

## Choosing Health High School - Communication & Self -Esteem

<b>Lessons</b>	<b>Health Benchmarks</b>	<b>Language Arts Benchmarks</b>
<b>Unit 1: Influences On Health Behavior</b>		
<b><u>Lesson 1: The Murder of Crabwell Grommet</u></b>	Evaluate the impact of various health practices on self and family. 1:1:c	Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c
<b><u>Lesson 2: Influences on Health Behavior</u></b>	Evaluate how social pressures can influence participation in risk-taking behaviors. 3:1:b	
<b><u>Lesson 3: Changing Health Habits</u></b>	Evaluate personal practices which promote lifelong health and well-being. 3:1:c	
<b>Unit 2: Who Am I?</b>		
<b><u>Lesson 1: Different and Special</u></b>		
<b><u>Lesson 2: Facts About Mental Health</u></b>		Use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts. 1:1:c
<b><u>Lesson 3: Name Portraits</u></b>		Use varied, extensive vocabulary and accurate spelling in written work. 2:1:b
<b><u>Lesson 4: Characteristics of Mental Health</u></b>	Model practices which enhance personal, emotional, social, and physical well-being. 1:2:b  Evaluate personal health and well-being on a routine basis. 3:2:a	
<b><u>Lesson 5: The Self-Esteem of Crabwell Grommet</u></b>	Evaluate personal practices which promote lifelong health and well-being. 3:1:c	
<b>Unit 3: Promoting Positive Self-Esteem</b>		
<b><u>Lesson 1: Assessing Self-Esteem</u></b>	Assess personal health goals and adjust behaviors/practices appropriately. 3:2:c	
<b><u>Lesson 2: Promoting Self-Esteem</u></b>	Analyze how communication skills are used to build and maintain healthy relationships. 4:1:a	Analyze the characteristics of the target audience to determine appropriate style and language. 4:2:a
<b><u>Lesson 3: Positive Attributes</u></b>	Evaluate personal health and well-being on a routine basis. 3:2:a	
<b><u>Lesson 4: Improving Crabwell's Self-Esteem</u></b>	Model practices which enhance personal, emotional, social, and physical well-being. 1:2:b	

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<b><u>Unit 4: Step By Step</u></b>		
<b><u>Lesson 1: What's the Problem</u></b>	Analyze how personal choices can impact ( <i>sic</i> ) long-range health. 3:3:a	
<b><u>Lesson 2: The Decision Making Process</u></b>	Determine how to delay and/or reduce potential health problems during adulthood. 1:2:c  Analyze how personal choices can impact ( <i>sic</i> ) long-range health. 3:3:a	Compile and synthesize information to make reasonable and informed decisions. 1:4:c
<b><u>Lesson 3: The Decision Tree</u></b>	Model personal responsibility in health-related choices/decisions. 3:3:b	
<b><u>Lesson 4: Decision-Making Dilemmas</u></b>	Model personal responsibility in health-related choices/decisions. 3:3:b	

<b><u>Unit 5: Types of Communication</u></b>		
<b><u>Lesson 1: Psst, Pass It On!</u></b>	Analyze behaviors/situations which create bridges and barriers to effective communication. 4:2:b	Analyze various cognitive and physical barriers to effective listening and viewing, e.g., prejudice, prior knowledge/experience. 3:1:a
<b><u>Lesson 2: Types of Communication</u></b>		Analyze various cognitive and physical barriers to effective listening and viewing, e.g., prejudice, prior knowledge/experience. 3:1:a
<b><u>Lesson 3: What Do You See?</u></b>	Analyze behaviors/situations which create bridges and barriers to effective communication. 4:2:b	Apply effective listening techniques for creative problem-solving and collaborative decision-making. 3:1:b
<b><u>Lesson 4: Nonverbal Communication</u></b>	Model effective communication techniques when interacting with family, peers, and community. 4:1:b Analyze behaviors/situations which create bridges and barriers to effective communication. 4:2:b	Analyze the impact of non-verbal cues used in interpersonal communication. 3:1:c Select various non-verbal techniques to engage and communicate with an audience. 4:3:a
<b><u>Lesson 5: Communicating with Crabwell Grommet</u></b>	Analyze how communication skills are used to build and maintain healthy relationships. 4:1:a	

<b><u>Unit 6: Promoting Communication</u></b>		
<b><u>Lesson 1: Communication Gap</u></b>	Model effective communication techniques when interacting with family, peers, and community. 4:1:b	Analyze the characteristics of the target audience to determine appropriate style and language. 4:2:a

<b><u>Lesson 2: Unsuccessful Communication</u></b>	Model effective communication techniques when interacting with family, peers, and community. 4:1:b	Analyze various cognitive and physical barriers to effective listening and viewing, e.g., prejudice, prior knowledge/experience. 3:1:a
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<b><u>Lesson 2 (cont.)</u></b>	Analyze behaviors/situations which create bridges and barriers to effective communication. 4:2:b	
<b><u>Lesson 3: Successful Communication</u></b>	Model effective communication techniques when interacting with family, peers, and community. 4:1:b	Analyze the intent/purpose of oral presentations to determine appropriate style and language. 4:2:b
<b><u>Lesson 4: Practicing Effective Communication</u></b>	Model effective communication techniques when interacting with family, peers, and community. 4:1:b	Analyze the intent/purpose of oral presentations to determine appropriate style and language. 4:2:b
<b><u>Lesson 5: Measuring Assertiveness</u></b>	Model effective communication techniques when interacting with family, peers, and community. 4:1:b  Model healthy ways to express needs, wants, and feelings. 4:2:a	Analyze the intent/purpose of oral presentations to determine appropriate style and language. 4:2:b

Science Benchmarks



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