

Colorado Standards

1. HEALTH EDUCATION 9-12

1.1. Physical and Personal Wellness in Health

1.1.1. Standard 2, GLE 1: Analyze the benefits of a healthy diet and the consequences of an unhealthy diet

1.1.1.1. a. Use nutritional evidence to describe a healthy diet and an unhealthy diet

1.1.1.2. b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis

1.1.1.3. c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs

1.1.1.4. d. Explain the effects of disordered eating and eating disorders on healthy growth and development

1.1.1.5. Inquiry Questions

1.1.1.5.1. 2: If everyone had a healthy diet, how would diseases be impacted?

1.1.1.6. Relevance and Application

1.1.1.6.1. 2: Restaurants and food companies respond to concerns among consumers about healthful food choices, and create menus and products to address those concerns.

1.1.1.7. Nature of Health

1.1.1.7.1. 1: Healthful living requires an individual to act on available information about good nutrition, even it means breaking comfortable habits.

1.1.2. Standard 2, GLE 2: Analyze how family, peers, media, culture, and technology influence healthy eating choices

1.1.2.1. a. Analyze advertising claims for nutrition supplements and weight-loss products

1.1.2.2. b. Analyze how family, peers, and the media influence food choices

1.1.2.3. c. Analyze the influence of media on the selection of products and services related to weight management

1.1.2.4. d. Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior

1.1.2.5. Inquiry Questions

1.1.2.5.1. 1. What might a media campaign to promote healthy eating look like?

- 1.1.2.5.2. 2. If there were no food advertising, how might your diet be different?
 - 1.1.2.5.3. 5. How can personal economics influence food choices?
 - 1.1.2.6. Relevance and Application
 - 1.1.2.6.1. 3. Food availability subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices.
 - 1.1.3.
 - 1.1.4. Standard 2: GLE 3: Demonstrate ways to take responsibility for healthy eating
 - 1.1.4.1. b. Use information on food labels to make healthy eating choices
 - 1.1.4.2. d. Set a goal to improve one's personal food choices that lead to a healthier diet
 - 1.1.4.3. Inquiry Questions
 - 1.1.4.3.1. 2: From a health perspective, how can you become a "wise" shopper?
 - 1.1.4.4. Relevance and Application
 - 1.1.4.4.1. 3: Specific diet plans found in popular magazines, books, Internet sites, and infomercials should be carefully evaluated for health benefits or consequences.
 - 1.1.4.5. Nature of Health
 - 1.1.4.5.1. 2: Healthy eating can influence physical, emotional, and mental health in a variety of positive ways
 - 1.1.5. Standard 2: GLE 6: Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly
 - 1.1.5.1. a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness
 - 1.1.5.2. Inquiry Questions
 - 1.1.5.2.1. 3: How does one's neighborhood impact one's health?
 - 1.1.5.3. Relevance and application
 - 1.1.5.3.1. 2: Socioeconomic status and educational attainment impact health.
 - 1.1.5.3.2. 4. Behavioral and environmental factors can contribute to major chronic diseases.
 - 1.1.5.4. Nature of Health
 - 1.1.5.4.1. 1. Quality of life is linked to our personal investment in health and wellness
- 1.2. Emotional and Social Wellness in Health
 - 1.2.1. Standard 2: GLE 1: Analyze the benefits of a healthy diet and the consequences of an unhealthy diet

- 1.2.1.1. c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs
- 1.2.1.2. Inquiry Questions
 - 1.2.1.2.1. 2. If everyone had a healthy diet, how would diseases be impacted?
- 1.2.1.3. Relevance and Application
 - 1.2.1.3.1. 2. Restaurants and food companies respond to concerns among consumers about healthful food choices, and create menus and products to address those concerns.
- 1.2.1.4. Nature of Health
 - 1.2.1.4.1. 1. Healthful living requires an individual to act on available information about good nutrition, even it means breaking comfortable habits.
- 1.2.2. Standard 3, GLE 2: Set goals, and monitor progress on attaining goals for future success
 - 1.2.2.1. a. Analyze why setting a personal goal contributes to mental and emotional wellness
 - 1.2.2.2. b. Define a clear, attainable personal goal
 - 1.2.2.3. Relevance and Application
 - 1.2.2.3.1. 1. Setting goals can influence a person's health.
 - 1.2.2.3.2. 2. Individual, family, school, and peer factors influence goal setting
 - 1.2.2.4. Nature of Health
 - 1.2.2.4.1. 1. The ability to plan and set realistic goals can lead to a sense of well being and positive mental health.
- 1.2.3. Standard 3, GLE 3: Advocate to improve or maintain positive mental and emotional health for self and others
 - 1.2.3.1. a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others
 - 1.2.3.2. b. Demonstrate support and respect for diversity
 - 1.2.3.3. Inquiry Questions
 - 1.2.3.3.1. 1. Why are some people embarrassed or afraid to speak up on behalf of others?
 - 1.2.3.3.2. 2. Why do we have biases?
 - 1.2.3.3.3. 3. What if I found out my best friend was involved in something I had been raised to believe was not right?

2. READING, WRITING, and COMMUNICATING 9-12

2.1. Oral Expression and Listening: Grade 9

2.1.1. Standard 1, GLE 2

- 2.1.1.1. a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
- 2.1.1.2. a.i. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
- 2.2. Oral Expression and Listening: Grade 10
 - 2.2.1. Standard 1, GLE 2
 - 2.2.1.1. a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
 - 2.2.1.2. a.viii. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)
 - 2.2.1.3. b. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)
- 2.3. Oral Expression and Listening: Grade 11
 - 2.3.1. Standard 1, GLE 2
 - 2.3.1.1. a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
 - 2.3.1.2. a.ii. Critique the accuracy, relevance, and organization of evidence of a presentation
 - 2.3.1.3. a.iii. Evaluate effectiveness of oral delivery techniques
 - 2.3.1.4. a.iv. Listen critically to evaluate the overall effectiveness of the presentation
 - 2.3.1.5. a.v. Analyze the resources cited for validity
 - 2.3.1.6. a.vi. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional

information or research is required to deepen the investigation or complete the task. (CCSS: SL.11- 12.1b)

2.3.1.7. b. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11- 12.2)

2.3.1.8. c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)

2.4. Oral Expression and Listening: Grade 12

2.4.1. Standard 1, GLE 2

2.4.1.1. b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

3. SCIENCE 9-12

3.1. Life Science

3.1.1. Standard 2, GLE 1

3.1.1.1. a. Analyze how energy flows through trophic levels

3.1.1.2. b. Evaluate the potential ecological impacts of a plant-based or meat-based diet

3.1.2. Standard 2, GLE 2

3.1.2.1. c. Evaluate data and assumptions regarding different scenarios for future human population growth and their projected consequences

3.1.2.2. d. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate ecosystem interactions

3.2. Earth Systems Science

3.2.1. Standard 3, GLE 4

3.2.1.1. d. Identify mechanisms in the past and present that have changed Earth's climate

3.2.1.2. e. Analyze the evidence and assumptions regarding climate change

3.2.2. Standard 3, GLE 5

3.2.2.1. a. Develop, communicate, and justify an evidence-based scientific explanation regarding the costs and benefits of exploration, development, and consumption of renewable and nonrenewable resources

- 3.2.2.2. b. Evaluate positive and negative impacts on the geosphere, atmosphere, hydrosphere, and biosphere in regards to resource use
- 3.2.2.3. c. Create a plan to reduce environmental impacts due to resource consumption
- 3.2.2.4. d. Analyze and interpret data about the effect of resource consumption and development on resource reserves to draw conclusions about sustainable use
- 3.2.3. Standard 3, GLE 6
 - 3.2.3.1. c. Evaluate negative and positive consequences of physical and chemical changes on the geosphere
 - 3.2.3.2. Relevance and Application
 - 3.2.3.2.1. 3: Human activities such as agricultural practices have impacts on soil formation and soil loss.
- 4. Social Studies 9-12
 - 4.1. Geography
 - 4.1.1. Standard 2, GLE 1
 - 4.1.1.1. Nature of Science 3: Spatial thinkers predict how human activities will help shape Earth's surface and ways that people might cooperate and compete for use of Earth's surface
 - 4.1.2. Standard 2, GLE 2
 - 4.1.2.1. a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards
 - 4.1.2.2. b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment
 - 4.1.2.3. c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others
 - 4.1.2.4. d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use
 - 4.1.2.5. e. Explain how information and changing perceptions and values of places and environment influence personal actions
 - 4.1.2.6. f. Define sustainability and explain how an individual's actions may influence sustainability
 - 4.1.2.7. Inquiry Questions
 - 4.1.2.7.1. 1: What will happen if farmland degrades around the world?
 - 4.1.2.7.2. 5: What are the maximum limits of human activity the environment can withstand without deterioration?

4.1.2.7.3. Relevance and Application

4.1.2.7.3.1. 1: Individual actions affect the local environment and global community such as the impact of recycling and consumption of resources.

4.1.2.7.3.2. Nature of Geography

4.1.2.7.3.2.1. 1: Spatial thinkers study how the physical environment is modified by human activities, including how human societies value and use natural resources.

4.1.2.7.3.2.2. 2: Spatial thinkers evaluate major areas of environmental and societal interaction

4.1.3. Standard 2, GLE 3

4.1.3.1. a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups

4.1.3.2. Nature of Geography 1: Spatial thinkers study the interconnection between physical processes and human activities that help shape the Earth's surface.

4.2. Economics

4.2.1. Standard 3, GLE 1

4.2.1.1. a. Analyze the relationships between economic goals and the allocation of scarce resources

4.2.1.2. Nature of Economics 1: When using an economic way of thinking individuals study how productive resources are changing in order to anticipate new problems with scarcity of desired resources

4.2.1.3. Nature of Economics 2: Economic thinkers analyze how economies utilize resources to meet the cumulative wants and needs of the individuals in a society

4.2.1.4. Nature of Economics 3: When using an economic way of thinking individuals study factors that lead to increased economic interdependence, increased productivity, and improved standard of living for the individuals in a society

4.2.2. Standard 3, GLE 2

4.2.2.1. e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies

4.3. Civics

4.3.1. Standard 4, GLE 1

4.3.1.1. a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities

4.3.1.2. Relevance and Application

4.3.1.2.1. 1: Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example, citizens study the issues before voting.

4.3.1.3. Nature of Civics

4.3.1.3.1. 1: Responsible community members research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful, ethical manner.