

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will analyze how heredity, environment, and personal health are related.</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"> • Research the detection and treatment of lifestyle health issues (e.g., type 2 diabetes, hypertension, heart disease, obesity). • Form a medical panel to discuss options for dealing with the growing number of patients diagnosed with lifestyle health issues. • Create and present a public service announcement for decreasing the number of Americans suffering from a lifestyle health issue. • Discuss how heredity, environment and personal health relate to type 2 diabetes. • Illustrate the body’s use of insulin and how personal choices upset the balance. • Research genetic tendencies toward health issues (e.g., alcoholism cardiovascular disease, etc.). • Create a class newsletter of environmental and personal health tips promoting family health. • Analyze a health issue and the related implications of environment and heredity.
	<p>2. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.</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 healthy and risky behaviors of young adults. • Investigate fast food restaurants in your area, make a menu of healthy foods from each restaurant and explain why they are healthy. • Investigate communicable disease prevention. • Identify teen stressors and list positive and negative responses to these stressors. • Discuss positive stress-management techniques. • Invite a speaker who has been disabled, due to risky health behavior, to speak to the class.
<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 validity of health information, products and services.</p>	<ul style="list-style-type: none"> • Describe the concepts of quackery and reliability. • Analyze types of adhesive bandages, what they claim to do, and evaluate the pros and cons based on the criteria of validity and reliability. • Compare and contrast the services of two community health agencies.

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	2. The student will analyze how media influences the selection of health information and products.	<ul style="list-style-type: none"> • Compare product effectiveness to the claims made by the ads (e.g., using web pop-ups, teen magazines, etc.). • Identify common advertising techniques geared toward teens and analyze how it impacts recent decisions. • Analyze cigarette and alcohol ads for the messages that influence teens. • Write a television commercial to influence consumers to reduce saturated trans fat in their diet.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	1. The student will distinguish between safe and risky or harmful behaviors in relationships.	<ul style="list-style-type: none"> • Compare healthy and unhealthy behaviors in relationships. • Utilizing scenarios, recognize safe or risky behaviors in relationships. • Describe signs of misuse of power and control in a dating relationship.
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 and the use of health services.	<ul style="list-style-type: none"> • Research cultural health practices in the local community. • Predict what it is like to live in a poor and overcrowded environment and suggest possible healthful strategies one might practice and health services one can access in this situation.
	2. The student will analyze the influence of technology on personal and family health.	<ul style="list-style-type: none"> • Interview cancer survivors and discuss the impact of technology on cancer survival. • Ask a diabetic to speak with the class about their disease and explain how technological advances have improved their quality of life. • Compare and contrast medical technology for angioplasty.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. The student will analyze effective verbal and nonverbal communication skills to enhance health	<ul style="list-style-type: none"> • View media examples of effective and ineffective communication methods. Rewrite the ineffective methods. • Analyze the effectiveness of strategies used to communicate nonverbally.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	2. The student will demonstrate ways to communicate care, consideration, and respect of self and others.	<ul style="list-style-type: none"> • Develop a checklist of healthy family communication characteristics. • Create a tape of positive internal messages that would contribute to a healthy self-esteem. • Role-play a group intervention to express concern and caring. • Role-play a situation where a teen has just learned that a close friend or relative has experienced a personal loss.

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	3. The student will demonstrate refusal and negotiation skills to enhance health.	<ul style="list-style-type: none"> • Role-play a situation promoting an alternative to a risky situation. • Write a play, rap, skit, song, or public service announcement demonstrating refusal/ negotiation skills for a real-life situation.
	4. The student will analyze the possible causes of conflict among youth in schools and communities.	<ul style="list-style-type: none"> • Facilitate a discussion with students to determine causes of conflict within the school or community. Create an action plan as a response to the discussion. • Describe teen reactions to seeing violent acts in the media and discuss the impact of this exposure.
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 individually and collaboratively.	<ul style="list-style-type: none"> • Create a decision tree using real-life situations, with alternative healthy solutions. • Write a paper reflection about the decision tree. • Work together to solve a situation facing the school. Apply the decision-making process. • Assess the strategies the school/community could use to improve the school environment. Create a plan of action.
	2. The student will analyze how health-related decisions are influenced by individual, family and community values.	<ul style="list-style-type: none"> • Conduct a poll on a health-related issue and perform a group conformity experiment to demonstrate that individuals tend to be influenced by the judgment of a group. • Analyze the data from the MN Student Survey concerning alcohol and make recommendations for strategies for teens to resist such pressures.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	3. The student will develop a plan that addresses personal strengths, needs and health risks.	<ul style="list-style-type: none"> • Develop a personal action plan to: <ol style="list-style-type: none"> a. Prevent yourself from becoming a victim b. Balance health triangle c. Improve a personal grooming task d. Improve emotional and mental health e. Improve social health f. Improve consumer skills g. Improve physical fitness h. Improve nutritional practices
7. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will analyze various communication methods to accurately express health information and ideas.	<ul style="list-style-type: none"> • Demonstrate and practice drug refusal skills using verbal and nonverbal assertiveness. • Write an “I” message to effectively communicate about a health issue. • Select a topic and compare the information presented through a variety of media and resources.