



COLORADO

Department of Education

Colorado's District Sample Curriculum Project

Phyllis Reed - Comprehensive Health & Physical Education
Colorado Department of Education

<http://www.cde.state.co.us/standardsandinstruction>

Big Picture

From its beginning, the District Sample Curriculum Project has had a singular focus: to build the capacity of teachers to use their content expertise and passion for student learning to create samples that support teaching to student mastery of the Colorado Academic Standards.



Colorado's District Sample Curriculum Project

Rationale/origins

From its beginnings, the field of educators across the state has been the force behind this project. This will continue to be the case as the project and its outcomes are:

- **Driven** by the field
- **Generated** by the field
- **Relevant** to the field

As the next step in standards support for the state, the project is oriented around three fundamental goals:

- **Facilitating successful** implementation of the CAS
- **Helping build** the capacity of Colorado educators to create curriculum materials based on the standards
- **Bringing together** Colorado's educators to create a variety of samples that reflect the diversity of our school districts

Colorado's District Sample Curriculum Project

Project phases and major outcomes

Phase One (**Completed-Fall 2012**):

- Colorado educators work together in grade level and content area teams to engage in process of translating Colorado Academic Standards into curriculum samples
- Educators create unit overview samples based on the CAS for all subjects and grades
- Standards and Instructional Support team produces Process Guide for creating unit overviews

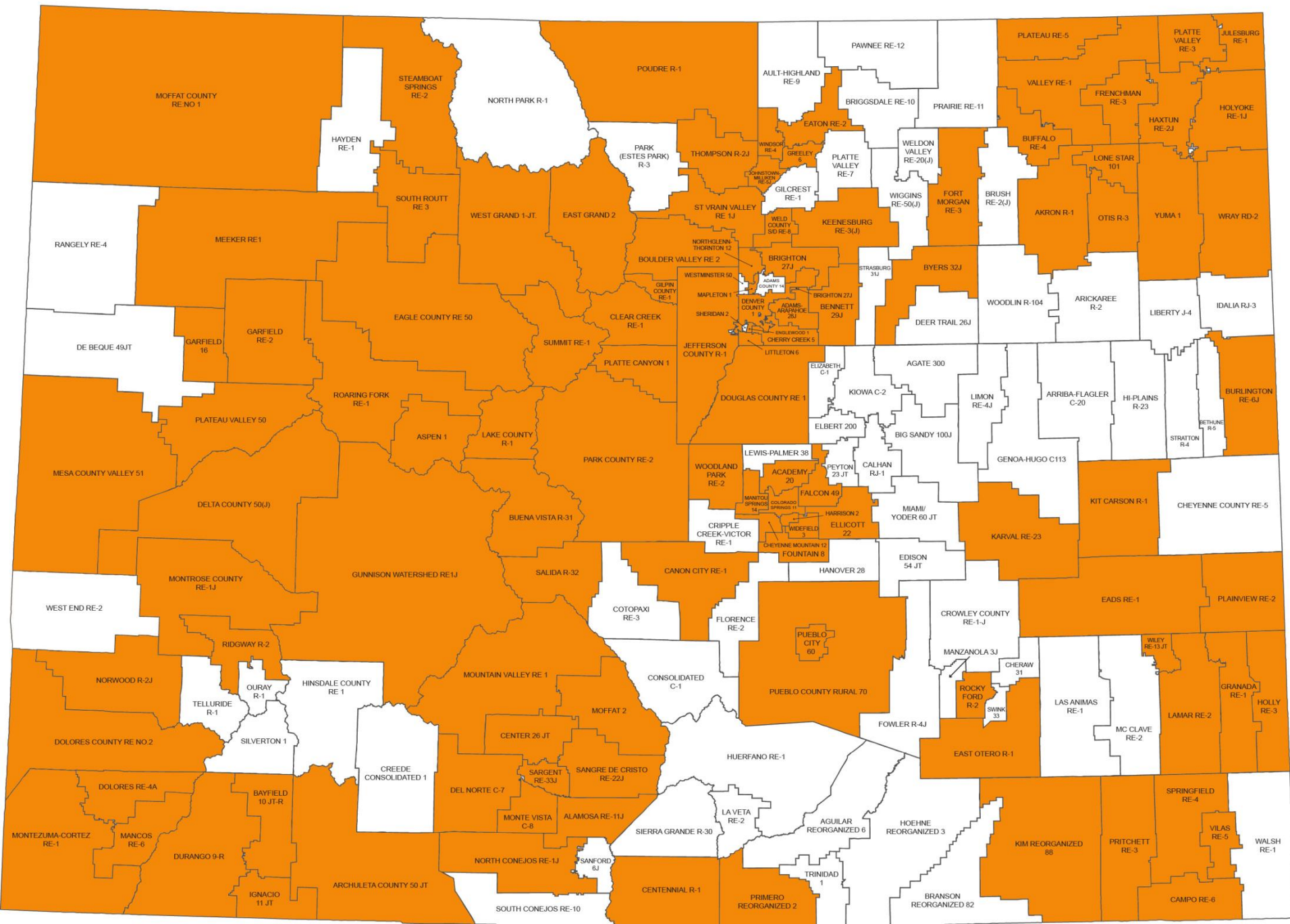
Phase Two (**Completed-Spring 2013**):

- Standards and Instructional Support team conducts area workshops across the state to build capacity around the process and products associated with the Project
- Hundreds of Colorado educators participate and begin process of adapting/modifying existing samples and/or creating their own unit overviews

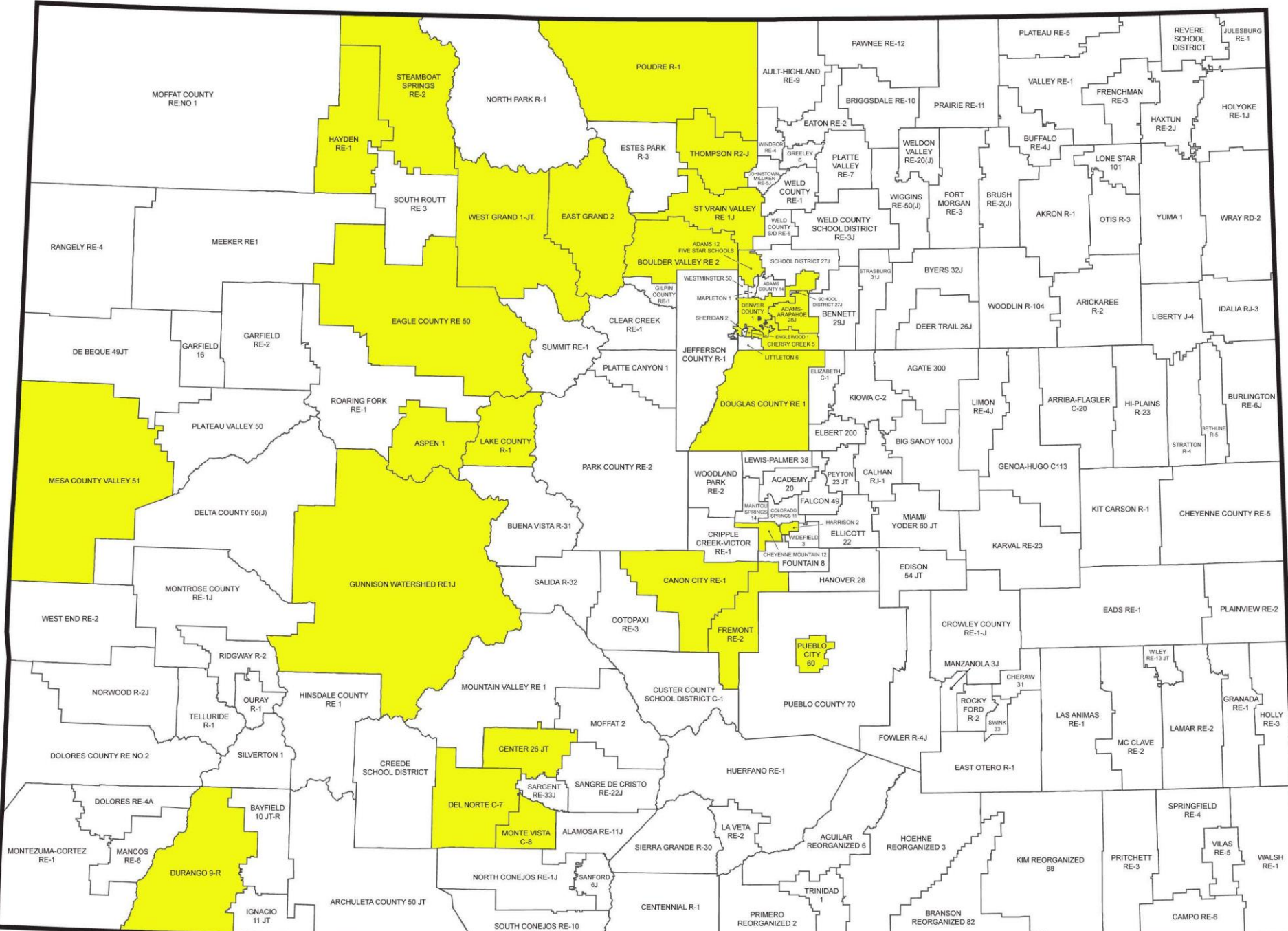
Phase Three (**Completed-Fall 2013-Winter 2014**):

- Colorado educators create full instructional units for all subjects and grades based on select unit overviews created during Phase One

Colorado School District & Region Map



Comprehensive Health and Physical Education School District Involvement



**Curriculum Development Course at a Glance
Planning for High School Comprehensive Health**

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

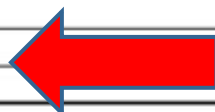
Self-Direction: *Own Your Learning*

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
Happy is the New Healthy	3 weeks	1
Stress Management	1 week	2
Suicide Prevention (Positive Choices and Options)	1 week	3
Nutrition	3 weeks	4
It's All About Safety	1 week	5
Alcohol, Tobacco, and Other Drugs	3 weeks	6
"The Golden Rule"	3 weeks	7
Personal Choices	3 weeks	8




Curriculum Overviews

- What does the overview “do” and what does it leave to be done?
- Possible sequences for standards (course/year) for districts to use in curriculum work-as they see fit
- Foundation for next phase of the DSCP

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

Unit Title	Happy is the New Healthy		Length of Unit	3 weeks
Focusing Lens(es)	Advocacy (self and others) 	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.3-GLE.1, CH09-GR.HS-S.3-GLE.2, CH09-GR.HS-S.3-GLE.3 CH09-GR.HS-S.4-GLE.6	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is self-advocating for mental health just as important as for physical health? (CH09-GR.HS-S.3-GLE.1) How could positive or negative mental health affect other areas of your health? (CH09-GR.HS-S.3-GLE.1)  How can my mental health affect the people around me? (CH09-GR.HS-S.3-GLE.1) 			
Unit Strands	Emotional and Social Wellness, Prevention and Risk Management			
Concepts	Credible Resources, Goal Setting, Self-advocacy, Decision-making, Communication Skills, Inter-personal Communication, Stress Management, Respect, Diversity,			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1)and(CH09-GR.HS-S.4-GLE.6-EO.c) 	What are effective communication skills when advocating for others? What types of mental and emotional problems require you to seek help?(CH09-GR.HS-S.3-GLE.1-EO.b,d)	Why are effective communication skills important when seeking help? Why should I care about mental and emotional health of others?
The access to credible resources and support systems may help decrease mental and emotional distress.(CH09-GR.HS-S.4-GLE.6-EO.c;RA.1;N.1)and(CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d)	How do you determine the credibility and reliability of specific resources?	What does a strong support system look like? (CH09-GR.HS-S.4-GLE.6-EO.a,b,c-RA.1-N.1) What credible resources should I use to make decisions about my health?
The ability to plan and set realistic goals can enhance a person’s sense of wellbeing(CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1)	What is the difference between a long-term and short-term goal? (CH09-GR.HS-S.3-GLE.2) What is a clear and attainable goal? What are smart goals?	How can planning affect my future? (CH09-GR.HS-S.3-GLE.2;IQ.1) How are dreams different than goals? How do smart goals help me improve overall health?

Curriculum Development Overview
Unit Planning for High School Comprehensive Health

Respect for diversity will create a positive school environment supportive of pro-social behavior. (CH09-GR.HS-S.3-GLE.3-EO.b,c)	What is diversity? What does a positive school environment look like?	How do I form my personal values? What if I found out my best friend was involved in something I believe was not right? (CH09-GR.HS-S.3-GLE.3;IQ.3) Why is it so hard to stand up on behalf of others? (CH09-GR.HS-S.3-GLE.3;IQ.1)
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Self-advocating skills for overall health and wellness (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1) Credible resources and support systems for mental and emotional problems and violent behavior (CH09-GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) (CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) Positive goal setting techniques (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) Pro-social behavior and diversity in a school environment (CH09-GR.HS-S.3-GLE.3-EO.b,c) Causes, symptoms and effects of depressions and anxiety (CH09-GR.HS-S.3-GLE.1-EO.d) Signs and symptoms of self harm or harm to others (CH09-GR.HS-S.4-GLE.6-EO.a;N.1) 	<ul style="list-style-type: none"> Describe self-advocacy skills to maintain and improve overall health and wellness (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1) Identify credible resources and support systems for mental and emotional problems and violent behavior (CH09-GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and(CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) Set positive personal goals for improved overall mental and emotional health (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) Express examples of pro-social behavior as t is related to diversity (CH09-GR.HS-S.3-GLE.3-EO.b,c) Analyze the causes, systems and effects of depression and anxiety (CH09-GR.HS-S.3-GLE.1-EO.d) Discuss signs and symptoms of self harm or harm to others (CH09-GR.HS-S.4-GLE.6-EO.a;N.1)

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.”*

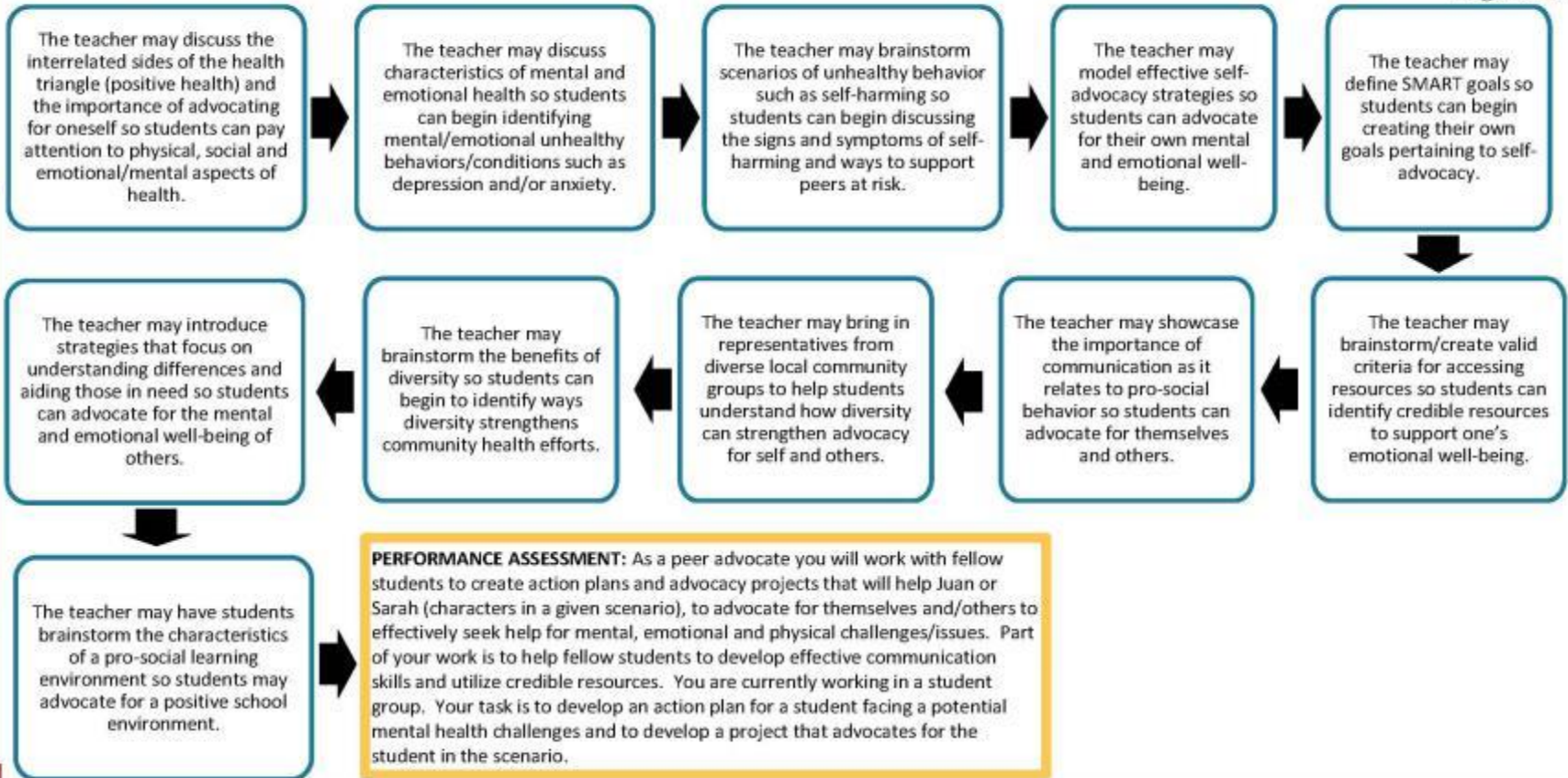
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will have the knowledge to advocate for the maintenance and improvement of positive mental and emotional health for self and others which can lead to lifelong wellness.</i>
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Academic Vocabulary:	Diversity, Respect, Support Systems, Resources, Goal Setting, Decision-making, Communication Skills, Inter-personal Communication, Stress Management, Emotions, Stress, Violence
Technical Vocabulary:	Depression, Anxiety, Self-harm, Mental Health, Self-advocacy, Advocacy

“Unit Tour”

Instructional Unit Title: Happy is the New Healthy

Comprehensive Health
High School



This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

Date Posted: March 31, 2014.

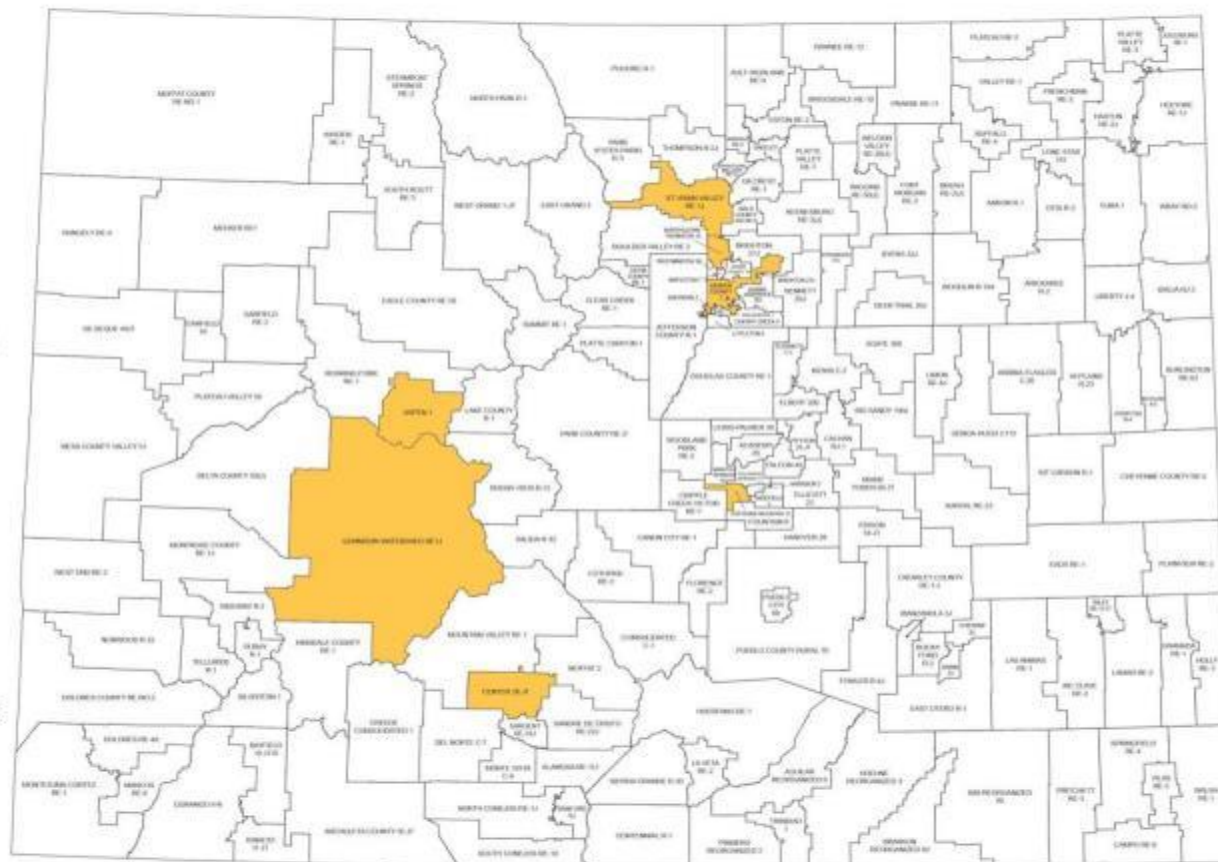
Unit Title: Happy is the New Healthy

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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

Unit Description:	This unit focuses on mental/emotional wellness with an emphasis on advocacy. Across the unit's 3-4 week duration, students will define various issues of mental/emotional health (depression, anxiety and self-harm), in order to familiarize themselves with a multitude of resources to support mental/emotional health, and improve communication skills to meaningfully advocate for mental/emotional health on behalf of themselves and others. Additionally, students will leave with an understanding of the impact diversity and respect play in creating a more positive environment within their school.
Considerations:	High school students should have a working knowledge of the health triangle consisting of the components of physical, mental/emotional and social health. Additionally, students should be able to make connections of these components to their own life experiences and how personal choices impact the health and well-being of other people in their lives.
Unit Generalizations	
Key Generalization:	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues
Supporting Generalizations:	The access to credible resources and support systems may help decrease mental and emotional distress
	Respect for diversity will create a positive school environment supportive of pro-social behavior
	The ability to plan and set realistic goals can enhance a person's sense of wellbeing

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Advocacy for self and others requires effective communication skills, knowledge of credible resources, and allows one to effectively seek help for mental, emotional, and physical challenges/issues
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>As a peer advocate you will work with fellow students to create action plans and advocacy projects that will help Juan or Sarah (characters in a given scenario), to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues. Part of your work is to help fellow students to develop effective communication skills and utilize credible resources. You are currently working in a student group. Your task is to develop an action plan for a student facing a potential mental health challenges and to develop a project that advocates for the student in the scenario.</p> <p>Scenarios:</p> <p>Juan is being harassed in the locker room by a group of older boys. He isn't completing assignments. He isn't doing the things he used to. He quit the basketball team that he used to love. His attendance at school is quickly dropping.</p> <p>Sarah has been shunned for no reason by a group of popular girls. She sits by herself at lunch and has stopped attending key club meetings. She looks like she has been crying daily and has no interest in her appearance. Other girls have been posting negative comments on social network sites. You notice cuts on her arm, and that she often wears long sleeves, even though it is warm outside.</p>
Product/Evidence: (Expected product from students)	<p>Students will create an action plan and an advocacy project for one of the scenarios. Their responses will address the following questions:</p> <ul style="list-style-type: none"> • What does the scenario tell you about Juan or Sarah's mental health? • What are 4 resources available for Juan or Sarah to seek support? • What is a SMART goal that would help Juan or Sarah improve his/her situation, and what are the steps needed to reach that goal? Include a strategy to reduce stress? • What could they do as a classmate to help reduce the occurrence of this happening in the future? • How can they advocate on behalf of the student regarding mental health?

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple modes for student expression)	<p>Students' final advocacy projects may take the form of:</p> <ul style="list-style-type: none"> • A 90 second video speech • PowerPoint, Prezi, Haiku Deck • Written speech, letter • Brochure • Website • Movie Maker, iMovie, PowToones
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Mental Health Information for Teens</i> - Karen Belliner (Lexile band 960-1115) <i>The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry-</i> Lisa M. Schab, LCSW (Lexile band 960-1115) <i>Beyond the Blues: A Workbook to Help Teens Overcome Depression-</i> Lisa M. Schab, LCSW (Lexile band 960-1115)</p>	<p><i>Dear Bully</i> - Carrie Jones & Megan Helley Hall (850 Lexile level) <i>Burned</i> - P.C. Cast & Kristin Cast (790 Lexile level) <i>Impulse</i> - Steven Gould (HL730 Lexile level) <i>Cut</i> - Patricia McCormich (660 Lexile level) <i>The Pinballs</i> - Betsy Byars (600 Lexile level) <i>Thirteen Reasons Why-</i> Jay Asher (550 Lexile level)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a social scientist or psychologist – Analyzing and interpreting behavior, finding root causes, and providing supporting evidence	Teacher Resources:	http://owl.english.purdue.edu/owl/section/2/8/ (Research protocol tool)
	Skills:	Analyze behavior to identify mental and emotional health	Student Resources:	http://owl.english.purdue.edu/owl/section/2/8/ (Research protocol tool)
	Assessment:			Students maintain a journal documenting the signs and symptoms of mental and emotional health.
2.	Description:	Think/work like a social scientist or psychologist – Identifying strategies and advocating for self and others for positive mental and emotional health	Teacher Resources:	http://socialhealthadvocates.com/health-advocate-health-advocate-do/ (Health advocacy strategies)
	Skills:	Utilizing strategies and advocating for positive personal mental health	Student Resources:	http://www.elementsbehavioralhealth.com/mental-health/how-to-promote-good-mental-health/ (Positive mental health strategies) http://www.goodtherapy.org/therapy-for-self-esteem.html (Self-esteem and mental health strategies)
	Assessment:			Students will maintain a journal documenting the positive benefits of stress reducing strategies.

Colorado Teacher-Authored Sample Instructional Unit




3.	Description:	Think/work like a social scientist or psychologist – Analyzing group behavior related to pro-social environments	Teacher Resources:	www.stopbullying.gov (Anti-bullying training strategies, US Dpt of Health & Human Services)
			Student Resources:	www.stopbullying.gov (Anti-bullying training strategies, US Dpt of Health & Human Services)
	Skills:	Advocating for others to create positive pro-social environments	Assessment:	Students will create a word-wall or class wordle of behaviors that promote pro-social environments.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of basic research techniques and of the relationship between mental/emotion, social, and physical health (The Health Triangle). Thus, there are no learning experiences that introduce this knowledge or these definitions. Teachers may, however, wish to revisit/reinforce these understandings at the beginning of the unit.

Learning Experience # 1

The teacher may discuss the interrelated sides of the health triangle (positive health) and the importance of advocating for oneself so students can pay attention to physical, social and emotional/mental aspects of health.

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues	
Teacher Resources:	 http://www.healthtriangle.org (Health Triangle components) http://studenthealth.uaa.alaska.edu/YourMentalHealth/Seclb.htm (10 characteristics of a mentally healthy person) http://www.helpguide.org/mental/mental_emotional_health.htm (Strategies and tips for good mental health)	
Student Resources:	 http://www.healthtriangle.org (Health Triangle components) http://www.thehealthcenter.info/teen-depression/ (Signs, causes and treatment for depression) http://kidshealth.org/teen/your_mind/best_self/understand-emotions.html (Understanding your emotions) http://www.safmh.org.za/healthy.html (24 characteristics of mentally healthy people)	
Assessment:	 Students will create the health triangle and identify 2 positive impacts on each side that connect to their own life. (e.g., poster, collage).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.gsu.edu/~wwwche/HealthTriangle.ppt (Health triangle resource)	Students may use the health triangle resource/template to create one positive impact (physical, emotional, mental) for each level of the triangle
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> Self-advocacy as it pertains to overall health and wellness
Key Skills:	<ul style="list-style-type: none"> Describe self-advocacy skills to maintain and improve overall health and wellness
Critical Language:	Advocacy, self-advocacy, health, wellness, mental/emotional health, interrelatedness, health triangle, paramount need

Learning Experience # 2

The teacher may discuss characteristics of mental and emotional health so students can begin identifying mental/emotional unhealthy behaviors/conditions such as depression and/or anxiety.

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues	
Teacher Resources:	http://www.adaa.org/understanding-anxiety/depression (Characteristics of anxiety and depression) http://www.webmd.com/anxiety-panic/guide/is-really-depression (Anxiety and panic disorders) http://www.mayoclinic.com/health/depression-and-exercise/MH00043 (Exercise techniques for improving depression & anxiety) http://www.psychologytoday.com/articles/200310/anxiety-and-depression-together (Articles on anxiety and depression research)	
Student Resources:	http://www.kidshealth.org (Articles on teen emotional and mental wellness) http://www.healthcentral.com (Teen depression) http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Articles and statistics pertaining to different types of depression)	
Assessment:	Students will identify 5 symptoms of depression and 5 symptoms of anxiety (e.g., exit ticket, pair share).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Articles and statistics pertaining to different types of depression)	Students may construct an exit ticket with 3-5 symptoms of both depression and anxiety Students may work with a student partner to identify 3-5 symptoms of both depression and anxiety
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.educationoasis.com/curriculum/GO/GO_pdf/character_traits_wordbank.pdf (Character analysis template)	Students may choose a character from a work of fiction and describe how this character expresses symptoms of depression and or anxiety
Critical Content:	<ul style="list-style-type: none"> Causes symptoms and effects of depression and anxiety 	
Key Skills:	<ul style="list-style-type: none"> Analyze the causes, symptoms and effects of depression and anxiety 	
Critical Language:	Advocacy, self-advocacy, health, wellness, mental/emotional health	

Your Turn to Create a Performance Assessment

- From the generalizations listed on page 3 of the unit, select the one you believe is the “key” generalization. ***A key generalization is the one your team believes is broad enough to describe the unit and develop into a performance assessment***
- The “key” generalization will be the one your group uses to develop a Performance assessment
- The two sections you will create will be the:
 - ***Stimulus Material – “You and your peers will”....***
 - ***Product Evidence – “Students will”...***

Family Guides to the Colorado Academic Standards

In partnership with the Colorado PTA, family and community guides to the Colorado Academic Standards for grades k-12 (in English and Spanish) have been created to help families and communities across Colorado better understand the goals and outcomes of the Colorado Academic Standards. - See more at:

They also provide overviews of the learning expectations for each of the ten content areas of the standards and offer examples of educational experiences that students may engage in, and that families could support, during the school year. - See more at:

<http://www.cde.state.co.us/standardsandinstruction/guidestostandards>



A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for eighth grade physical education and offers some possible learning experiences students may engage in during this school year.

Why Standards?

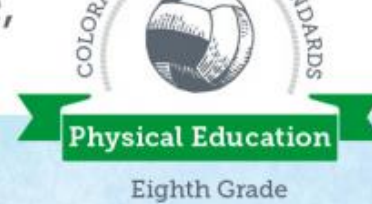
Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Physical Education for Middle Schools (6-8)

The physical education standards in grades six through twelve focus on enhancing health-related components of fitness and skill-related components of fitness and personal activity. In each grade, the standards ask students to refine various movement concepts, assess personal behaviors, connect fitness development to body systems, and utilize safety procedures during physical activities. Additionally, in the high school years, students are asked to develop personal fitness plans to reflect on benefits of committing to life-long health and wellness practices.

Family
Guides to
The Colorado
Academic
Standards

At the end of Eighth Grade,
students can...



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www.cde.state.co.us



www.copta.org

Physical Education Learning Expectations for Eighth Grade

Movement Competence and Understanding

- Demonstrate knowledge of principles and concepts for effective rhythmic motor development (dance, gymnastics).
- Apply game strategies to physical activities and sports.

Physical and Personal Wellness

- Connect personal, physiological, and fitness benefits to participation in a variety of physical activities.
- Evaluate personal responsibility in developing skills, acquiring knowledge, and achieving fitness.

Throughout the Eighth Grade, you may find students...

- Describing and demonstrating how movement skills learned in one physical activity can be transferred and used to help to learn another physical activity.
- Diagraming, explaining, and justifying offensive and defensive strategies in net/wall, target, invasion, and fielding/run-scoring games.
- Investigating the relationship between physical activity, nutrition, adequate rest and sleep, and weight management.
- Planning and implementing an extended personal physical fitness plan in collaboration with an instructor.
- Designing and participating in activities that will improve all components of health-related fitness.

Family
Guides to
The Colorado
Academic
Standards

More Work Continues

Phase IV of the District Sample Curriculum Project

Cross District work is currently underway:

- As districts are writing the remaining high school and 7th grade Comp Health units
- **This work should be completed during this summer 2015**

Next Steps

Student Learning Objectives Project

2015 – 2017

The District Sample Curriculum Project will combine with Assessments and Educator Effectiveness to guide districts with the development of SLOs.

Sample Curriculum

- **District Sample Curriculum Project (DSCP)**
 - <http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject>
- **Resources**
 - **All instructional unit samples & Process Guides**
<http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>



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Office of Standards
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