

## Michigan Model Teens Voice Solutions Grade 9-12

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><b>Lesson 1: Communication to Prevent and Solve Problems</b></p>	<p>1-1-a Model appropriate ways to express feelings when interacting with others.</p> <p>4-1-a Analyze how communication skills are used to build and maintain healthy realtionships.</p> <p>4-1-b Model effective communication techniques when interacting with family, peers, and community.</p> <p>4-1-c Assess effectiveness of interpersonal communication skills and adjust appropriately.</p> <p>4-2-a Model healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Analyze behavios/situations which create bridges and barriers to effective communication.</p> <p>4-3-c Model refusal, negotiation, and collaboration skills to avoid potentially harmful situations.</p>	<p><b>No Matches</b></p>	
<p><b>Lesson 2: Solving Personal Problems or Social Problems - The Process is similar</b></p>	<p>1-1-a Model appropriate ways to express feelings when interacting with others.</p> <p>4-1-a Analyze how communication skills are used to build and maintain healthy realtionships.</p> <p>4-1-b Model effective communication techniques when interacting with family, peers, and community.</p> <p>4-1-c Assess effectiveness of interpersonal communication skills and adjust appropriately.</p> <p>4-2-a Model healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Analyze behavios/situations which create bridges and barriers to effective communication.</p>		

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<b>Lesson 3: Sizing Up the Situations</b>	<p>1-2-a Analyze the impact of personal health behaviors on the functioning of body systems.</p> <p>1-2-b Model practices which enhance personal, emotional, social and physical well-being.</p> <p>1-2-c Determine how to delay and /or reduce potential health problems during adulthood.</p> <p>3-1-a Analyze the short and long-term consequences of risky and harmful behaviors.</p> <p>3-1-b Evaluate how social pressures can influence participation in risk-taking behaviors.</p> <p>3-1-c Evaluate personal practices which promote lifelong health and well-being.</p> <p>3-2-b Originate a personal health plan for achieving and maintaining optimum health.</p> <p>3-2-c Assess personal health goals and adjust behaviors/practices appropriately.</p> <p>3-3-b Model personal responsibility in health-related choices/decisions.</p> <p>3-3-c Exemplify a positive and healthy lifestyle.</p>		
<b>Lesson 4: Planning an Investigation</b>	<p>1-2-a Analyze the impact of personal health behaviors on the functioning of body systems.</p> <p>1-2-b Model practices which enhance personal, emotional, social and physical well-being.</p> <p>1-2-c Determine how to delay and /or reduce potential health problems during adulthood.</p> <p>3-1-a Analyze the short and long-term consequences of risky and harmful behaviors.</p> <p>3-1-b Evaluate how social pressures can influence participation in risk-taking behaviors.</p>		

3-1-c Evaluate personal practices which promote lifelong health and well-being.

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<b>Lesson 4 (Cont.)</b>	<p>3-2-b Originate a personal health plan for achieving and maintaining optimum health.</p> <p>3-2-c Assess personal health goals and adjust behaviors/practices appropriately.</p> <p>3-3-a Analyze how personal choices can impact (sic) long-range health.</p> <p>3-3-b Model personal responsibility in health-related choices/decisions.</p> <p>3-3-c Exemplify a positive and healthy lifestyle.</p>		
<b>Lesson 5: Conducting the Investigation Part 1</b>	<p>3-2-b Originate a personal health plan for achieving and maintaining optimum health.</p> <p>3-3-b Model personal responsibility in health-related choices/decisions.</p>		<p>1-1-b Analyze when a specific cue or strategy can be used most effectively to read for comprehension</p> <p>1-1-c Use prior knowledge and experience to interpret, evaluate, and construct meaning from</p> <p>1-4-c Compile and synthesize information to make reasonable and informed decisions.</p>
<b>Lesson 6: Conducting the Investigation Part 2</b>	<p>3-2-b Originate a personal health plan for achieving and maintaining optimum health.</p> <p>3-3-b Model personal responsibility in health-related choices/decisions.</p>		<p>1-1-b Analyze when a specific cue or strategy can be used most effectively to read for comprehension</p> <p>1-1-c Use prior knowledge and experience to interpret, evaluate, and construct meaning from</p> <p>1-4-c Compile and synthesize information to make reasonable and informed decisions.</p>
<b>Lesson 7: Conducting the Investigation Part 3</b>	<p>3-2-b Originate a personal health plan for achieving and maintaining optimum health.</p> <p>3-3-b Model personal responsibility in health-related choices/decisions.</p>		<p>1-1-b Analyze when a specific cue or strategy can be used most effectively to read for comprehension</p> <p>1-1-c Use prior knowledge and experience to interpret, evaluate, and construct meaning from</p> <p>1-4-c Compile and synthesize information to make reasonable and informed decisions.</p>
<b>Lesson 8: Planning to Communicate Our Research Findings</b>	<p>4-2-c Use pertinent and descriptive terminology when discussing health issues.</p>		<p>2-4-c Use multiple examples from print and electronic sources to support personal interpretations.</p>

	5-2-b Select and obtain appropriate resources needed to implement community and environmental plans/strategies.		
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<b>Lesson 9:</b> <b>Communicating Our Research Findings - Part 1</b>	<p>1-2-c Determine how to delay and /or reduce potential health problems during adulthood.</p> <p>1-3-a Evaluate the impact of national and international medical research.</p> <p>1-3-b Evaluate the impact of health requirements and policies which affect personal, family, and community health.</p> <p>4-2-c Use pertinent and descriptive terminology when discussing health issues.</p> <p>5-1-b Evaluate information/data to support or refute the cause/effect and significance of health issues.</p> <p>5-2-b Select and obtain appropriate resources needed to implement community and environmental plans/strategies.</p> <p>5-2-c Analyze the impact various health plans/strategies may have on future populations and environments.</p>		<p>2-4-c Use multiple examples from print and electronic sources to support personal interpretations.</p>
<b>Lesson 10:</b> <b>Communcating Our Research Findings - Part 2</b>	<p>1-2-c Determine how to delay and /or reduce potential health problems during adulthood.</p> <p>1-3-a Evaluate the impact of national and international medical research.</p> <p>1-3-b Evaluate the impact of health requirements and policies which affect personal, family, and community health.</p> <p>4-2-c Use pertinent and descriptive terminology when discussing health issues.</p>		

	5-1-b Evaluate information/data to support or refute the cause/effect and significance of health issues.		
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<b>Lesson 10 (Cont.)</b>	<p>5-2-b Select and obtain appropriate resources needed to implement community and environmental plans/strategies.</p> <p>5-2-c Analyze the impact various health plans/strategies may have on future populations and environments.</p>		
<b>Lesson 11: Proposing Solutions to the Problem</b>	<p>1-2-c Determine how to delay and /or reduce potential health problems during adulthood.</p> <p>1-3-a Evaluate the impact of national and international medical research.</p> <p>1-3-b Evaluate the impact of health requirements and policies which affect personal, family, and community health.</p> <p>5-1-b Evaluate information/data to support or refute the cause/effect and significance of health issues.</p> <p>5-2-b Select and obtain appropriate resources needed to implement community and environmental plans/strategies.</p> <p>5-2-c Analyze the impact various health plans/strategies may have on future populations and environments.</p>		
<b>Lesson 12: Selecting Promising Solutions to the Problem</b>	<p>1-2-c Determine how to delay and /or reduce potential health problems during adulthood.</p> <p>1-3-a Evaluate the impact of national and international medical research.</p> <p>1-3-b Evaluate the impact of health requirements and policies which affect personal, family, and community health.</p> <p>5-1-b Evaluate information/data to support or refute the cause/effect and significance of health issues.</p>		

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