

Academic Standards:

AIDS: Responding to a Health Crisis

Health Standard and Benchmarks (3rd Ed.)

Standard 7: Knows how to maintain and promote personal health Level IV, Benchmarks 1-4

1. Knows how personal behaviors relate to health and well-being and how these behaviors can be modified if necessary to promote achievement of health goals throughout life (e.g., following a personal nutrition plan to reduce the risk of disease, periodically self-assessing physical fitness)
2. Understands the short- and long-term consequences of safe, risky, and harmful behaviors
3. Understands how personal health needs change during the life cycle
4. Understands the impact of personal health behaviors on the functioning of body systems

Standard 8: Knows essential concepts about the prevention and control of disease Level IV, Benchmarks 1, 4

1. Understands how the immune system functions to prevent or combat disease
4. Understands the social, economic, and political effects of disease on individuals, families, and communities

Language Arts Standard and Benchmarks (3rd Ed.)

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes Level IV, Benchmarks 1-8

1. Uses criteria to evaluate own and others' effectiveness in group discussions and formal presentations (e.g., accuracy, relevance, and organization of information; clarity of delivery; relationships among purpose, audience, and content; types of arguments used; effectiveness of own contributions)
2. Asks questions as a way to broaden and enrich classroom discussions
3. Uses a variety of strategies to enhance listening comprehension (e.g., focuses attention on message, monitors message for clarity and understanding, asks relevant questions, provides verbal and nonverbal feedback, notes cues such as change of pace or particular words that indicate a new point is about to be made; uses abbreviation system to record information quickly; selects and organizes essential information)
4. Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade)
5. Makes formal presentations to the class (e.g., includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology, such as transparencies, slides, electronic media; cites information sources)

6. Makes multimedia presentations using text, images, and sound (e.g., selects the appropriate medium, such as television broadcast, videos, web pages, films, newspapers, magazines, CD-ROMS, Internet, computer-media-generated images; edits and monitors for quality; organizes, writes, and designs media messages for specific purposes)

7. Uses a variety of verbal and nonverbal techniques for presentations (e.g., modulation of voice; varied inflection; tempo; enunciation; physical gestures; rhetorical questions; word choice, including figurative language, standard English, informal usage, technical language) and demonstrates poise and self-control while presenting

8. Responds to questions and feedback about own presentations (e.g., clarifies and defends ideas, expands on a topic, uses logical arguments, modifies organization, evaluates effectiveness, sets goals for future presentations)

Standard 31: Understands economic, social, and cultural developments in the contemporary United States
Level IV, Benchmarks 3, 5

3. Understands how the rise of religious groups and movements influenced political issues in contemporary American society (e.g., the position of major religious groups on such issues as abortion, gay rights, women in the clergy, and educational issues; the causes and significance of religious evangelism and its effect on American political and religious culture in the 1980s; how Supreme Court decisions since 1968 have affected the meaning and practice of religious freedom)

5. Understands major contemporary social issues and the groups involved (e.g., the current debate over affirmative action and to what degree affirmative action policies have reached their goals; the evolution of government support for the rights of the disabled; the emergence of the Gay Liberation Movement and civil rights of gay Americans; continuing debates over multiculturalism, bilingual education, and group identity and rights vs. individual rights and identity; successes and failures of the modern feminist movement)

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