

Here's Looking At You Grade 6

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Lesson 1: Questions and Answers</u></p>	<p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Investigate methods used to influence others in making healthy choices.5:3:a</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><u>Lesson 2: Smoking and Chewing - Day 1</u></p>	<p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Analyze personal practices which promote lifelong health and well-being.3:1:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p>	<p>Use examples from print and electronic sources to support personal interpretations. 2:4: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 auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 3: Smoking and Chewing - Day 2</u></p>	<p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p>		<p>Use specific cues / strategies to make connections with, predict meaning of, and comprehend information within text. 1:1:a</p> <p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 3: (Cont.)			<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 examples from print and electronic sources to support personal interpretations. 2:4: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>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
Lesson 4: The Great Alcohol Debate	<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 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>Explain relationships between structure and function at various levels in organisms. 3:1:a</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>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Define characteristics of the audience when deciding appropriate language. 4:2:a</p>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 4: (Cont.)			Determine the purpose of oral presentations when deciding appropriate language. 4:2:b
Lesson 5: Steroids and Inhalants	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</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>Analyze the effectiveness of local, state, and regional health resources. 2:2:b</p> <p>Investigate the availability of health products and services at the local, state, and regional levels. 2:2:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Compare different health plans for achieving and maintaining good health. 3:2:b</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p>	Explain relationships between structure and function at various levels in organisms. 3:1:a	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1: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 recognized conventions / mechanics of language in personal communication. 4:2:c</p>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 6: What's the Message?	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <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>Investigate the availability of health products and services at the local, state, and regional levels. 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>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>
Lesson 7: Understanding Marijuana - Day 1	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</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>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p> <p>Explain the relationship for classification of an organism. 3:1:b</p> <p>Determine the roles and responsibilities of scientific research in relation to environmental concerns. 5:1:c</p>	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1: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>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 7: (Cont.)</u>	<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 (sic) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>		<p>Use examples from print and electronic sources to support personal interpretations. 2:4: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>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<u>Lesson 8: Understanding Marijuana - Day 2</u>	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</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>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p> <p>Explain the relationship for classification of an organism. 3:1:b</p> <p>Determine the roles and responsibilities of scientific research in relation to environmental concerns. 5:1:c</p>	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Use expressive vocabulary and correct spelling in written work. 2:1:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4: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>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 8: (Cont.)	<p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>		<p>Use recognized conventions / mechanics of language in personal communication. 4:2:c</p> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
Lesson 9: Cocaine	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</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>Distinguish short- and long-term consequences of risky and harmful behaviors. 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 (sic) long-range health. 3:3:a</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p> <p>Explain the relationship for classification of an organism. 3:1:b</p> <p>Determine the roles and responsibilities of scientific research in relation to environmental concerns. 5:1:c</p>	<p>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p> <p>Use various listening techniques in problem-solving and decision making situations. 3:1:b</p>

Demonstrate individual responsibility in health-related decisions/choices. 3:3:b		
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Lesson 10: Voices of Addiction	<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. 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 (sic) 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>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p> <p>Use various listening techniques in problem-solving and decision making situations. 3:1:b</p> <p>Analyze and assess oral / visual information for usefulness. 3:3:a</p>
Lesson 11: Drugs, the Law, and You	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Describe how personal choices can impact (sic) 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>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>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 11: Continue</u>	<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>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning strategies to comprehend oral / visual information. 3:3:b</p> <p>Investigate the purpose of oral presentations to determine the organization. 4:1:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Use input from others to determine the effectiveness of personal communication. 4:1:c</p> <p>Use recognized conventions / mechanics of language in personal communication. 4:2:c</p> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<u>Lesson 12: Now and Later</u>	<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>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p>		<p>Use examples from print and electronic sources to support personal interpretations. 2:4: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>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 12: Continue</u>	Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b		Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c
<u>Lesson 13: The Power to Refuse</u>	<p>Examine ways to avoid, minimize, or cope with adolescent health problems.1:2:c</p> <p>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors. 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 (sic) long-range health. 3:3:a</p>		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
<u>Lesson 14: The Refusal Skill - Day 1</u>	<p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1: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>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>

	Demonstrate individual responsibility in health-related decisions/choices. 3:3:b		Present oral information in a logical and coherent manner. 4:1:b
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Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 14: (Cont.)</u>	<p>Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		
<u>Lesson 15: The Refusal Skill - Day 2</u>	<p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3: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>Lesson 16: The Refusal Skill for Self-Control</u>	<p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</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>

	Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
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<u>Lesson 16: (Cont.)</u>	<p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		Present oral information in a logical and coherent manner. 4:1:b
<u>Lesson 17: Living with an Alcoholic</u>	<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>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors. 3:1:a</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a</p>		<p>Use examples from print and electronic sources to support personal interpretations. 2:4: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 auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>

Lesson 18: Letter from an Admirer	Demonstrate communication skills that build and maintain healthy relationships. 4:1:a		Determine the purpose of oral presentations when deciding appropriate language. 4:2:b
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Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 18: (Cont.)	<p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p>		
Lesson 19: You're Okay - Day 1	<p>Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>		Determine and use appropriate writing style based on the established purposes and
Lesson 20: You're Okay - Day 2	<p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>		Determine and use appropriate writing style based on the established purposes and intended audience. 2:2:b

Lesson 21: Inside, Outside	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p>		<p>Determine and use appropriate writing style based on the established purposes and intended audience. 2:2:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>
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Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 21: (Cont.)	<p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p>		
Lesson 22: The Making Friends Skill - Review	<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>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>Model effective interpersonal communication skills. 4:1: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>Present oral information in a logical and coherent manner. 4:1:b</p>

Lesson 23: Part of the Group	<p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</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>Determine the effect of non-verbal cues on interpersonal communication. 3:1:c</p>
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Lesson 24: What Do You Know?	<p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>		
Lesson 25: Transfer	<p>Compare different health plans for achieving and maintaining good health. 3:2:b</p> <p>Analyze personal health progress and adjust behaviors as needed. 3:2:c</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose and model health advocacy strategies for families, schools, and communities. 5:3: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>