

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

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

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

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