

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 the family and peers influence the health of individuals.</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 and contrast the effects of positive and negative responses to social pressures. • Explain the needs that may be met by being a member of a group (e.g., family, gang, clique, club, team). • Describe possible healthy and unhealthy influences of being a member of various social groups. • Explain possible consequences of disordered eating patterns (e.g., under-eating and overeating). • Explore reasons families may or may not follow healthful patterns (e.g., eating, fitness). • Research the lifestyle factors associated with various diseases/conditions (e.g., diabetes, cardiovascular disease, obesity).
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will predict how media influences the selection of health information, products, and services.</p>	<ul style="list-style-type: none"> • Create a collage of advertisements utilizing valid health information. • Analyze advertisements to identify strategies used to sell products and services.
	<p>2. The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information.</p>	<ul style="list-style-type: none"> • Design a heart-healthy meal using the USDA nutritional guidelines. • Compare fast-food restaurant menu selections for nutritional content. • Develop a local map of community and school health information resources.
<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will distinguish between healthy and unhealthy relationships.</p>	<ul style="list-style-type: none"> • Discuss the unhealthy effects of power and control in personal relationships. • Write a poem/newspaper article/story about healthy ways to relate to friends. • Identify popular music with healthy and unhealthy relationship messages. • Define sexual harassment.
	<p>2. The student will demonstrate strategies to manage stress.</p>	<ul style="list-style-type: none"> • Explain the stress response and brainstorm methods to cope with stress. • Participate in physical activities to relieve stress. • Create a healthy stress-management plan to reduce negative stress.

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4. Students will analyze the influence of culture, media, technology, and other factors on health.	1. The student will analyze how information from peers influences health.	<ul style="list-style-type: none"> • Define peer pressure and how it can promote positive health choices. • Show ways to be assertive regarding personal health choices. • List health information you have heard from a friend/peer. Compare and contrast valid facts from myth. • Demonstrate how valuing personal health can help resist pressure to experiment with drugs.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. The student will demonstrate effective verbal and nonverbal communication skills to enhance health.	<ul style="list-style-type: none"> • Practice refusal skills and effective communication in role-play situations. • Role-play the difference between verbal and nonverbal communication showing how it can enhance or compromise one’s health. • Play charades to emphasize the role of nonverbal communication.
	2. The student will describe the possible causes of conflict among youth in schools.	<ul style="list-style-type: none"> • Interview parents, counselor, teachers and peers about bullying at schools. • Discuss what might cause different kinds of emotions. • Identify situations that lead to conflict among students.
	3. The student will demonstrate strategies to manage conflict in healthy ways.	<ul style="list-style-type: none"> • Create examples of “I” statements and discuss assertiveness techniques with friends/peers. • Brainstorm ways to eliminate name calling in schools and how to promote kindness and respect. • Role-play nonviolent means of solving conflicts.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	1. The student will demonstrate the ability to apply a decision-making process to health issues and problems on the individual.	<ul style="list-style-type: none"> • Use a decision making model and explain how decisions are made. • Role-play various situations to practice the ability to make safe-legal-healthy decisions. • Evaluate emergency situations using critical thinking skills to make appropriate first-aid decisions.
	2. The student will apply strategies and skills needed to attain personal health goals.	<ul style="list-style-type: none"> • Brainstorm ideas for a peak workout and warm-up/cool down. • Create and participate in a sample workout utilizing the FITT elements. • Set goals that will contribute to lower stress. • Set realistic goals concerning eating habits to achieve a healthy energy balance.
7. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will demonstrate the ability to influence and support others in making positive health choices.	<ul style="list-style-type: none"> • Design a demonstration to teach others the value of reading food labels. • Using case studies, decide what to do about a friend who is involved in various risky behaviors.