

Academic Standards:

Altruism: Meeting Society's Needs

Working With Others Standard and Benchmarks (1999, 3rd Ed.)

Standard 4: Displays effective interpersonal communication skills

Level IV, Benchmarks 1-6

1. Displays empathy with others
2. Displays friendliness with others
3. Displays politeness with others
4. Seeks information nondefensively
5. Provides feedback in a constructive manner
6. Uses nonverbal communication such as eye contact, body position, voice tone effectively

Health Standard and Benchmarks (3rd Ed.)

Standard 1: Knows the availability and effective use of health services, products, and information

Level II, Benchmarks 1-3

1. Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research)
2. Knows various community agencies that provide health services to individuals and families (e.g., HMOs, public health clinics, mental health clinics, substance abuse treatment centers)
3. Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure)

Health Standard and Benchmarks (3rd Ed.)

Standard 2: Knows environmental and external factors that affect individual and community health

Level II, Benchmarks 1 and 3

1. Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants)
3. Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology)

Health Standard and Benchmarks (3rd Ed.)

Standard 4: Knows how to maintain mental and emotional health

Level II, Benchmarks 1-4

1. Knows the relationships between physical health and mental health
2. Knows common sources of stress for children and ways to manage stress
3. Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully
4. Knows behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions)

Language Arts Standard and Benchmarks (3rd Ed.)

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes

Level II, Benchmarks 1-4, 7

1. Contributes to group discussions
2. Asks questions in class (e.g., when he or she is confused, to seek others' opinions and comments)
3. Responds to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas)
4. Listens to classmates and adults (e.g., does not interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback, eliminates barriers to effective listening)
7. Makes basic oral presentations to class (e.g., uses subject-related information and vocabulary; includes content appropriate to the audience; relates ideas and observations; incorporates visual aids or props; incorporates several sources of information)
10. Organizes ideas for oral presentations (e.g., uses an introduction and conclusion; uses notes or other memory aids; organizes ideas around major points, in sequence, or chronologically; uses traditional structures, such as cause-and-effect, similarity and difference, posing and answering a question; uses details, examples, and anecdotes to clarify information)
11. Listens for specific information in spoken texts (e.g., plot details or information about a character in a short story read aloud, information about a familiar topic from a radio broadcast)
12. Understands the main ideas and supporting details in spoken texts (e.g., presentations by peers or quest speakers, a current affairs report on the radio)
13. Listens to and understands persuasive messages (e.g., television commercials, commands and requests, pressure from peers)
15. Knows specific ways in which language is used in real-life situations (e.g., buying something from a shopkeeper, requesting something from a parent, arguing with a sibling, talking to a friend)

[Close Window](#)