

Here's Looking at You Grades 10-12

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Lesson 1: Starting Healthy</u></p>	<p>Analyze the role and organization of various universal health agencies/services. 2:2:a</p> <p>Analyze how communication skills are used to build and maintain healthy relationships. 4:1:a</p> <p>Model positive behaviors which influence and support others in making healthy choices. 5:3:a</p>		<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b</p> <p>Write to clarify thinking and what is known about various topics. 2:4:a</p> <p>Write to analyze, synthesize, interpret, and use new information. 2:4:b</p> <p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 2: Headbands</u></p>	<p>Model appropriate ways to express feelings when interacting with others. 1:1:a</p> <p>Model practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p>		<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p>

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<u>Lesson 2:</u> <u>Continued</u>	Determine how to delay and/or reduce potential health problems during adulthood. 1:2:c		
<u>Lesson 3: What's The Schedule</u>	<p>Evaluate the impact of national and international medical research. 1:3:a</p> <p>Evaluate the impact of health requirements and policies which affect personal, family, and community health. 1:3:b</p> <p>Analyze various genetic conditions and health practices which may influence the cause or prevention of diseases. 1:3:c</p>	Analyze the relationship between structure and function at various levels of organization. 3:1:a	<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b</p> <p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<u>Lesson 4:</u> <u>Reviewing Drugs</u>	<p>Model appropriate ways to express feelings when interacting with others. 1:1:a</p> <p>Evaluate the impact of various health practices on self and family. 1:1:c</p> <p>Analyze the impact of personal health behaviors on the functioning of body systems. 1:2:a</p>		<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b</p> <p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p>

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<p><u>Lesson 4:</u> <u>Continued</u></p>	<p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Evaluate personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Analyze how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Exemplify a positive and healthy lifestyle. 3:3:c</p>		<p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 5: Drug Trends</u></p>	<p>Model appropriate ways to express feelings when interacting with others. 1:1:a</p> <p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Evaluate personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Analyze how personal choices can impact (sic) long-range health. 3:3:a</p>	<p>Analyze the relationship between structure and function at various levels of organization. 3:1:a</p>	<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b</p> <p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Analyze various cognitive and physical barriers to effective listening and viewing, e.g., prejudice, prior knowledge / experience. 3:1:a</p> <p>Apply effective listening techniques for creative problem -solving and collaborative decision - making. 3:1:b</p>

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<p><u>Lesson 5:</u> <u>Continued</u></p>	<p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Exemplify a positive and healthy lifestyle. 3:3:c</p>		<p>Analyze and evaluate oral / visual information for relevancy and usefulness. 3:3:a</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 6: Chemical Dependency</u></p>	<p>Evaluate the effects of following/deviating from prescribed treatment. 2:3:c</p> <p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Evaluate personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Evaluate personal health and well-being on a routine basis. 3:2:a</p> <p>Analyze how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p>		<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b</p> <p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c</p>

Exemplify a positive and healthy lifestyle.
3:3:c

Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c

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<p><u>Lesson 7:</u> <u>Consequences to Others</u></p>	<p>Evaluate the impact of various health practices on self and family. 1:1:c</p> <p>Analyze the impact of personal health behaviors on the functioning of body systems. 1:2:a</p> <p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Exemplify a positive and healthy lifestyle. 3:3:c</p>	<p>Analyze the relationship between structure and function at various levels of organization. 3:1:a</p>	<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b</p> <p>Analyze the underlying or subliminal meaning of various and visual messages, e.g., advertisements, electronic media, other print / media. 3:2:a</p> <p>Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c</p>
<p><u>Lesson 8: Living with Chemical Dependency</u></p>	<p>Evaluate the impact of various health practices on self and family. 1:3:c</p> <p>Model practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Evaluate various family and community situations which require professional health services. 2:3:a</p> <p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Analyze how communication skills are used to build and maintain healthy relationships. 4:1:a</p>		<p>Analyze the underlying or subliminal meaning of various and visual messages, e.g., advertisements, electronic media, other print / media. 3:2:a</p>

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<u>Lesson 8: (Cont')</u>	Evaluate the effects of conflict in various situations/relationships. 4:3:a		
<u>Lesson 9: Self Awareness</u>	<p>Model appropriate ways to express feelings when interacting with others. 1:1:a</p> <p>Evaluate the impact of various health practices on self and family. 1:1:c</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>		<p>Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p>
<u>Lesson 10: Influences</u>	<p>Evaluate the effect of media on personal, family, and community health. 2:1:b</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>		<p>Write to clarify thinking and what is known about various topics. 2:4:a</p> <p>Write to analyze, synthesize, interpret, and use new information. 2:4:b</p> <p>Evaluate the validity and accuracy of various types of oral and visual information. 3:2:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p>
<u>Lesson 11: Goals</u>	<p>Evaluate and model a variety of positive, personal hygienic (sic) practices. 1:1:b</p> <p>Evaluate personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Evaluate personal health and well-being on a routine basis. 3:2:a</p> <p>Assess personal health goals and adjust behavior/practices appropriately. 3:2:c</p>		<p>Write to clarify thinking and what is known about various topics. 2:4:a</p> <p>Write to analyze, synthesize, interpret, and use new information. 2:4:b</p> <p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p>

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<u>Lesson 11:</u> <u>Contintued</u>			Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c
<u>Lesson 12: The DECIDE Skill</u>	<p>Model appropriate ways to express feelings when interacting with others. 1:1:a</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Analyze and select situationally appropriate resolution strategies. 4:3:b</p>		<p>Write to clarify thinking and what is known about various topics. 2:4:a</p> <p>Write to analyze, synthesize, interpret, and use new information. 2:4:b</p>
<u>Lesson 13: Refusal Skills (Day 1)</u>	<p>Evaluate the impact of health requirements and policies which affect personal, family, and community health. 1:3:b</p> <p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Evaluate the effects of conflict in various situations/relationships. 4:3:a</p> <p>Model refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 4:3:c</p>		<p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<u>Lesson 14: Refusal Skills (Day 2)</u>	<p>Evaluate the impact of health requirements and policies which affect personal, family, and community health. 1:3:b</p> <p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p>		<p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p>

Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Lesson 14:</u> <u>Continued</u></p>	<p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Evaluate the effects of conflict in various situations/relationships. 4:3:a</p> <p>Model refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 4:3:c</p>		<p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>
<p><u>Lesson 15: Sex and Drugs</u></p>	<p>Analyze the short- and long-term consequences of risky and harmful behavior. 3:1:a</p> <p>Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Model personal responsibility in health-related choices/decisions. 3:3:b</p> <p>Exemplify a positive and healthy lifestyle. 3:3:c</p>		<p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p>
<p><u>Lesson 16: Taking a Stand (Day 1)</u></p>	<p>Evaluate the effects of conflict in various situations/relationships. 4:3:a</p> <p>Analyze and select situationally appropriate resolution strategies. 4:3:b</p> <p>Model refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 4:3:c</p>		<p>Analyze the underlying or subliminal meaning of various and visual messages, e.g., advertisements, electronic media, other print / media. 3:2:a</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p>
<p><u>Lesson 17: Taking a Stand (Day 2)</u></p>	<p>Evaluate the effects of conflict in various situations/relationships. 4:3:a</p>		<p>Analyze the underlying or subliminal meaning of various and visual messages, e.g., advertisements, electronic media, other print / media. 3:2:a</p>

Analyze and select situationally appropriate resolution strategies. 4:3:b

Deliver oral information in a logical, organized, and coherent manner. 4:1:b

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<u>Lesson 17:</u> <u>Continued</u>	Model refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 4:3:c		
<u>Lesson 18: Taking a Stand (Day 3)</u>	Evaluate the effects of conflict in various situations/relationships. 4:3:a Analyze and select situationally appropriate resolution strategies. 4:3:b Model refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 4:3:c		Write to clarify thinking and what is known about various topics. 2:4:a Write to analyze, synthesize, interpret, and use new information. 2:4:b Analyze the underlying or subliminal meaning of various and visual messages, e.g., advertisements, electronic media, other print / media. 3:2:a Deliver oral information in a logical, organized, and coherent manner. 4:1:b
<u>Lesson 19:</u> <u>Enabling and Referral</u>	Analyze the role and organization of various universal health agencies/services. 2:2:a Evaluate the availability of health products and services around the world. 2:2:c Evaluate various family and community situations which require professional health services. 2:3:a Analyze options for contacting/obtaining professional health services. 2:3:b Analyze how communication skills are used to build and maintain healthy relationships. 4:1:a Analyze behaviors/situations which create bridges and barriers to effective communication. 4:2:b		Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b Deliver oral information in a logical, organized, and coherent manner. 4:1:b Apply the appropriate conventions / mechanics of language in personal communication. 4:2:c
<u>Lesson 20: Team Presentations</u>	Analyze options for contacting/obtaining professional health services. 2:3:b	Analyze the relationship between structure and function at various levels of organization. 3:1:a	Write to clarify thinking and what is known about various topics . 2:4:a

Model personal responsibility in health-related choices/decisions. 3:3:b

Write to analyze, synthesize, interpret, and use new information. 2:4:b

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<p><u>Lesson 20:</u> <u>Continued</u></p>	<p>Model effective communication techniques when interacting with family, peers, and community. 4:1:b</p>		<p>Use multiple examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Use specific questioning techniques used to clarify and comprehend oral / visual information. 3:3:b</p> <p>Analyze the purpose / intent of oral presentations to determine appropriate organization / sequence. 4:1:a</p> <p>Deliver oral information in a logical, organized, and coherent manner. 4:1:b</p> <p>Use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects. 4:3:c</p>