

## GRADE 7, UNIT 1, STANDARD 1: Core Concepts

### UNIT OVERVIEW

In this unit of study, students will learn fundamental concepts related to health promotion and disease prevention. Specifically, students will explore the interrelationships of physical, mental/emotional, social, intellectual, environmental, spiritual, and sexual dimensions of health. Students will investigate their own dimensions of health and how they are dynamic. Through student-centered activities, students will also explore other factors that may influence their health and how they can recognize and respond to factors that are controllable. Relevant topics to students will be addressed in lessons and daily check-ins (formative assessments) will be used to check for understanding and to guide future instruction.

### ESSENTIAL QUESTIONS

- How does the environment and/or behaviors influence the likeliness of getting cancer and/or communicable diseases?
- How do my behaviors influence my personal health?
- How do the different types of health contribute to my overall well-being?

*"We know knowledge alone does not change behavior and we also know that we do need some knowledge to provide meaning to the behavior change we seek. What we need is functional information. Functional information is information that is relevant, usable, and applicable. It is the need-to-know information about a health topic" (Benes & Alperin, 2019, p. 8).*

<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	- environmental influences on health - cancer prevention - communicable diseases (HIV/AIDS, Flu, STIs) - Sexually Transmitted Infections - alcohol, nicotine, tobacco, drugs (effects of alcohol, cannabis, illicit drugs) - sleep - self harm - food's influence on sleep and learning - coping, stress management - anxiety, depression - hormonal changes during adolescence & impact on health - food as fuel	Health Wellness Mental/Emotional Health Environmental Health Intellectual Health Physical Health Social Health Spiritual Health Sexual Health Influences Controllable Barrier Hinder

<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	How the environment and/or behaviors can influence the likeliness of getting cancer and/or communicable diseases.
	How individual behaviors can influence personal health.
	How the different dimensions of health contribute to one's overall well-being.

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	1.8.1	Analyze the relationship between healthy behaviors and personal health.
	1.8.2	Describe the interrelationships of emotional, mental, physical, and social health in adolescence.
	1.8.3	Analyze how the environment affects personal health.
	1.8.4	Describe how family history can affect personal health.
	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
	1.8.6	Explain how appropriate health care can promote personal health.
	1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
	1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

## GRADE 7, UNIT 2, STANDARD 6: Goal-Setting

### UNIT OVERVIEW

Throughout this unit of study, students will build upon their prior self-assessment of health (wellness wheel) and learn how to set goals using the SMART model in order to improve a dimension of health. Students will create and implement a goal action plan that includes strategies and skills to accomplish the goal. Students will record, reflect on, and evaluate goal progress and outcome in order to explain how the goal-setting process can enhance health. Daily formative assessments will be used to check for student understanding and inform future instruction. A summative reflection will be used to measure student understanding of how personal health goals can vary with changing abilities, priorities, and responsibilities, and how to determine strategies and skills necessary to attain a personal health goal.

### ESSENTIAL QUESTIONS

- How can I apply goal-setting practices to enhance my health?
- How do I determine my effectiveness at setting health-related goals?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	i-v identify topics in each category that could serve as area for goal setting.  I-v SMART goals (specific, measurable, attainable, realistic, time factors)  i. Set a SMART goal throughout the unit for mental health.  iv. Analyze potential effect of harmful-risk behaviors on my health-related goals (e.g., possible influences on goals if engaged in unprotected sexual intercourse, misuse of safety equipment during physical activity, etc.)  i. & v. Analyze potential influence of alcohol, drugs, or other substance use on my health-related goals (i.e., including mental health goals).	Risk Behavior  Substance Use  Drug  Fixed Mindset  Growth Mindset  Hinder  Time Management

<b>CONCEPTUAL UNDERSTANDINGS</b>  <i>Students should understand...</i>	How to apply goal-setting practices to enhance health.
	How to determine their effectiveness at setting health-related goals
	How personal health goals can vary with changing abilities, priorities and responsibilities.

<b>EVIDENCE OF UNDERSTANDING</b>  <i>By the end of this unit, students should be able to...</i>	6.8.1 Assess personal health practices.
	6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
	6.8.3 Apply strategies and skills needed to attain a personal health goal.
	6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## GRADE 7, UNIT 3, STANDARD 3: Accessing Information

### UNIT OVERVIEW

In this unit of study, students will learn how to apply the ACCESS (accurate, credible, current, easy to use or access, what situations is best used in, are claims supported) skill cues to demonstrate the ability to access valid information, products, and services to enhance health. Specifically, students will use a reliability/validity checklist or “Trust It or Trash It” website to analyze online resources of health information that could be used to determine health-behavior choices. Relevant topics to students will be addressed in lessons and daily check-ins (formative assessments) will guide future instruction. By the end of this unit students will complete a benchmark assessment designed to demonstrate the ability to determine reliability and validity of health information in the form of a substance abuse research project.

### ESSENTIAL QUESTIONS

- How do I access valid information, products and services to enhance my health?
- How do I know if the information, products and services I am accessing are valid, evidence-based, and reliable?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	i-iv Develop a process to analyze validity of pertinent health-related information, products and services, including the areas of social and emotional health.  i. Accessing valid info/products/services (in school, family, community) to questions related to mental health (anxiety, depression, stress management, eating disorders)  ii. Accessing valid info/service/products (in school, family, community) to questions related to sexual health (contraception, healthy relationships, <b>HIV and STI testing</b> , Sexual Orientation)  iii. Where to get valid info/service/products related to nutrition.  iv. Accessing valid info on tending to injuries and/or disease prevention.  v. Accessing valid info related to vaping, e-cigarettes & other tobacco products  v. Accessing valid addiction support and treatment services	Valid Reliable Credible Current Credentials Accurate “Whole” Foods Processed Foods Nutrient Dense Nutrient Poor

<b>CONCEPTUAL UNDERSTANDINGS</b> <i>Students should understand...</i>	How to evaluate sources of health information, products, and services for reliability and validity .	
	How to review information, products, or services critically and determine whether or not it is the best fit for their particular needs.	

<b>EVIDENCE OF UNDERSTANDING</b> <i>By the end of this unit, students should be able to...</i>	3.8.1	Analyze the validity of health information, products and services.
	3.8.2	Access valid health information from home, school, and the community.
	3.8.5	Locate valid and reliable health products and services.

## GRADE 7, UNIT 4, STANDARD 7: Self-management

### UNIT OVERVIEW

Throughout this unit of study, students will build upon their prior knowledge of the dimensions of health and goal-setting skills in order to establish health-enhancing behaviors to avoid/reduce health risks. Students will analyze behaviors related to each dimension of health and determine whether they are health enhancing or health reducing. During this unit students will investigate how to improve their own health and the health of others through student-centered learning that empowers them to take control and responsibility for their own health. Daily formative assessments will be used to check for student understanding and inform future instruction. Students will complete a summative assessment to demonstrate the importance of assuming responsibility for their personal health behaviors and analyze their ability to effectively demonstrate behaviors that enhance health and reduce/avoid health risks.

### ESSENTIAL QUESTIONS

- How can I demonstrate an ability to practice health-enhancing behaviors to improve health or avoid/reduce health risks?
- How do I know if I am effectively demonstrating behaviors that are enhancing my health and/or avoiding or reducing health risk?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	i.-v. Document (e.g., journal, track, log) health-enhancing behaviors and health reducing behaviors.  i.v. Analyze journal in preparation and identify areas of opportunity to increase health-enhancing behaviors.  i.v. Intentional practice of demonstrating health-enhancing behaviors and avoiding health reducing behaviors. Document experience.  i.-v. Analyze behaviors in the areas of health and compare with functional knowledge on these topics to self-evaluate.	Responsibility  Controllable  Uncontrollable

<b>CONCEPTUAL UNDERSTANDINGS</b>  <i>Students should understand...</i>	How to practice health-enhancing behaviors in order to reduce/avoid health risks.
	How to critique one's own behavior to know if they are reducing/avoiding health risks by demonstrating health-enhancing behaviors.

<b>EVIDENCE OF UNDERSTANDING</b>  <i>By the end of this unit, students should be able to...</i>	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
	7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
	7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.



## GRADE 8, UNIT 5, STANDARD 4: Interpersonal Communication

### UNIT OVERVIEW

Interpersonal communication is the ability to communicate and receive messages effectively (Benes & Alperin, 2019). Through interactive learning experiences in this unit, students will practice analyzing, applying, and evaluating effective interpersonal communication skills in order to enhance their health. Interpersonal communication skills are extremely transferable outside of the classroom in many different contexts (academics, vocational, personal relationships, and more). Students will be able to develop interpersonal communication skills including; self-expression, refusal, negotiation, and conflict resolution in the context of different situations (e.g. relationships, substance use, sexual behavior). Learning activities in this unit encourage face-to-face interaction. Teachers will develop and maintain a safe, supportive learning environment that allows students to take risks while feeling supported. During this unit, an outside organization, *Peaceworks*, will visit the class for two days. Their curriculum includes hands-on activities that encourage students to analyze and evaluate healthy vs unhealthy relationships and practice communicating boundaries to peers and partners. As a culminating assessment students will analyze personal health-related behaviors and develop a plan to use interpersonal communication skills in order to improve/maintain current healthy behaviors by creating and performing a role-play during which they utilize effective communication skills to resolve a conflict or refuse a risky behavior. All students will participate in peer-evaluation to further show mastery of the skill.

### ESSENTIAL QUESTIONS

- How can I use effective interpersonal communication skills to enhance my health?
- How could using effective communication skills help me reduce or avoid health risks?

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CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	i. Managing emotions, stress, and anxiety in healthy ways  i. Peaceful conflict resolution  i. Practicing kindness, empathy, and acceptance  ii. Healthy/unhealthy relationships  i. Adult-child and peer-peer communication  ii. Consent in sexual relationships (M.5.2)  ii. Setting boundaries with partner	<b>Assertive Communication:</b> Expressing oneself effectively and standing up for one's point of view, while also respecting the rights and beliefs of others ( <a href="#">Mayo Clinic, 2017</a> ) <b>Body Language/Nonverbal Communication:</b> Communication without using spoken or written words. <b>Active Listening:</b> The process of engaging with a speaker with the intent to understand their message. <b>Accusatory Statement:</b> Statements that imply someone has done something wrong

	<p>(M.5.4)</p> <p>ii, iv. Demonstrate effective negotiation and refusal skills to avoid risky behaviors including sexual behavior (e.g. using condoms properly)(M.5.3)</p> <p>v. Tobacco, drug/ substance refusal strategies</p>	<p><b>I Statement:</b> A form of assertive communication in which the speaker expresses their feelings to another without judgment.</p> <p><b>Red Flag:</b> A sign that someone in a relationship could cause harm emotionally or physically.</p> <p><b>Personal Boundary:</b> Guidelines, rules, or limits a person creates in order to identify permissible behavior from others and how to respond when someone crosses that boundary.</p> <p><b>Courageous Conversation:</b> An important or challenging conversation with another person.</p>
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>How they can develop and apply effective communication skills to enhance health.</p>
	<p>How using effective communication skills can help them avoid health risks.</p>

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	<p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health</p>
	<p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p>
	<p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p>
	<p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>

## GRADE 8, UNIT 6, STANDARD 2: Analyzing Influences

### UNIT OVERVIEW

In this unit of study, students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Through student-centered activities, students will examine and interpret the variety of ways all types (dimensions) of health can be influenced. The students will use their analysis to suggest ways to reduce the effects of harmful influences and improve the effects of beneficial influences on health. Relevant topics to students will be addressed in lessons and daily check-ins (formative assessments) will guide future instruction. Students will participate in a culminating summative assessment during which they track influences on their decisions over a 24 hours period and use data collected to write a reflection.

### ESSENTIAL QUESTIONS

- How do my values influence my personal health?
- How do external factors (e.g., family and community values) potentially aid or hinder my health?

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i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	- Personal values' influence on abstinence - Personal values' influence on sexual health decisions - Personal values' influence on substance use. - Health- related school and community policies (physical activity, mental health) - Peer influence: Sexual Harassment - Media & Technology's influence on perceived sexual norms (media, tech) - Media, Ads, Tech influence on: Body Image, food choices - Social Media and & Tech influence on perceptions of social norms - Analyze risk/protective factors for substance abuse (e.g., including coping skills) v. Family's influence on personal values related to substance abuse	Values Abstinence Sexual Harassment Substance Use Addiction Media Internal Factors External Factors Policy

<b>CONCEPTUAL UNDERSTANDINGS</b>	That many internal and external factors will influence their health-related behaviors.
<i>Students should understand...</i>	That defining personal values can help students determine when to accept or reject external influences related to their health behaviors.

<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	2.8.1	Examine how the family influences the health of adolescents.
	2.8.3	Describe how peers influence healthy and unhealthy behaviors.
	2.8.4	Analyze how the school and community can affect personal health practices and behaviors.
	2.8.5	Analyze how messages from media influence health behaviors.
	2.8.6	Analyze the influence of technology on personal and family health.
	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
	2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.

## GRADE 8, UNIT 7, STANDARD 5: Decision Making

### UNIT OVERVIEW

In this unit of students will apply the DECIDE (define decision to be made, evaluate options, consider consequences, identify values, decide, evaluate outcome) model in order to practice making health-enhancing decisions. Students will explore a multitude of topics including but not limited to sexual health, risky behaviors, substance use, and food choice. It is important to emphasize to students that they are ultimately in control of their decisions which in turn will have short and long-term effects on their lives. The purpose of this unit is to help students practice making thoughtful decisions based on their personal goals and values, not to make the “right” decision as described by societal norms or expectations of others. Students may find the process tedious at first. Reminding them that thoughtful decision making is a skill that needs to be practiced in order to become more natural, just like dribbling a basketball or performing a monologue may help put it in perspective. Daily check-ins (formative assessments) will guide future instruction. By the end of this unit students will complete a benchmark assessment designed to demonstrate the ability to use effective decision making skills to enhance health by making a decision and examining the consequences.

### ESSENTIAL QUESTIONS

- How can I use effective decision-making skills to enhance my health?
- Who/what influences my health-related decisions?
- How do my decisions regarding health behaviors have consequences for myself and others in both short- and long-term?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
i. Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition iv. Personal Safety, Injury, & Disease Prevention v. Substance Use, Addiction & Influencing Behaviors	i. What to post on social media/how to use social media. Recommended collaboration here with LM on digital citizenship. This connects to digital health & wellness.  i. How to apply DECIDE model when making a decision Define problem Explore options Consider consequences Identify values Decide and act Evaluate decision  i. How peers/family/ media influence decision making process (peer pressure)	Values Drug Use Drug Misuse Drug Abuse Unspoken/Indirect Peer Pressure Spoken/Direct Peer Pressure

	<p>i. How level of self-efficacy and self-esteem influences decision making</p> <p>i. How decisions impact present and future goals</p> <p>ii. Decision to be sexually active, delay, or practice abstinence while considering functional knowledge.</p> <p>ii. Factors that influence the decision to remain abstinent or sexually active</p> <p>iii. How Food Environment (advertising, availability etc.) influences food decisions</p> <ul style="list-style-type: none"> <li>-Policy Factors</li> <li>-Physical Factors</li> <li>-Social Factors</li> <li>-Individual Preference</li> </ul> <p>iii. Decision making process to choose balance of nutrient dense and nutrient poor foods</p> <p>iii. How food decisions affect physical and cognitive functioning</p> <p>iv. Decision to use condoms/contraceptives properly</p> <p>iv. Consequences of choice to become sexually active, delay, or remain abstinent</p> <p>iv. Consequences of risky behaviors</p> <p>v. Influence of alcohol and other drugs on decision making process</p> <p>v. Using functional knowledge to make decisions whether or not to use substances</p> <p>v. Who/what else is affected by decisions to use tobacco, alcohol or other drugs (family, friends, community etc.)</p>	
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>How to use effective decision-making skills to enhance health</p>
	<p>Who/what influences personal health decisions</p>
	<p>How personal decisions have consequences for individuals and others in the short-term and long-term.</p>

<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	5.8.1 Identify circumstances that can help or hinder healthy decision making.
	5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
	5.8.3 Distinguish when individual or collaborative decision making is appropriate.
	5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
	5.8.5 Predict the potential short-term impact of each alternative on self and others.
	5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
	5.8.7 Analyze the outcomes of a health-related decision.

## GRADE 8, UNIT 8, STANDARD 8: Advocacy

### UNIT OVERVIEW

Throughout this unit of study, students will use health information, concepts, and skills to advocate for healthy individuals, families, and schools. Health-related topics will be researched and supported with accurate information that students will disseminate to a target audience. The students will develop an advocacy plan for the school or local community in order to raise awareness for the topic. Daily formative assessments will be used to check for student understanding and inform future instruction. A summative advocacy plan will be used to measure student competence in the skill of advocating for self and others to improve health and well-being.

### ESSENTIAL QUESTIONS

- How can I clearly and accurately express health information, concepts, and skills?
- What can I do to provide opportunities for myself and others to improve health and well-being?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
i. Active & Healthy Living	i. Effects of physically active lifestyle	Advocate
ii. Human Development & Sexual Education	i. Importance of destigmatizing mental health issues	Awareness Destigmatize
iii. Nutrition	ii. Sexual health	Health Issue
iv. Personal Safety, Injury, & Disease Prevention	iii. Influences on food decisions	Target Audience
v. Substance Use, Addiction & Influencing Behaviors	ii & iv. Increase awareness of behaviors that reduce or hinder health	Prevention Intervention
	i.- iv. Challenge social norms that do not support healthy lifestyle	Hinder
	iv. Obesity and related diseases	Evidence
	v. Commonly abused drugs (e.g. nicotine, marijuana, alcohol)	Passion or Conviction Societal norms



<b>CONCEPTUAL UNDERSTANDINGS</b>  <i>Students should understand...</i>	How to clearly and accurately express health information, concepts, and skills.
	What they can do to provide opportunities for self and others to improve health and well-being.

<b>EVIDENCE OF UNDERSTANDING</b>  <i>By the end of this unit, students should be able to...</i>	8.8.1 State a health-enhancing position on a topic and support it with accurate information
	8.8.2 Demonstrate how to influence and support others to make positive health choices.
	8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
	8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.