

Standard	Benchmarks	Activity/Example
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention.</b></p> <p><b>Changing Program</b></p> <p><b>Science Unit 3, Lessons 1, 3, 4 and 5; Unit 4, Lesson 5: p. 216-217</b></p>	<p>1. The student will explain how health is influenced by the interaction of body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul> <p>Health and Wellness Unit A, Chapters 1 and 2; Chapter 4, Lessons 1 and 2; and Chapter 7, Lessons 2-4</p>	<ul style="list-style-type: none"> <li>• Design a poster that shows how a health-related fitness component (e.g., cardiovascular, muscle strength and endurance, flexibility) impacts a body system.</li> <li>• Name the different parts of the body systems. Explain the effects of alcohol, tobacco and other drugs on a specific body system.</li> <li>• Predict the consequences of various injuries to the brain and how they may affect body systems</li> <li>• Discuss how decisions help or harm the body systems.</li> <li>• Identify ways the environment affects health of body systems such as loud sounds).</li> <li>• Differentiate between HIV/AIDS and discuss transmission.</li> <li>• Describe the effects of HIV on the immune system.</li> <li>• Discuss current treatments for HIV.</li> <li>• Explain the endocrine system and the role hormones play in stimulating body functions.</li> <li>• Examine how bodily changes during puberty affect personal self-care.</li> <li>• Discuss the importance of personal self-care in adolescence.</li> <li>• Identify actions that are risky or harmful to self or others in order to prevent potential injuries.</li> <li>• Mind-web how environmental health affects the body systems.</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health.</b></p> <p><b>Chapter 2, Lesson 4; and Chapter 4, Lesson 2</b></p>	<p>1. The student will describe how messages from the media influence health behaviors.</p>	<ul style="list-style-type: none"> <li>• Participate in a family media watch: list types of foods shown on commercials; list foods shown on a favorite TV show; describe physical activity portrayed on TV shows/commercials.</li> <li>• Analyze the influences of consumer products for hygiene and appearance.</li> <li>• Identify ways some advertising promotes alcohol, tobacco or other drug use.</li> <li>• Explain the tactics used by advertisers to influence self and body image and decide which ones are misleading.</li> <li>• Define entertainment addiction.</li> <li>• Calculate the number of hours spent per week on the computer, playing video games, watching TV.</li> <li>• Discuss the effects of a sedentary lifestyle.</li> <li>• List the effects of peers, families, socio-economic factors, cultural beliefs and media messages on decisions affecting emotional health, safety, and consumer health.</li> </ul>

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<p><b>3. Students will demonstrate the ability to access valid health information and health-promoting products and services.</b></p>	<p>1. The student will describe characteristics of valid health information and health-promoting products and services.</p> <p>Chapter 9, Lesson 1</p>	<ul style="list-style-type: none"> <li>• Discuss and create a valid rating system to evaluate health products and school/community health services.</li> <li>• Compare and contrast the validity of a variety of health information, products, and resources.</li> <li>• Create a web/mind map of validity characteristics.</li> </ul>
	<p>2. The student will demonstrate the ability to locate health products and services.</p> <p>Chapter 6, Lessons 1-3</p>	<ul style="list-style-type: none"> <li>• Identify the roles of public safety groups and how to access each for help.</li> <li>• List resources in the community that can help with drug problems, stress problems, and or emergency medical problems.</li> <li>• Compare and contrast major and minor emergencies and evaluate suitable resources.</li> <li>• Identify resources for staying safe in public places (e.g., park, mall).</li> <li>• Identify sources of help for dealing with family or individual health issues.</li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</b></p> <p><b>Chapter 1, Lesson 4; and Chapter 2, Lesson 2</b></p>	<p>1. The student will demonstrate healthy ways to express needs, wants, and feelings.</p>	<ul style="list-style-type: none"> <li>• Identify how characters in stories express needs, wants, and feelings.</li> <li>• Categorize healthy and unhealthy methods for handling strong emotions.</li> <li>• Compare and contrast the physical and emotional similarities between boys and girls during puberty.</li> <li>• Identify events in life that may influence emotions such as guilt, anxiety, depression, and fear.</li> <li>• Identify and role-play the steps to conflict resolution.</li> </ul>
<p><b>Chapter 1, Lessons 5-6</b></p>	<p>2. The student will describe communication skills to build and maintain healthy relationships.</p>	<ul style="list-style-type: none"> <li>• Discuss why we need friends and how to effectively communicate needs to others.</li> <li>• Use assertive statements and “I “statements in student-created role-plays of relationship scenarios.</li> <li>• Define respect, compassion, and empathy. Explore what it looks/sounds like.</li> <li>• Practice problem solving different types of conflicts using effective communication and mediation techniques.</li> <li>• Demonstrate assertiveness skills and identify typical situations in which they could be used.</li> <li>• Identify behaviors that are physically or emotionally abusive.</li> <li>• Practice how to appropriately get adult attention and ask for help in various situations.</li> <li>• Demonstrate refusal skills in unsafe situations.</li> </ul>

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<p><b>5. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b></p> <p><b>Chapter 1, Lesson 2</b></p>	<p>1. The student will describe strategies and skills needed to attain personal health goals.</p>	<ul style="list-style-type: none"> <li>• Define aerobic and anaerobic activity; describe favorite physical activities—keep a log of activities that are aerobic and/or anaerobic.</li> <li>• Identify steps needed to change behaviors/unhealthy habits.</li> <li>• Apply skills in breaking an unhealthy habit.</li> <li>• Establish personal goals and describe plans for how to reach those goals.</li> <li>• Define and recognize personal bests in reaching your individual health goals.</li> <li>• Self-reflect and evaluate progress toward the goal.</li> <li>• Utilize heart-rate monitors and pedometers to measure activity.</li> <li>• Explain the nutritional needs of individuals based on age and activity level.</li> </ul>
<p><b>6. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b></p>	<p>1. The student will demonstrate ways to avoid and reduce threatening situations.</p> <p>Health &amp; Wellness Chapter 2, Lessons 2, 3 and 7; and Chapter 7, Lesson 6</p>	<ul style="list-style-type: none"> <li>• Brainstorm ways to say “no” when faced with a threatening situation.</li> <li>• Demonstrate effective ways to say “no” in response to differing kinds of peer pressure.</li> <li>• Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.</li> <li>• Role-play ways to avoid, recognize, and respond to negative social influence and pressure.</li> <li>• Discuss misuse of common household items (e.g., toxic inhalants, cough medicine).</li> <li>• Create skits demonstrating healthy and unhealthy conflict-resolution techniques.</li> <li>• Role-play examples to show the difference between harassment and teasing.</li> <li>• Research various eating disorders (e.g., signs, symptoms, effects).</li> </ul>

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	<p>2. The student will describe responsible health behaviors.</p> <p>Chapter 2, Lessons 4 and 7; and Chapter 7, Lesson 5</p>	<ul style="list-style-type: none"> <li>• Compare peer pressure to peer support and how each influences the making of informed decisions.</li> <li>• Define addiction and mind-web the health effects of chemical abuse on individuals and families.</li> <li>• Illustrate alcohol’s effect on the brain and body (e.g., judgment, reflexes).</li> <li>• Identify types of tobacco and alcohol and role-play how to refuse peer pressure to use.</li> <li>• Make a poster that shows a healthy after-school snack and show its location on the food guide pyramid.</li> <li>• Create a personal plan using the FITT (frequency, intensity, time and type) formula to improve personal fitness.</li> <li>• Develop bulletin boards to show responsible personal grooming behaviors.</li> <li>• Categorize the differences between respectful and disrespectful behavior.</li> <li>• Show skits that demonstrate respect for differences in individuals.</li> </ul>
<p><b>7. Students will demonstrate the ability to advocate for personal, family, and community health.</b></p> <p><b>Chapter 2, Lessons 2 and 3</b></p>	<p>1. The student will identify barriers to effective communication about health issues.</p>	<ul style="list-style-type: none"> <li>• Mind-web examples of how using drugs affects responsibility and respect for self and others.</li> <li>• Discuss barriers that make it difficult to talk to peers and adults.</li> <li>• Design a bulletin board of healthy and unhealthy communication skills.</li> <li>• Practice applying effective strategies for communication with peers and adults.</li> <li>• Describe how to obtain help in high risk situations that pose an immediate threat to oneself, family, or friends (e.g., drunk or drugged driver, violent arguments, guns, knives, other weapons).</li> </ul>
<p><b>Chapter 2, Lessons 1 and 2</b></p>	<p>2. The student will demonstrate the ability to work cooperatively when advocating for healthy individuals and family.</p>	<ul style="list-style-type: none"> <li>• Create a family fitness survey with exercise and nutritional components.</li> <li>• Strategize ways to involve the entire family in fitness activities.</li> <li>• Propose alternative menus for the family that meet dietary guidelines.</li> <li>• Write a letter to a community resource to advocate for an environmental health issue.</li> </ul>