

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Compose a “want ad” for a full-time friend that identifies the qualities of a good friend. • Analyze the mental, emotional, social, and physical needs and life stages of an individual by creating a timeline, writing an article, creating a bulletin board, researching life stages, and/or identifying community resources. Display in a community location.
	<p>2. The student will analyze the impact of personal health behaviors on the functioning of body systems.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Label all the parts of the body that might be affected by tobacco use. • Analyze the impact of substance abuse and use and its effect on body systems. • Make a teen health cookbook and provide nutritional information following the health pyramid. • Create and display a poster of the importance of care for the circulatory and respiratory systems. • Prepare a public service announcement promoting care of a pregnant teen mother and her unborn child. • Create an infectious disease handbook. Identify the pathogen, means of transmission, symptoms and treatments.

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	<p>3. The student will describe how to delay onset and reduce risks of potential health problems.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Make a personal health plan showing ways to reduce risks of potential health problems. • Research five diseases/conditions and how to delay the onset and reduce the risks of each. • Create a publicity campaign regarding a medical condition and ways to deal with the condition. • Utilize a variety of stress-management techniques. • Prepare a pamphlet that provides reasons for delaying sexual activity. • Learn how to detect early warning signs of heart attacks and stroke. • Learn proper care for heart attack and stroke victims. • Learn to recognize and respond to emergencies. • Learn to recognize and respond to poisoning.
	<p>4. The student will analyze the role of public health policies and laws in the prevention and control of disease and other health problems.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Create a booklet containing your school district policies on health-related topics. • Write a paragraph discussing how the policy promotes student health. • Research public health laws and policies. Analyze the need and effectiveness of these laws and policies for teens (e.g., MN DUI law reduced to .08—the law for teens = “Not A Drop” 0%). • Examine laws regarding warning labels on products (e.g., alcohol, cigarettes) and design an effective alternative warning label. • Research state and federal laws regarding controlled and illegal substances. Make a bulletin board to inform others about these laws and the penalties for breaking them. • Research how to obtain protective barrier items used in first-aid response to emergencies, and compare the average cost and quality.

Standard	Benchmarks	Activity/Example
	<p>5. The student will analyze how the prevention and control of health problems are influenced by research and medical advances.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Discuss current events related to medical research and advances and analyze how they've changed in the last 10 years. Make a timeline of those medical advances. • Prepare a personal health plan describing how to reduce the risks of possible diseases/conditions, integrating recent research and medical advances. • Interview a health-care professional about a medical disorder. Compare and contrast various treatment methods and share your findings with the class. • Create and present a live documentary depicting the evolution of HIV/AIDS research and medical advances.
	<p>6. The student will describe how the prevention and control of health problems are influenced by research and medical advances.</p>	<ul style="list-style-type: none"> • Identify medical advances in the last century. • Examine medical treatment progress of common diseases. • Discuss and debate current medical events.
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will analyze the cost and accessibility of health-care services.</p>	<ul style="list-style-type: none"> • Using a case study of a teen parent, research the cost of having and raising a child for the first year. • Analyze fitness training facilities by comparing safety, services, convenience and price. • Compare and contrast the cost and accessibility of a variety of adolescent treatment centers. Create a directory including information regarding type of facility, services provided, cost, programming, etc. • Compare and contrast accessibility of a variety of health care facilities. • Compare health insurance costs and coverage.

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	2. The student will analyze situations requiring professional health services.	<ul style="list-style-type: none"> • Review various emergency scenarios for teens and respond with proper treatment and referrals. • Analyze how a wake, funeral, or memorial service might help with the grieving process. Provide a rationale why professional health services might be needed during the grieving process. • Research and describe three methods of quitting tobacco. Explain why you believe the methods would be effective as well as the benefits of quitting tobacco use. • Identify how to respond to an emergency situation. • Identify and practice proper emergency action steps.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	1. The student will research and evaluate strategies to manage stress in individuals and groups in school, work and/or social situations.	<ul style="list-style-type: none"> • Record stressful situations you experience and explain an assertive action that would help to cope with each situation. • Invite a local performer, professional speaker, or artist to talk about the stress associated with performing in public and the techniques he/she uses to reduce/manage the stress. Try one of the strategies and evaluate how it worked for you. • Peer-teach various stress-reduction techniques.
	2. The student will develop strategies to reduce a health-threatening situation in the community.	<ul style="list-style-type: none"> • Organize a classroom panel for teens to discuss date-rape prevention. • Invite a speaker to talk about the physical, emotional, and sexual abuse teens sometimes face. Compare and contrast issues you face as a teen. • Develop strategies for dating safety. Prepare a handout to distribute in the school. • Research the causes and effects of binge drinking and develop an emergency plan of action for a potentially dangerous situation.
	3. The student will develop strategies to improve or maintain personal, family and community health.	<ul style="list-style-type: none"> • Develop a personal wellness plan. • Create a list of questions for addressing a teen issue with a health-care provider. Discuss how these questions could be used to improve communication with the health-care provider. • Brainstorm some common causes of conflict between teens and parents/guardians. Suggest healthy ways a teen could communicate and problem solve issues with parents. • Plan a personal workout schedule of at least 30 minutes. Identify the steps and the sequence for a fitness workout.

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<p>4. Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>1. The student will select and assess a school or community health issue resulting from the influence of culture, media, technology and other factors and implement a solution for that issue.</p>	<ul style="list-style-type: none"> • Research the laws regarding sexual harassment. Devise a plan to enhance awareness of what it is and how to prevent it within a high-school setting. • Study the effects of technology, media, and culture on a health concern (e.g., chat rooms, inappropriate web sites, pop-ups, TV, movies and music). Recommend realistic solutions for addressing the health concern. Report your findings to the school or community. • Identify a teen priority issue cited by the CDC. Analyze the impact of the issue on school and community. Develop a plan for a solution.
<p>5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>	<p>1. The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p>	<ul style="list-style-type: none"> • List questions to ask a physician during a routine physical examination. Invite a doctor to respond to the list and make suggestions for being more effective. • Create a cartoon to illustrate a health issue. Include appropriate usage of effective verbal and nonverbal communication strategies (e.g., “I” messages, body language, appropriate tone and attentive listening). • Practice using assertive responses to a wide variety of conflict-resolution scenarios. Explain why an assertive response is the healthiest communication style. • Demonstrate the ability to use proper CPR techniques.
<p>6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>1. The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.</p>	<ul style="list-style-type: none"> • Create a scenario about an interpersonal conflict situation. Use the decision-making process to decide the best way to handle the conflict to prevent violence and/or injury while maintaining your personal standards. • Develop a plan for prom night to minimize the risk for driving or riding with someone under the influence of alcohol. • Develop a scenario for conflict resolution that appropriately shows using consensus decision-making skills. Include a paragraph on how consensus decision making helps resolve conflict.

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	<p>2. The student will design, evaluate, and implement a plan for attaining a personal health goal.</p>	<ul style="list-style-type: none"> • Identify personal health goals. Prioritize health needs relative to your goals. Develop a plan for a health change. Implement your plan. Reflect on and evaluate the success of your plan. • Identify environmental concerns. Develop a plan of improvement. Organize volunteers to implement plan. • Using a progressive goal-setting process, design a plan to improve personal physical fitness. Implement and evaluate the results. • Using a case study of a teen that uses tobacco, develop a plan this teen could follow to quit. • Choose a nutrition-related goal for yourself and complete the goal-setting process, outlining steps toward achievement. Write a paragraph discussing the motivating, enabling, and reinforcing factors that may help you accomplish your goal.
	<p>3. The student will formulate an effective plan for optimal, lifelong health.</p>	<ul style="list-style-type: none"> • Interview a grandparent or other senior citizen and identify the personal steps he has taken which contributed to his current health status. Predict what changes or decisions he could have made to alter his current health status. • Prepare a personal wellness plan for optimal lifelong health considering family health history, what you have learned in health class, personal opinions and values. Include short- and long-term goals.
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p>	<ul style="list-style-type: none"> • Promote ways students might resist peer pressure without generating hostility. • Assess the message, effectiveness and accuracy of various marketing and advertising methods for common over-the-counter drugs. • Evaluate various refusal messages regarding their effectiveness in maintaining one’s personal sexual limits. Advocate ways students could effectively communicate their own limits, and ways to respectfully respond to others’ decisions about their sexual limits. • Prepare a public service announcement promoting care of a pregnant teen mother and her unborn child

GRADE 10 – Bemidji Area Schools

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	<p>2. The student will adapt health messages and techniques to the characteristics of a particular audience.</p>	<ul style="list-style-type: none"> • Develop age-appropriate, health-enhancing materials for all grade levels, such as brochures, bookmarks, videos, fact sheets, or presentations. • Prepare and teach a tobacco-use-prevention lesson for sixth graders. • Adapt fitness information for adults and teens to meet the needs of an elementary student or senior citizen. • Prepare a picture book for small children on the importance of Vitamin D in the body and foods that are rich in Vitamin D. • Prepare a puppet show for first and second graders regarding safety. • Write an advocacy letter to express concern about the air quality where you work or go to school.
	<p>3. The student will evaluate community health services and systems currently in place and make recommendations for improving those systems and services.</p>	<ul style="list-style-type: none"> • Research available teen health services. Develop a campaign designed to increase awareness of available services. • Research the effectiveness of a community health service or system. • Construct a plan for change or improvement. Present your plan to an audience. • Assess availability of local chemical health treatment services/facilities for teens. Write a letter to your legislator presenting your concerns and/or recommendations for improvement.