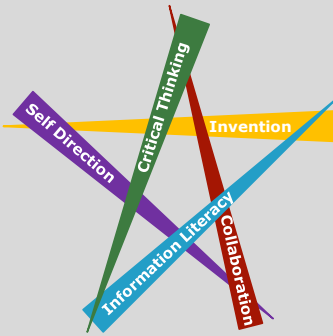


**Curriculum Development Course at a Glance
Planning For 5th Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	5 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Demonstrate the ability to engage in healthy eating behaviors	CH09-GR.5-S.2-GLE.1	
	2. Explain the structure, function, and major parts of the human reproductive system	CH09-GR.5-S.2-GLE.2	
	3. Describe the physical, social, and emotional changes occurring at puberty	CH09-GR.5-S.2-GLE.3	
	4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness	CH09-GR.5-S.2-GLE.4	
	5. Comprehend concepts, and identify strategies to prevent the transmission of disease	CH09-GR.5-S.2-GLE.5	
3. Emotional and Social Wellness	1. Analyze internal and external factors that influence mental and emotional health	CH09-GR.5-S.3-GLE.1	
4. Prevention and Risk Management	1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs	CH09-GR.5-S.4-GLE.1	
	2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying	CH09-GR.5-S.4-GLE.2	
	3. Demonstrate basic first aid and safety procedures	CH09-GR.5-S.4-GLE.3	

Colorado 21st Century Skills



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

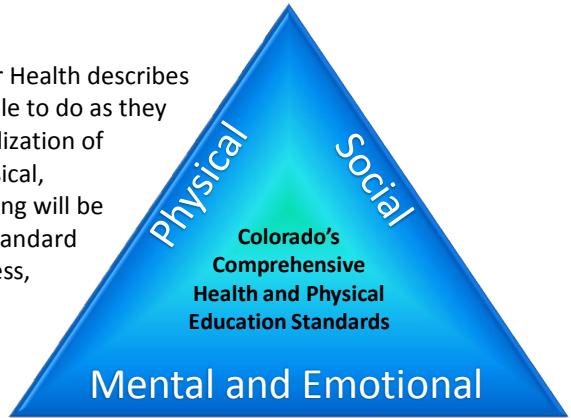
Information Literacy: *Untangling the Web*

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
My Emotions are My Own	Teacher's Discretion	1
I Choose To Be Healthy	Teacher's Discretion	2
Tobacco, Alcohol and Prescription Drug Use	Teacher's Discretion	3
Safety	Teacher's Discretion	4
Bullies are Not Ok	Teacher's Discretion	5
Human Reproduction	Teacher's Discretion	6

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

Unit Title	I Choose To Be Healthy		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Decision making	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.2-GLE.1, CH09-GR.5-S.2-GLE.4, CH09-GR.5-S.2-GLE.5	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does the media influence Americans' decision making about food choices? .(CH09-GR.5-S.2–GLE.1–EO.a, b, c) • What would happen if the school only served hotdogs and desserts to students? (CH09-GR.5-S.2–GLE.1- EO. a,e) • Who are the trusted adults you rely on to discuss health concerns? (CH09-GR.5-S.2-GLE.5) 			
Unit Strands	Physical and Personal Wellness and Health			
Concepts	Choices, Decision making, Variety, Alternatives, Systems, Goals, Systems, Resources, Health, Support			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decisions to choose healthy foods leads to the enhancement of the body's systems and growth.(CH09-GR.5-S.2-GLE.1-EO.a,b,c,e;RA.1;N.1)	What makes a food healthy?	What are some of the most nutritional foods you eat? (CH09-GR.5-S.2-GLE.1-EO.c,e ;IQ.2)
Various support systems (families, physicians, health teachers, etc) and resources can provide options for healthy eating. (CH09-GR.5-S.2-GLE.4-EO.a,b;IQ.2;RA.1;N.1,2)and(CH09-GR.5-S.2-GLE.1-EO.a)	What support systems and resources may be available for gaining knowledge of healthy eating behaviors?	How do eating habits change based on your social situation?
Healthy food guidelines can facilitate decisions for setting goals, making appropriate choices and improving overall nutrition. (CH09-GR.5-S.2-GLE.1-EO.b,c,d,e;RA.1;N.1)	What are the federal nutrition standards and guidelines, and where can they be found?	Why do people tend to eat too much sugar, fat and salt?
Positive decision making when choosing food alternatives helps a person maintain a balanced diet and healthy weight. (CH09-GR.5-S.2-GLE.1-EO.b,c,e;RA.1;N.1)	What elements should be considered when setting goals for maintaining a healthy weight	What type of healthy foods are options when eating at a fast food establishments?
Parents and health care providers are resources for information about communicable and non-communicable diseases and other health problems. (CH09-GR.5-S.2-GLE.4-EO.a,b)and (CH09-GR.5-S.2-GLE.5-EO.a)	What is the differentiation between diseases such as asthma, AIDS and epilepsy and other health problems?	Who do you rely on if you need to discuss health concerns?

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • appropriate eating behaviors (CH09-GR.5-S.2-GLE.1-EO.a;IQ.1;RA.1,2;N.1) Ex. Drink eight 8oz glasses of water and at least five servings of fruits and vegetables daily. • healthy and unhealthy food choices (CH09-GR.5-S.2-GLE.1-EO.b,c,e,f;IQ.2,3,4;RA.2,3) • federal nutrition standards and guidelines (CH09-GR.5-S.2-GLE.1-EO.d;IQ.4) • signs and symptoms of disordered eating and eating disorders (CH09-GR.5-S.2-GLE.1-EO.g;N.1) • valid Health resources for health concerns and problems(CH09-GR.5-S.2-GLE.4-EO.a;IQ.1,2;RA.2;N.2) • reliable health and nutritional sources (CH09-GR.5-S.2-GLE.4-EO.b;RA.1,2;N.1,2) • differentiation between communicable and non-communicable diseases (CH09-GR.5-S.2-GLE.5-EO.a) 	<ul style="list-style-type: none"> • identify eating behaviors that contribute to maintaining good health (CH09-GR.5-S.2-GLE.1-EO.a;IQ.1,2,4;RA.1,2;N.1) • create a goal for improving food choices (CH09-GR.5-S.2-GLE.1-EO.b;RA.1;N.1) • use current federal nutrition standards and guidelines to plan healthy meals and snacks (CH09-GR.5-S.2-GLE.1-EO.d ;IQ.4) • identify and select healthy from unhealthy foods (CH09-GR.5-S.2-GLE.1-EO.b,c,e;IQ.2,3,4;RA.2,3;N.1) • request foods that are more nutritious (CH09-GR.5-S.2-GLE.1-EO.b,c,d,e,f;RA.1,2;N.1) • analyze the difference between disordered eating and eating disorders (CH09-GR.5-S.2-GLE.1 -EO.g;N.1) • demonstrate appropriate ways to talk to someone such as a parent or health care provider about personal health problems, issues, and concerns (CH09-GR.5-S.2-GLE.4-EO.b;IQ.1,2;RA.1,2;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 develop effective decision making skills to make healthy food choices that will support positive lifelong eating behaviors.</i></p>
<p>Academic Vocabulary:</p>	<p>Commitment, Standards, Analyze, Goals, Choices, Variety, Alternatives, Systems, Decision-making, Health, Unhealthy, Support, Resources</p>
<p>Technical Vocabulary:</p>	<p>Eating disorders, Nutritional Guidelines, Nutrition</p>

**Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health**

Unit Title	Human Reproduction		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Functions	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.2-GLE.2, CH09-GR.5-S.2-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to know the function of the reproductive system? (CH09-GR.5-S.2-GLE.2) What are hormones? (CH09-GR.5-S.2-GLE.2) Why does puberty begin and end at different ages for different people? (CH09-GR.5-S.2-GLE.3EO.a) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Functions, Relationships, Influence, System, Cycles, Emotions, Behavior, Practices, Reproduction/Procreation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Male and female reproductive systems accomplish different tasks in human procreation. (CH09-GR.5-S.2-GLE.2-EO.a)	How does the reproductive system relate to growth and development? (CH09-GR.5-S.2-GLE.2-EO.a;IQ.1)	How has your growth and development changed over the past year? (CH09-GR.5-S.2-GLE.2-EO.a;IQ.1)
The possibility for conception depends on the maturity of the female reproductive system indicated by the onset of the menstrual cycle. (CH09-GR.5-S.2-GLE.2-EO.b)	What does conception mean?	Does physical maturity correlate with emotional maturity?
Changes during puberty can often dramatically alter personal thoughts, emotions, growth patterns and behaviors. (CH09-GR.5-S.2-GLE.3-EO.d)	What are some changes that happen to your body during puberty?	Why are some aspects of puberty “embarrassing”? (CH09-GR.5-S.2-GLE.3-EO.d;IQ.1)

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> The anatomy of the reproductive system (CH09-GR.5-S.2-GLE.2-EO.a) The development of a fetus during pregnancy (CH09-GR.5-S.2-GLE.2-EO.c) The variances and factors of puberty (CH09-GR.5-S.2-GLE.3-EO.a) The health care products affect personal hygiene (CH09-GR.5-S.2-GLE.3-EO.c) 	<ul style="list-style-type: none"> Identify the structures in the reproductive systems for males and females. (CH09-GR.5-S.2-GLE.2-EO.a) Explain fertilization and development of the embryo and fetus. (CH09-GR.5-S.2-GLE.2-EO.c) Discuss aspects of puberty (CH09-GR.5-S.2-GLE.3-EO.a,b) Examine effective personal health care products (CH09-GR.5-S.2-GLE.3-EO.c)

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

<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 identify various aspects of puberty and understand the structures and functions of the reproductive systems.</i></p>
<p>Academic Vocabulary:</p>	<p>Functions, Relationships, Influence, System, Cycles, Emotions, Behavior, Practices</p>
<p>Technical Vocabulary:</p>	<p>Reproduction, Puberty, Embryo, Fetus, Menstrual cycle, Hygiene</p>

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

Unit Title	My Emotions and Feelings are My Own		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Influences	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> What are the influences that affect your emotions? (CH09-GR.5-S.3-GLE.1) How can stress be both positive and negative? (CH09-GR.5-S.3-GLE.1) 			
Unit Strands	Emotional and Social Wellness			
Concepts	Influences, Media, Emotions, Feelings, Society, Health, Control			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Media often portray appropriate and inappropriate forms of emotional response and expression. (CH09-GR.5-S.3-GLE.1-EO.a)	What are some examples of both appropriate and inappropriate media portrayals of feelings and emotions? (CH09-GR.5-S.3-GLE.1-EO.b;IQ.3)	How do the media affect your own emotions?
Families and society can often influence individuals' understanding of and care for mental and emotional health. (CH09-GR.5-S.3-GLE.1-EO.c)	In what ways can others affect how you feel? (CH09-GR.5-S.3-GLE.1-EO.c;IQ.1)	How do you control your emotions? (CH09-GR.5-S.3-GLE.1-EO.c;IQ.2)
Hobbies, social interactions, artistic endeavors, and other creative activities often provide healthy outlets for lessening or responding to stress. (CH09-GR.5-S.3-GLE.1-RA.2)	How can positive or negative stress affect your emotions?	How do you relieve stress?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Influences of society, families and peers on emotions and feelings (CH09-GR.5-S.3-GLE.1-EO.a,c) 	<ul style="list-style-type: none"> Identify influences in a person's life. (CH09-GR.5-S.3-GLE.1-EO.a,c)

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

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 can identify and explain my emotions and feelings and the effects society has on them.

Academic Vocabulary:

Influences, Emotions, Feelings, Society, Health, Control

Technical Vocabulary:

Stress, Media

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

Unit Title	Tobacco, Alcohol and Prescription Drug Use		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Prevention	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the best preventative measures a teenager can take when peers are pressuring he/she to smoke, drink or use other drugs? (CH09-GR.5-S.4-GLE.1-EO.c) • If adults can legally drink alcohol, how can it be dangerous? (CH09-GR.5-S.4-GLE.1-IQ.6) • How does advertising influence tobacco and alcohol use? (CH09-GR.5-S.4-GLE.1-IQ.1) 			
Unit Strands	Prevention and Risk Management			
Concepts	Danger, Effects, Exposure, Ability, Beliefs, Information, Sources, Use, Safeguards			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Exposure to second-hand smoke over long periods of time may have negative effects on the body. (CH09-GR.5-S.4-GLE.1-EO.b)	What are the effects on the body from tobacco use or exposure to second-hand smoke? (CH09-GR.5-S.4-GLE.1-EO.a,b)	What would you say to someone who was exposing you to second-hand smoke? (CH09-GR.5-S.4-GLE.1-EO.a;IQ.3)
Increasingly dramatic and vivid resources provide extensive information and visual representations of the dangers of tobacco use (CH09-GR.5-S.4-GLE.1-EO.a)	Where would a person obtain reliable information about the effects of tobacco use?	Who influences your decisions about tobacco use? (CH09-GR.5-S.4-GLE.1-EO.a,c;IQ.4)
Tobacco, alcohol or drug use may significantly impair an individual's ability to exercise or play sports (CH09-GR.5-S.4-GLE.1-EO.b,d;IQ.3,6)	Are tobacco, alcohol and drugs ever safe for the body?	What effects have tobacco, alcohol or drugs have on people in your life?
Safeguards created by the medical community provide detailed information regarding the appropriate use of over-the-counter and prescription drugs (CH09-GR.5-S.4-GLE.1-EO.a;N.1,2)	What are the most common over-the-counter drugs people may use?	How may prescription drugs be safer than over-the-counter drugs?

Curriculum Development Overview
Unit Planning for 5th 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 tobacco use and second-hand smoke (CH09-GR.5-S.4-GLE.1-EO.b) • Sources of accurate information about tobacco, alcohol and drug use (CH09-GR.5-S.4-GLE.1) • Sources of accurate information about tobacco, alcohol and drug use (CH09-GR.5-S.4-GLE.1) • Media influences (CH09-GR.5-S.4-GLE.1-IQ.1) 	<ul style="list-style-type: none"> • Examine the effect of tobacco, alcohol, over-the-counter and prescription drugs. (CH09-GR.5-S.4-GLE.1) • Identify sources of accurate information about tobacco, alcohol and drug use (CH09-GR.5-S.4-GLE.1) • Demonstrate Sources of accurate information about tobacco, alcohol and drug use (CH09-GR.5-S.4-GLE.1) • Analyze media influence pertaining to tobacco and drug use. (CH09-GR.5-S.4-GLE.1-IQ.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 can obtain sources of accurate information pertaining to the effects of alcohol, tobacco, over-the-counter and prescription drugs.</i>
Academic Vocabulary:	Danger, Effects, Exposure, Identification, Ability, Beliefs, Information, Sources, Advertising
Technical Vocabulary:	Prescriptions, Second-hand Smoke,

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

Unit Title	Bullies are Not Ok		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Consequences	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the consequences of bullying? (CH09-GR.5-S.4-GLE.2-EO.b) • How do people become prejudiced? (CH09-GR.5-S.4-GLE.2-IQ.7) 			
Unit Strands	Prevention and Risk Management			
Concepts	Behaviors, Prevention, Influence, Communication, Consequences, Factors, Differences, Violence, Community, Safety			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Short term and long term consequences from bullying result from the lack of respect for or intolerance of differences (CH09-GR.5-S.4-GLE.2-EO.b)	Why is it important to report incidences of bullying? (CH09-GR.5-S.4-GLE.2-EO.b;IQ.3)	How would you respond if you were being bullied?
Positive communication about violence prevention provides the foundation for establishing and maintaining a safe school and/or community. (CH09-GR.5-S.4-GLE.2-EO.d)	How does pro-social behavior improve communication and reduce bullying, fighting and other violence?	What experiences have you had when you did not feel safe?
Various personal and interpersonal factors influence an individual's choices around violent and non-violent behavior. (CH09-GR.5-S.4-GLE.2-EO.a)	What are some examples of violent or non-violent behavior? (CH09-GR.5-S.4-GLE.2-EO.a;IQ.1)	Why do people become violent? (CH09-GR.5-S.4-GLE.2-EO.a;IQ.1)

Curriculum Development Overview
Unit Planning for 5th 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 violent and non-violent behaviors. (CH09-GR.5-S.4-GLE.2-EO.a) • Short-term and long-term consequences of bullying • Qualities of pro-social behavior (CH09-GR.5-S.4-GLE.2-EO.c) • Violence prevention (CH09-GR.5-S.4-GLE.2-EO.d) 	<ul style="list-style-type: none"> • Describe the difference between violent and non-violent behavior. (CH09-GR.5-S.4-GLE.2-EO.a) • Provide examples of bullying prevention (CH09-GR.5-S.4-GLE.2-EO.d) • Identify the difference between bullying and aggression (CH09-GR.5-S.4-GLE.2-EO.a;IQ.2) • Discuss the effects culture, media and society influence violent and non-violent behavior. (CH09-GR.5-S.4-GLE.2-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 be able to improve my communication skills and develop pro-social behavior by demonstrating positive alternatives to violent and non-violent actions such as bullying, teasing and aggression.</i>
Academic Vocabulary:	Behaviors, Prevention, Influence, Communication, Consequences, Factors, Differences, Violence, Community, Safety
Technical Vocabulary:	Bullying, Pro-social, Prejudice

Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health

Unit Title	Safety		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Risk	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the risks of injury from animal and insect bites? (CH09-GR.5-S.4-GLE.3-EO.a) • Why is it important to know proper use of household products? (CH09-GR.5-S.4-GLE.3-EO.b) 			
Unit Strands	Prevention and Risk Management			
Concepts	Risk, Prevention, Procedures, Decision-making, Resources, Emergencies, Skill, Risk			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Adherence to basic safety and first aid procedures significantly reduce injury risks (CH09-GR.5-S.4-GLE.3-EO.a)	What are some risks people take that may result in injury?	When have you taken a risk that resulted in an injury?
Resources such as 911 or poison control may provide the most effective medical assistance in emergencies. . (CH09-GR.5-S.4-GLE.3-EO.c;RA.3)	What information would a person need to provide to 911 in order to provide assistance in an emergency?	Why do communities need 911 and poison control centers?
Positive decision-making skills assist in the prevention of injuries. (CH09-GR.5-S.4-GLE.3-EO.d)	How do individuals learn lifelong skills to prevent injuries?	How would the decision to not swim alone, reduce the risk of injury?
Basic first aid training provides lifelong skills that allow individuals to respond to and take action during emergency situations. (CH09-GR.5-S.4-GLE.3-EO.c;N.1)	What are examples of basic first aid procedures?	What type of first aid have you ever provided in an emergency situation?

**Curriculum Development Overview
Unit Planning for 5th Grade Comprehensive Health**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Resources such as 911 and poison control (CH09-GR.5-S.4-GLE.3-EO.c;RA.3) • Decision-making skills (CH09-GR.5-S.4-GLE.3-EO.d) • Basic first aid (CH09-GR.5-S.4-GLE.3-EO.c;RA.1) <p>1. Risks of injuries (CH09-GR.5-S.4-GLE.3-EO.a)</p>	<ul style="list-style-type: none"> • Demonstrate how to communicate with 911 and poison control (CH09-GR.5-S.4-GLE.3-EO.c;RA.3) • Identify positive decision-making skills • Provide examples of basic first procedures (CH09-GR.5-S.4-GLE.3-EO.c;RA.1) • Explain procedures to reduce the risk of injuries (CH09-GR.5-S.4-GLE.3-EO.a)

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 skills to render first aid and contact 911 and poison control in emergency situations.</i>
Academic Vocabulary:	Risk, Prevention, Procedures, Decision-making, Resources, Emergencies, Skill
Technical Vocabulary:	First-Aid, 911, Poison control,