

## Comprehensive Health - Violence Grades 6-8

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Unit One: Defining Violence</b> Activity 1		<b>No Matches</b>	
Activity 2	5-1-a Describe and rank (sic) community and environmental health issues.		
<b>Unit Two: Images of Violence</b> Activity 1	2-1-b Analyze the media impact on personal and family health decisions and practices.  2-1-c Analyze the impact of technology on personal and family health decisions and practices.		3-2-a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television.
Activity 2	2-1-a Describe the influence of cultural beliefs on health behaviors and practices.  4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.  4-1-c Model effective interpersonal communication skills.		3-2-a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television.  3-3-a Analyze and assess oral/visual information for usefulness.  4-1-b Present oral information in a logical and coherent manner.
Activity 3	2-1-b Analyze the media impact on personal and family health decisions and practices.  5-1-b Analyze information/data to support or refute the cause/effect of various health issues.		3-2-a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television.  4-1-b Present oral information in a logical and coherent manner.
<b>Unit Three: Managing Anger</b> Activity 1	1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.  4-3-b Demonstrate effective conflict resolution strategies.		
Activity 2	1-1-a Model appropriate ways to express feelings in a variety of age-appropriate situations.		4-1-b Present oral information in a logical and coherent manner.

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Activity 2 (Cont.)	<p>3-3-b Demonstrate individual responsibility in health-related decisions/ choices.</p> <p>3-3-c Model an age-appropriate healthy lifestyle.</p> <p>4-1-a Demonstrate communication skills that build and maintain healthy relationships.</p> <p>4-2-a Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p> <p>4-3-a Analyze the positive and negative aspects of conflict in everyday situations.</p>		<p>4-1-c Use input from others to determine the effectiveness of personal communication.</p> <p>4-2-b Determine the purpose of oral presentations when deciding appropriate language.</p>
<b>Unit Four: Resolving Conflicts</b> Activity 1	<p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p> <p>4-2-c Use relevant and appropriate terminology when discussing health issues.</p> <p>4-3-b Demonstrate effective conflict resolution strategies.</p>		<p>3-1-b Use various listening techniques in problem-solving and decision-making situations.</p>
Activity 2	<p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p>		<p>3-1-b Use various listening techniques in problem-solving and decision-making situations.</p> <p>4-1-c Use input from others to determine the effectiveness of personal communication.</p>

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Activity 3	<p>1-1-a Model appropriate ways to express feelings in a variety of age-appropriate situations.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/ choices.</p> <p>3-3-c Model an age-appropriate healthy lifestyle.</p> <p>4-1-a Demonstrate communication skills that build and maintain healthy relationships.</p> <p>4-2-a Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p> <p>4-3-c Demonstrate communication skills used to avoid potentially harmful situations.</p> <p>5-3-a Investigate methods used to influence others in making healthy choices.</p>		<p>3-1-b Use various listening techniques in problem-solving and decision-making situations.</p> <p>4-1-b Present oral information in a logical and coherent manner.</p> <p>4-1-c Use input from others to determine the effectiveness of personal communication.</p> <p>4-2-b Determine the purpose of oral presentations when deciding appropriate language.</p>
<b>Unit Five: Avoiding Violence</b> Activity 1	<p>1-1-c Analyze how appropriate and inappropriate health practices affect self and family.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors.</p> <p>3-1-b Analyze how social pressures can influence participation in risk-taking behaviors.</p> <p>4-3-b Demonstrate effective conflict resolution strategies.</p>		
Activity 2	4-3-c Demonstrate communication skills used to avoid potentially harmful situations.		2-2-a Determine and use the appropriate organization based on the established writing purpose and intended audience.

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Activity 2 (Cont.)	5-3-a Investigate methods used to influence others in making healthy choices.		2-4-b Write to synthesize, interpret, and use new information.
<b>Unit Six: A Deadly Mixture</b>  Activity 1	4-2-c Use relevant and appropriate terminology when discussing health issues.  5-1-b Analyze information/data to support or refute the cause/effect of various health issues.		
Activity 2	1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.  3-3-b Demonstrate individual responsibility in health-related decisions/ choices.  4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.  5-3-a Investigate methods used to influence others in making healthy choices.		3-1-b Use various listening techniques in problem-solving and decision-making situations.  4-1-b Present oral information in a logical and coherent manner.
Activity 3	1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.  3-1-b Analyze how social pressures can influence participation in risk-taking behaviors.  3-3-b Demonstrate individual responsibility in health-related decisions/ choices.  4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.  4-2-a Demonstrate healthy ways to express needs, wants, and feelings.		3-1-b Use various listening techniques in problem-solving and decision-making situations.  4-1-b Present oral information in a logical and coherent manner.
Activity 4	1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.  3-1-b Analyze how social pressures can influence participation in risk-taking behaviors.  3-3-b Demonstrate individual responsibility in health-related decisions/ choices.		3-1-b Use various listening techniques in problem-solving and decision-making situations.  4-1-b Present oral information in a logical and coherent manner.

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Activity 4 (Cont.)	4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.		
Activity 5	<p>1-3-b Analyze health care requirements and policies which affect safety and well-being.</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>5-1-b Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-2-a Examine and adopt/adapt various plans designed to address community health issues.</p>		<p>3-1-b Use various listening techniques in problem-solving and decision-making situations.</p> <p>4-1-b Present oral information in a logical and coherent manner.</p>
<b>Unit Seven: Preventing Sexual Harassment and Assault</b>			
Activity 1	<p>1-3-b Analyze health care requirements and policies which affect safety and well-being.</p> <p>2-3-a Analyze various personal situations to determine when professional health services are necessary.</p> <p>2-3-b Describe options for contacting/ obtaining health services.</p> <p>4-2-c Use relevant and appropriate terminology when discussing health issues.</p>		
Activity 2	4-2-c Use relevant and appropriate terminology when discussing health issues.		
Activity 3	<p>1-1-a Model appropriate ways to express feelings in a variety of age-appropriate situations.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>4-1-b Choose appropriate communication techniques when interacting with family, peers, and community.</p> <p>4-2-a Demonstrate healthy ways to express needs, wants, and feelings.</p>		<p>4-1-b Present oral information in a logical and coherent manner.</p> <p>4-1-c Use input from others to determine the effectiveness of personal communication.</p> <p>4-2-b Determine the purpose of oral presentations when deciding appropriate language.</p>

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Activity 3 (Cont.)	4-3-c Demonstrate communication skills used to avoid potentially harmful situations.		
<b>Unit Eight: Principles of Nonviolence</b>			
Activity 1	3-1-c Analyze personal practices which promote lifelong health and well-being.  5-3-a Investigate methods used to influence others in making healthy choices.		1-4-c Collect and summarize information to make reasonable and informed decisions.  2-4-b Write to synthesize, interpret, and use new information.
Activity 2	5-2-c Investigate the impact of past health plans/strategies on current populations/ environments.		
Activity 3	5-3-b Choose and model health advocacy strategies for families, schools, and communities.		2-2-a Determine and use the appropriate organization based on the established writing purpose and intended audience.