CH09-GR.8-S.2-GLE.1;IQ.1,4;N.1,2,3) 	<ul style="list-style-type: none"> Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs (CH09-GR.8-S.2-GLE.1-EO.a;IQ.1,5;N.2,3)and(CH09-GR.8-GLE.2-EO.c;IQ.2;N.1) Demonstrate strong verbal and non-verbal inter-personal communication skills, including refusal skills and boundary setting. (CH09-GR.8-S.2-GLE.1-EO.b,e;IQ.1,5;N.2,3;)and(CH09-GR.8-GLE.2;EO.d;IQ.3,4;N.1,2) Advocate for personal rights, values, dating boundaries, and support for wellness in regards to sexual health (CH09-GR.8-S.2-GLE.1-EO.c,d,e;IQ.1,2,3,4,5;RA.1;N.1,2,3) Access information to make decisions in regards to their sexual health (CH09-GR.8-S.2-GLE.1-IQ.1,4;N.1,2,3)and(CH09-GR.8-GLE.2-EO.a;IQ.1,3,4,5;RA.1,2;N.1,2;)and(CH09-GR.8-GLE.3-EO.a,b,c;IQ.1,2;RA.1;N.1) Set goals to make positive decisions to support healthy relationships and healthy sexuality (CH09-GR.8-S.2-GLE.2-IQ.4;N.1,2)

<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>I can effectively analyze risky social situations, access valid information, and use strategies to reduce unwanted or unplanned sexual activity that could negatively impact goals, result in STDs, and unintended pregnancies.</i></p>
<p>Academic Vocabulary:</p>	<p>Verbal and Non-verbal Communication, Influences, Decision-making, Goal Setting, Anticipation, Advocate, Personal Rights, Valid, Reliable, Prevention, Risk</p>
<p>Technical Vocabulary:</p>	<p>Abstinence, Contraceptives, HIV, HPC, Chlamydia, STIs, Vaccines, Virus, Bacteria, Transmission, Sexual Activity, Refusal Skills, Personal Boundaries</p>