

Here's Looking At You Grades 7-9

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Lesson 1: About the Unit</u></p>	<p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</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>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p>	<p>Use examples from print and electronic sources to support personal interpretations. 2:4: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> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 2: About Ourselves</u></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>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>	<p>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p> <p>Describe the impact of human activity on the environment. 5:2: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><u>Lesson 3: The Information</u></p>	<p>Distinguish short- and long-term consequences of risky and harmful behaviors (sic). 3:1: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 (sic) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>	<p>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p> <p>Describe the impact of human activity on the environment. 5:2:b</p>	<p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Lesson 4:</u> <u>Addressing</u> <u>Some Issues</u></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>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3: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>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> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 5:</u> <u>Reports</u></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>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1: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><u>Lesson 6: Skills</u></p>	<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 (sic): 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>Use examples from print and electronic sources to support personal interpretations. 2:4: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>

	Demonstrate individual responsibility in health-related decisions/choices. 3:3:b		Present oral information in a logical and coherent manner. 4:1:b
Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 6:</u> <u>(Cont')</u>	Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c		Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c
<u>Lesson 7: The Refusal Skill (Day 1)</u>	Analyze health care requirements and policies which affect safety and well-being. 1:3:b Distinguish short- and long-term consequences of risky and harmful behaviors (sic). 3:1:a Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b Demonstrate individual responsibility in health-related decisions/choices. 3:3:b Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c		Write to clarify what is known about various topics. 2:4:a Write to synthesize, interpret, and use new information. 2:4:b
<u>Lesson 8:</u> <u>Refusal Skill (Day 2)</u>	Analyze health care requirements and policies which affect safety and well-being. 1:3:b Distinguish short- and long-term consequences of risky and harmful behaviors (sic): 3:1:a Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b Demonstrate individual responsibility in health-related decisions/choices. 3:3:b		Write to clarify what is known about various topics. 2:4:a Write to synthesize, interpret, and use new information. 2:4:b Use examples from print and electronic sources to support personal interpretations. 2:4:c Use specific questioning strategies to comprehend oral / visual information. 3:3:b

Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a

Present oral information in a logical and coherent manner. 4:1:b

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 8:</u> <u>(Cont')</u>	Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c		Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c
<u>Lesson 9: 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 (sic). 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>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p> <p>Describe the impact of human activity on the environment. 5:2: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>Present oral information in a logical and coherent manner. 4:1:b</p>
<u>Lesson 10: Advertisements and Counter-Advertisements</u>	<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>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p>		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a
<u>Lesson 11: The DECIDE Skill</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate effective conflict resolution strategies. 4:3: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> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Lesson 12:</u> <u>Identifying and Approaching School Adults</u></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>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p>		<p>Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:b</p> <p>Use recognized conventions / mechanics of language in personal communication. 4:2:c</p>
<p><u>Lesson 13:</u> <u>Transfer</u></p>	<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> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p>
<p><u>Lesson 14:</u> <u>Outside the Classroom</u></p>	<p>Examine and adopt/adapt various plans designed to address community health issues. 5:2:a</p> <p>Determine resources needed to implement community and environmental health plans/strategies. 5:2:b</p> <p>Investigate the impact of past health plans/ strategies on current populations/environments. 5:2: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><u>Lesson 15: The Game, "Get through School"</u></p>	<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>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>

	Demonstrate communication skills that build and maintain healthy relationships. 4:1:a		
Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Lesson 15:</u> <u>(Cont')</u>	Choose and model health advocacy strategies for families, schools, and communities. 5:3:b		
<u>Follow-up:</u> <u>Cocaine Day 1</u>	Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c Explain how health is influenced by the interaction of body systems. 1:2:a Describe and rank (sic) community and environmental health issues. 5:1:a Investigate the impact of past health plans/ strategies on current populations/environments. 5:2:c	Explain relationships between structure and function at various levels in organisms. 3:1:a	Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c Use expressive vocabulary and correct spelling in written work. 2:1:b Write to clarify what is known about various topics. 2:4:a Write to synthesize, interpret, and use new information. 2:4:b Use examples from print and electronic sources to support personal interpretations. 2:4:c Use specific questioning strategies to comprehend oral / visual information. 3:3:b Present oral information in a logical and coherent manner. 4:1:b Use recognized conventions / mechanics of language in personal communication. 4:2:c Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c
<u>Follow-up:</u> <u>Cocaine (Day 2)</u>	Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c Explain how health is influenced by the interaction of body systems. 1:2:a	Explain relationships between structure and function at various levels in organisms. 3:1:a	Use examples from print and electronic sources to support personal interpretations. 2:4:c Use specific questioning strategies to comprehend oral / visual information. 3:3:b

Describe and rank (sic) community and environmental health issues. 5:1:a

Present oral information in a logical and coherent manner. 4:1:b

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Follow-up:</u> <u>Cocaine (Cont')</u>	Investigate the impact of past health plans/ strategies on current populations/environments. 5:2:c		Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c
<u>Follow-up:</u> <u>Drinking</u>	Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c Explain how health is influenced by the interaction of body systems. 1:2:a Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c	Explain relationships between structure and function at various levels in organisms. 3:1:a	Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a
<u>Follow-Up: Mrs. O'Keefe's Trial</u>	Distinguish short- and long-term consequences of risky and harmful behaviors (sic). 3:1:a Analyze personal practices which promote lifelong health and well-being. 3:1:c	Explain relationships between structure and function at various levels in organisms. 3:1:a	Write to clarify what is known about various topics. 2:4:a Write to synthesize, interpret, and use new information. 2:4:b Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a
<u>Follow-Up:</u> <u>Steroids</u>	Explain how health is influenced by the interaction of body systems. 1:2:a Examine practices which enhance personal emotional, social, and physical well-being. 1:2:b Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c Analyze the effectiveness of local, state, and regional health resources. 2:2:b	Explain relationships between structure and function at various levels in organisms. 3:1:a	Write to clarify what is known about various topics. 2:4:a Write to synthesize, interpret, and use new information. 2:4:b

	Investigate the availability of health products and services at the local, state, and regional levels. 2:2:c		
Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<u>Follow-Up: Steroids (Cont')</u>	Distinguish short- and long-term consequences of risky and harmful behaviors (sic). 3:1:a Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b Compare different health plans for achieving and maintaining good health. 3:2:b Describe how personal choices can impact (sic) long-range health. 3:3:a		
<u>Follow-Up: The Apple</u>	Describe the effects of following or rejecting prescribed/recommended treatment. 2:3:c Distinguish short- and long-term consequences of risky and harmful behaviors (sic): 3:1:a Analyze personal practices which promote lifelong health and well-being. 3:1:c Explore personal health and well-being on a regular basis. 3:2:a Describe how personal choices can impact (sic) long-range health. 3:3:a Demonstrate individual responsibility in health-related decisions/choices. 3:3:b Model an age-appropriate healthy lifestyle. 3:3:c	Explain relationships between structure and function at various levels in organisms. 3:1:a	Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c
<u>Follow-Up: The Myth and Fact Review</u>	Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b		Collect and summarize information to make reasonable and informed decisions. 1:4:c