

GET REAL ABOUT TOBACCO GRADES 6-9

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p>Lesson One The Norms Around Using Tobacco</p>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>		<p>Use various listening techniques in problem-solving and decision-making situations. 3:1:b</p> <p>Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:b</p> <p>Use various organizing strategies to recall oral/visual information. 3:3:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Determine how the listening environment can affect audience engagement, e.g., seating arrangements, clarity of sound. 4:3:b</p>
<p>Lesson Two The Effects of Using Tobacco</p>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Explain how health is influenced by the interaction of body systems. 1:2:a</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p>		<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Analyze and assess oral/visual information for usefulness. 3:3:a</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p>

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<u>Lesson Two (Cont.)</u>	<p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Choose and model health advocacy strategies for families, schools, and communities. 5:3:b</p>		<p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Determine the purpose of oral presentations when deciding appropriate language. 4:2:b</p> <p>Determine how the listening environment can affect audience engagement, e.g., seating arrangements, clarity of sound. 4:3:b</p>
<u>Lesson Three</u> Sidestream Smoke	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p>	<p>Describe the benefits and potential of scientific investigations. 1:2:b</p> <p>Determine how progress in science and technology can be affected by social issues and challenges. 5:1:a</p>	<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

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<p><u>Lesson Three (Cont.)</u></p>	<p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p> <p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Investigate the availability of health products and services at the local, state, and regional levels. 2:2:c</p> <p>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p> <p>Describe options for contacting/obtaining health services. 2;3:b</p> <p>Describe the effects of following or rejecting prescribed/recommended treatment. 2:3:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p>		<p>Determine how the listening environment can affect audience engagement, e.g., seating arrangements, clarity of sound. 4:3:b</p>

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<u>Lesson Three (Cont.)</u>	<p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p> <p>Choose and model health advocacy strategies for families, schools, and communities. 5:3:b</p>		
<u>Lesson Four Influences, Day 1</u>	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>		<p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p> <p>Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:b</p>
<u>Lesson Five Influences, Day 2</u>	<p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p>	<p>Determine how progress in science and technology can be affected by social issues and challenges. 5:1:a</p>	<p>Use various listening techniques in problem-solving and decision-making situations. 3:1:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p>

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Lesson Five (Cont.)			Define characteristics of the audience when deciding appropriate language. 4:2:a
Lesson Six Resisting the Influences	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Define characteristics of the audience when deciding appropriate language. 4:2:a</p>
Lesson Seven The Refusal Skill for Self-Control	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p>

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Lesson Seven (Cont.)	<p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		<p>Select and use the writing format required for a specific type of publication. 2:2:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Determine how the listening environment can affect audience engagement, e.g., seating arrangements, clarity of sound. 4:3:b</p>
Lesson Eight The Refusal Skill, Day 1	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Model effective interpersonal communication skills. 4:1:c</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Select and use the writing format required for a specific type of publication. 2:2:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p>

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Lesson Eight (Cont.)	<p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		<p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Use recognized conventions/mechanics of language in personal communication. 4:2:c</p> <p>Determine how the listening environment can affect audience engagement, e.g., seating arrangements, clarity of sound. 4:3:b</p>
Lesson Nine The Refusal Skills, Day 2	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

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<u>Lesson Nine (Cont.)</u>	Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c		Use recognized conventions/mechanics of language in personal communication. 4:2:c
<u>Lesson Ten</u> Transfer	<p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Analyze personal health progress and adjust behaviors as needed. 3:2:c</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p> <p>Describe and rank (<i>sic</i>) community and environmental health issues. 5:1:a</p> <p>Collaborate with others to investigate the need for equitable health care for all. 5:3:c</p>	Determine how progress in science and technology can be affected by social issues and challenges. 5:1:a	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p>
<u>Follow-Up Lesson One</u> Review	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Explain how health is influenced by the interaction of body systems. 1:2:a</p>		Present oral information in a logical and coherent manner. 4:1:b

Lessons	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Follow-Up Lesson One (Cont.)</u>	<p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Choose and model health advocacy strategies for families, schools, and communities. 5:3:b</p>		<p>Determine the purpose of oral presentations when deciding appropriate language. 4:2:b</p> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<u>Follow-Up Lesson Two</u> Surveying Students	<p>Choose and model health advocacy strategies for families, schools, and communities. 5:3:b</p>		
<u>Follow-Up Lesson Three</u> Smoking In Public Places	<p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Analyze the effectiveness of local, state, and regional health resources. 2:2:b</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Select and use the writing format required for a specific type of publication. 2:2:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p>
<u>Follow-Up Lesson Four</u> Teaching the Refusal Skill to a Younger Person	<p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use various listening techniques in problem-solving and decision-making situations. 3:1:b</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p>

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<u>Follow-Up Lesson Four (Cont.)</u>	Choose and model health advocacy strategies for families, schools, and communities. 5:3:b		Present oral information in a logical and coherent manner. 4:1:b Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c