

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention 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"> • Compare life expectancy of people living in various cultures. Speculate the reasons for the variations. • List protective factors and risk factors associated with health issues. • Design an individual web showing how decisions influence health. • Research hereditary factors that influence health. • Create a collage depicting behaviors influencing placement on the health continuum, from premature death to optimal wellness. • Create a magazine cover on a body system, promoting ways to take care of that system.
	<p>2. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, 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"> • Choose one hereditary disorder or disease to research. Include symptoms, course of disease/disorder and whether personal habits can decrease the severity of the condition. • Read <i>Healthy People 2010</i> and write your own definition of health and wellness. • Draw your own health triangle and identify how each side is interrelated.

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	<p>3. The student will identify ways to reduce risks related to early adolescent 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"> • Take a personal wellness inventory and make an action plan for improvement. • Conduct a student survey regarding the health triangle and risk factors to increase student awareness. • Identify ways to reduce the risk of health problems. • Brainstorm ways to deal with anger and express feelings. • Compare cost and the nutritional value of your favorite snack foods. Determine which snacks are healthiest for teens.
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will compare the costs and validity of health products.</p>	<ul style="list-style-type: none"> • Compare the cost of generic and brand name OTC products. • List the criteria the FDA uses to regulate a drug. • Apply the FDA criteria used for drug regulation to various health products.
	<p>2. The student will describe situations requiring professional health services.</p>	<ul style="list-style-type: none"> • Interview health care professionals concerning signs of depression. • Investigate sport injuries and determine the care needed. • Investigate reasons for visiting a physician and create a list of questions to ask the physician.
<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will explain the importance of assuming responsibility for personal health behaviors.</p>	<ul style="list-style-type: none"> • Explain protective factors of specific safety equipment (e.g., helmets, seatbelts, PFDs). • Design a poster/ad campaign to demonstrate responsible behaviors (e.g., bike, skateboard, rollerblade, and watercraft safety). • Log 10 personal health behaviors. Self-assess and identify a healthy behavior goal.
	<p>2. The student will demonstrate strategies to improve or maintain personal and family health.</p>	<ul style="list-style-type: none"> • Create a health behavior contract concerning family communication. • Brainstorm a list of health risk factors unique to your school or community and develop strategies to protect against these risk factors. • Suggest ways to increase/improve your physical activity level. • Create a 30 second public service announcement to inform families of signs of drug use.

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	3. The student will develop injury prevention and management strategies for personal and family health.	<ul style="list-style-type: none"> • Develop a poster/flyer with guidelines for safe fitness training. • Create a pamphlet of risky behaviors and preventions. • Design and present a lesson for elementary children on a safety issue. • Develop a bicycle safety pamphlet including essential safety information.
4. Students will analyze the influence of culture, media, technology, and other factors on health.	1. The student will describe the influence of cultural beliefs on health behaviors.	<ul style="list-style-type: none"> • Investigate the food products available and the opportunities for positive nutritional behaviors in a variety of countries. • Research dating customs of teens in another culture and the impact on health behaviors. • Discuss coming-of-age rituals, how they have changed and the impact on health behaviors.
	2. The student will analyze the influence of medical advances on personal and family health.	<ul style="list-style-type: none"> • Research recent medical breakthroughs and predict their influence on personal health. • Invite a guest speaker to class that has benefited from recent medical technology. • Interview a person over 60 to determine how the incidence and severity of illness/disease have changed over the course of their lifetime. • Interview a health care professional about major medical advances which have eliminated or reduced the risk of life-threatening diseases.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. The student will describe how the behavior of family and peers affects interpersonal communication.	<ul style="list-style-type: none"> • Create skits that demonstrate effective interpersonal communication. • Describe anger-management techniques. • Practice a conflict resolution method with a peer and a parent/guardian.
	2. The student will demonstrate refusal skills to enhance health.	<ul style="list-style-type: none"> • Create skits that demonstrate effective refusal skills. • Write an article about ways teens can resist pressure to do something harmful (e.g., trying to have the perfect body, using drugs or alcohol). • Rewrite the lyrics of a song to demonstrate refusal skills. • Role-play effective ways to cope with risky situations.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	1. The student will predict how decisions regarding health behaviors have consequences for self and others.	<ul style="list-style-type: none"> • Create a personal health plan outlining health habits that promote healthful living. • Examine scenarios depicting risky behaviors and predict the consequences of those behaviors. • Map how infectious diseases spread and the impact on self and others.

GRADE 7 – Bemidji Area Schools

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	2. The student will describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	<ul style="list-style-type: none"> • Interview different generations regarding their health goals as an adult. Compare their current health status with their goals as a teen. • Write a paragraph about an achieved goal and state reasons for success. • Write a short essay on why you should take responsibility for your own health. Predict how that responsibility will change as you get older.
7. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will analyze information and opinions about health issues.	<ul style="list-style-type: none"> • Videotape infomercials and analyze the claims that are made if you use their products. • Do a walk around the school. Identify potential safety issues. Compile a list of recommendations to make the school a safer place to work and study and present the recommendations for improving the school to the administration and school board.
	2. The student will identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.	<ul style="list-style-type: none"> • Write a paragraph explaining ineffective methods for communicating with a parent. • Explain why the “silent treatment” prohibits communication. • Illustrate the following conflict styles: the button pusher, the time bomb, the sulkers, etc., and share with the class how you would deal with each conflict style.
	3. The student will demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and communities.	<ul style="list-style-type: none"> • Create health education materials for a targeted audience. • Help another family member and journal how you felt about the experience. • Volunteer to work with an elderly person. • Present a school campaign with a partner to reduce pressure on teens to have a perfect body.