

# **Florida State Education Standards and CHARACTER COUNTS!**

**— grade level: 6 to 8 —**

**by**

Martin County School District:

Robyn Vanover – Safe and Drug-Free Schools Coordinator

Diane Gumbinner

Dorcas Boucher

Dana Stipo

Dr. Blanche Wells

**and**

Martin County CHARACTER COUNTS!:

Holly Laiben – Program Director

## STRAND: A. Character Literacy

### STANDARD: 1. The student demonstrates comprehension of concepts related to character.

<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grade 6-8</b>	<b>LA. E.2.3.2</b>  <b><u>Wise Lives</u></b> <b><u>(WL)</u></b> <b>Character</b> <b>Portraits 195-238</b>	<b>1.3.1</b> Responds to work of literature by interpreting selected phrases, sentences or passages and applying the information to personal life.	Pretends he is a character and writes how he would respond to the situation.

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<b>Grades 6-8</b>	<b>HE B.3.3.7</b>  <u>WL</u> <b>Resolving Conflicts Wisely</b> 161-163 <b>Wise Steps of Conflict Resolution</b> 165-174	<b>A.1.3.2</b> Understands the possible causes of conflict among youth in schools and communities and knows positive strategies for preventing conflict.	Writes a paper about how ethnic prejudice cause conflicts in the school and community and ways to raise awareness about the negative effects of prejudice.  Lists the negative aspects of belonging to a “clique.”
<b>Grades 6-8</b>	<b>HE B.2.4.4</b> <b>CE A.1.2.3</b>  <u>WL</u> <b>Character Portraits</b> 195-238	<b>A.1.3.3</b> Knows how ethnic and cultural diversity both enrich and challenge healthy living.	Arranges a discussion on topics such as chiropractic medicine, folk medicine, herbal medicine, acupuncture and explains how different cultures contributed to medical practices in America.  Prepares an ethnic food dish from a country of his or her choice and shares it with the class.

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<b>Grades 6-8</b>	<b>HE B.3.3.1</b> <b>CE A.3</b>  <u>WL</u> <b>Communication</b> <b>149-151</b> <b>Positive Speech</b> <b>27-29</b>	<b>A.1.3.4</b> Knows effective verbal and non-verbal communication skills (e.g., body language, eye statements).	Discusses ways that people express feelings non-verbally.  Gives a small informative speech and has other students analyze body movements and eye contact.

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<b>Grades 6-8</b>	<b>HE C.2.3.2</b> <b>CE A.2</b> <b>CE B.1</b> <b>CE C.2</b> <u><b>WL</b></u> <b>Communication and Managing Feelings 149-151</b>	<b>A.1.3.5</b> Knows ways to effectively express feelings and opinions on health issues.	Writes an opinion paper discussing the ways in which popular culture sends positive and negative health messages to adolescents.  Writes a poem (humorous or serious) that would encourage someone to quit smoking cigarettes or using smokeless tobacco. The student can volunteer to read the poem to the class.
<b>Grades 6-8</b>	<b>HE A.1.4.5</b> <u><b>WL</b></u> <b>Service 139-141</b> <b>Good Citizenship 143-145</b>	<b>A.1.3.6</b> Knows how the social environment influences the health of the community.	Works with others in a small group to analyze the social factors in school that create potentially violent situations and develops a solution for preventing these situations from occurring.
<b>Grades 6-8</b>	<b>HE B.3.4.8</b> <b>CE A.3</b> <u><b>WL</b></u> <b>Compassion 131-133</b> <b>Positive Thoughts 31-33</b>	<b>A.1.3.7</b> Understands various ways in which different families handle grief (e.g., counseling, cultural differences).	Writes a report about grieving practices in another culture and compares differences between cultures.  Makes a pamphlet with suggestions for people trying to cope with grief.  Completes activities in “WIN, WIN” (Conflict Resolution workbook).

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<b>Grades 6-8</b>	<b>HE A.1.3.4</b>  <u>WL</u> <b>Self Respect 41-43</b> <b>Self Control 81-83</b> <b>Keeping a Good Conscience 89-91</b>	<b>A.1.3.8</b> Understands how peer pressure can influence healthful choices.	Role-plays refusal skills in different situations (e.g., drugs, tobacco, alcohol or sex).  In groups, discusses peer pressure and how it affects adolescents.

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<b>Grades 6-8</b>	<b>FCAT LA A.2.3.8</b>	<b>A.1.3.9</b> Checks the validity and accuracy of information obtained from research, in such way as differentiating fact and opinion, identifying strong versus weak arguments and recognizing that personal values influence the conclusion an author draws.	Identifies and improves weak arguments.
	<b>FCAT LA E.2.3.1 State Adopted Texts for Reading and Language Arts</b>	<b>A.1.3.10</b> Understands how character and plot development, point of view and tone are used in various selections to support a central conflict or story line.	Uses a storyboard illustrating the character development through the central conflict.

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<b>Grades 6-8</b>	<b>LA E.2.3.6</b> <b>State Adopted</b> <b>Texts</b>  <u>WL</u> <b>Personal Goals</b> <b>111-127</b>	<b>A.1.3.11</b> Identifies specific questions of personal importance and seeks to answer them through literature.	Reads works about topics of personal interest and keeps a reading journal in which he or she reflects on how the works relate to questions of personal importance.
	<b>LA A.2.3.3</b>  <u>WL</u> <b>Tolerance 53-55</b> <b>Character</b> <b>Portraits 195-238</b>	<b>A.1.3.12</b> Recognizes logical, ethical and emotional appeals in texts.	Creates an advertisement using one of these appeals.
	<b>FCAT</b> <b>LA A.2.3.8</b> <b>Sate Adopted</b> <b>Texts</b>	<b>A.1.3.13</b> Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong versus weak arguments and recognizing that personal values influence the conclusion an author draws.	Uses the bibliography of a source document to locate material that validates information contained in the source document.



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<b>Grades 6-8</b>	<b>FCAT LA E.2.3.1 State Adopted Texts</b>  <b><u>WL</u> Character Portraits 195-238</b>	<b>A.1.3.14</b> Understands how character and plot development, point of view and tone are used in various selections to support a central conflict or story line.	Select what he or she thinks is the central conflict in a literary passage and writes an essay that uses character and plot development, point of view and tone to support his or her selection.

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<b>Grades 6-8</b>	<b>HE A.1.3.6</b>  <u>WL</u> <b>Facing Challenges</b> <b>117-119</b>	<b>A.2.3.1</b> Knows ways in which to reduce risks related to health problems of adolescents.	Research assigned topics (e.g., acne, anorexia and bulimia, obesity and STD's) and makes an oral presentation to the class.  Writes a paper on adolescent health problems.
<b>Grades 6-8</b>	<b>PE A.3.4.1</b>	<b>A.2.3.2</b> Knows that physical activity reduces certain health risk factors.	Researches and prepares a report on cardiovascular disease and its relationship to physical activity.
	<b>PE A.3.4.2</b>  <u>WL</u> <b>Positive Attitude</b> <b>23-25</b> <b>Perseverance</b>	<b>A.2.3.3</b> Knows how regular physical activity can relieve the stress of everyday life.	Keeps a record of regular participation in physical activity for two weeks and then analyzes the record to determine whether physical activity relieved stress during this time period.

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Grade 6	<b>LA A.2.3.4</b> <b>WL</b> Developing Talents 112-115	<b>A.2.3.4</b> Uses a variety of reading materials to develop personal preferences in reading.	Gives personal reactions to letters to the editor in a newspaper.
Grade 6	<b>LA C.3.3.1</b> <b>WL</b> Respect for Others 49-51 Communication 149-151	<b>A.2.3.5</b> Understands how volume, stress, pacing and pronunciation can positively or negatively affect an oral presentation.	Models things to do and not to do in speaking. (Tell students that you are modeling).
Grade 7	<b>LA C.1.3.3</b>  <b>WL</b> Managing Feelings 153-155	<b>A.2.3.6</b> Acknowledges the feelings and messages sent in a conversation.	Shares feelings about a specific artwork with a partner, listens carefully to the partner's response, then describes to the partner how he or she thinks the partner feels about the artwork.
	<b>LA C.3.3.1</b> <b>WL</b> Positive Speech 26-19	<b>A.2.3.7</b> Understands how volume, stress, pacing and pronunciation can positively or negatively affect an oral presentation.	Does a presentation based on his or her name.

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<b>Grade 8</b>	<b>LA C.2.3.2</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>A.2.3.8</b> Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions and other nonverbal cues to convey meaning to an audience.	Does blocking (movement, placement, etc.) of a scene of a play, novel or story to demonstrate these convey meaning.
	<b>LA C.3.3.1</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>A.2.3.9</b> Understands how volume, stress, pacing and pronunciation can positively or negatively affect an oral presentation.	Watches a clip from a news or talk show and then discusses how the use of appropriate volume, stress, pacing and pronunciation allowed some people on the show to be more effective speakers than others.

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<b>Grade 8</b>	<b>LA E.2.3.8</b>  <u><b>WL</b></u> <b>Having Hopes and Dreams</b> 121-123 <b>Goal Setting</b> 125-127 <b>Tolerance 53-55</b>	<b>A.2.3.10</b> Knows how a literary selection can expand or enrich personal viewpoints or experiences.	Rewrites a section of a given story, changing the point of view to a different point of view.

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<b>Grades 6-8</b>	<b>HE A.1.3.3</b>  <u>WL</u> <b>Friendship</b> <b>103-105</b>	<b>A.2.3.11</b> Knows how physical, mental, emotional and social health interrelates during adolescence.	Participates in a class discussion about the relationships between physical, mental, emotional and social health during adolescence.  In groups, lists the changes he or she may go through during puberty.
	<b>PE C.2.3.6</b>	<b>A.2.3.12</b> Knows various ways to use the body and movement activities to communicate ideas and feelings.	Writes a review of a local, choreographed athletic performance (e.g., gymnastics, skating or synchronized swimming). The review should include a discussion of how dancers use their bodies to communicate ideas and feelings.
	<b>HE A.1.3.2</b>  <u>WL</u> <b>Self Respect 41-43</b> <b>Learning from Discipline 77-79</b>	<b>A.2.3.13</b> Understands the relationship between positive health behaviors and the prevention of injury, illness, disease and other health problems.	Researches and writes a paper about diseases in early American settlers and how better nutrition might have prevented some of these diseases.  Works with others in a small group to collect data on the number of students using seat belts when they arrive at school. Then the student uses these numbers to determine the percentage of students using and not using seat belts.

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<b>Grades 6-8</b>	<b>HE C.2.3.4</b>  <u>WL</u> Good Citizenship 143-145 Being a Good Example 71-73	<b>A.2.3.14</b> Knows how to influence others to make positive choices.	Role-plays situations in which the student attempts to prevent a peer from making an unhealthy choice (e.g., using tobacco products).
	<b>HE B.3.3.2</b>  <u>WL</u> Compassion 131-133 Humility 135-137 Tolerance 53-55	<b>A.2.3.15</b> Knows various ways to communicate care, consideration and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).	Writes a paper describing the characteristics of healthy relationships.  Plays a group telephone game to strengthen good communication skills.  Comes up with three suggestions they could give to a friend who is feeling low to build up his or her shrunken self-confidence.
	<b>HE B.3.3.5</b>  <u>WL</u> Communication 149-151	<b>A.2.3.16</b> Demonstrates attentive communication skills (e.g., eye contact, hand and body gestures).	Lists the positive and negative ways in which people can use body language to communicate.

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<b>Grades 6-8</b>	<b>SS A.2.3.1</b>  <u>WL</u> <b>Tolerance 53-55</b> <b>Character Chart</b> <b>195-196</b>	<b>A.3.3.1</b> Understands how language, ideas and institutions of one culture can influence other cultures (e.g., through trade, exploration and immigration).	Works in a small group to explore how Greek culture was spread through Alexander the Great’s conquests. Includes a map of his conquests and specific examples of Greek influences.
<b>Grades 6-8</b>	<b>HE B.2.3.1</b>	<b>A.3.3.2</b> Describes ways the media conveys messages in the school and community.	Discusses television commercials geared to children. Small groups perform their own “commercials” promoting good character.
<b>Grades 6-8</b>	<b>HE A.1.3.8</b>	<b>A.3.3.3</b> Knows how lifestyle pathogens (germs), family history and other risk factors are related to the cause or prevention of disease and other health problems.	<p>Creates a family tree and traces patterns of disease in the family.</p> <p>Researches a heritable disease (e.g., diabetes, muscular dystrophy, hemophilia or sickle cell anemia) and presents the information in a written report.</p> <p>Researches the many diseases spread by sexual contact and why sexual abstinence is the best choice.</p> <p>Writes a paper describing the transfer of viruses or bacteria-causing illnesses.</p>



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<b>Grades 6-8</b>	<b>PE A.3.4.3</b>  <u>WL</u> <b>Goal Setting</b> 125-127	<b>A.3.3.4</b> Identifies the effects of age, gender, race, ethnicity, socioeconomic status and culture of physical activity preferences and exercise habits.	Interviews a man and a woman from each of the following age groups: 10 – 30 years old, 40-50 years old and 65-75 years old. The student then determines whether each person is taking advantage of the physiological, psychological and social benefits of physical activity. Finally, the student makes suggestions as to how each person can adjust his or her regimen to maximize the benefits of the activity.

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<b>Grade 6</b>	<b>LA C.2.3.1</b>	<b>A.3.3.5</b> Determines main concept, supporting details, stereotypes, bias and persuasion techniques in a non-print message.	Compares and contrasts two pieces of art.
<b>Grade 6</b>	<b>LA D.2.3.1</b>	<b>A.3.3.6</b> Selects language that shapes reactions, perceptions and beliefs.	Reads a variety of selections and recognizes situations in which slang or colloquial language is used to shape the reader’s reactions or perceptions.
<b>Grade 6</b>	<b>LA D.2.3.6</b>	<b>A.3.3.7</b> Understands specific ways that mass media can potentially enhance or manipulate information.	Rewrites a factual article, slanting it.
<b>Grade 6</b>	<b>LA D.2.3.7</b>  <b><u>WL</u></b> <b>Honesty 99-101</b>	<b>A.3.3.8</b> Understands that laws exist that govern what can and cannot be done with mass media.	Identifies an example of the need for truth in advertising.

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<b>Grade 8</b>	<b>LA A.2.3.5 FCAT</b>	<b>A.3.3.9</b> Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision making and performing a school or real-world task.	Using a standard newspaper as a model, creates an adolescent classified section.
<b>Grade 8</b>	<b>LA D.1.3.2</b>	<b>A.3.3.10</b> Demonstrates an awareness that language and literature are primary means by which culture is transmitted.	Compares and contrasts styles of poetry on the same subject matter from two different cultures.

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<b>Grade 8</b>	<b>LA D.2.3.4 State Adopted Texts</b>	<b>A.3.3.11</b> Understands how the multiple media tools of graphics, pictures, color, motion and music can enhance communication in television, film, radio and advertising.	Produces an advertisement using multimedia tools.
	<b>LA D.2.3.6</b>	<b>A.3.3.12</b> Understands specific ways that mass media can potentially enhance or manipulate information.	Describes the possible cause-and-effect relationships between mass media coverage and public opinion trends, using quantitative data to support his or her position.
	<b>LA D.2.3.7</b>	<b>A.3.3.13</b> Understands that laws exist that govern what can and cannot be done with mass media.	Debates the issues favoring and opposing freedom of the press.

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<b>Grade 8</b>	<b>LA E.2.3.4</b>  <u><b>WL</b></u> <b>Character Portraits 195-238</b>	<b>A.3.3.14</b> Knows ways in which literature reflects the diverse voices of people from various backgrounds.	Reads similar folk tales from a variety of cultures and identifies common and diverse elements.

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<b>Grades 6-8</b>	<b>HE C.2.3.3</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>A.3.3.15</b> Recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.	Discusses ways that people communicate their feelings through non-verbal communication.
	<b>HE B.2.3.4</b>  <u>WL</u> <b>Tolerance 53-55</b>	<b>A.3.3.16</b> Understands emotional and social health risks caused by prejudice in the community.	Works in a cooperative group to identify and explore the different prejudices exhibited by various groups in the community. Makes an oral presentation to the rest of the class and discusses ways to dispel the prejudices.
	<b>HE B.3.3.6</b> <b>CE B.1</b> <b>CE B.2</b>  <u>WL</u> <b>Self Respect 41-43</b>	<b>A.3.3.17</b> Knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).	Role-plays a situation in which a student uses communication strategies to resist pressure to drink alcohol or smoke cigarettes.  Role-plays a situation in which a student uses communication strategies to resist pressure to become sexually active.

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Grades 6-8	HE A.2.3.1	A.3.3.18 Knows how to analyze the validity of health information, products and services.	<p>Collects health information articles while working in groups and analyzes these articles for validity.</p> <p>Analyzes and compares information from a variety of weight loss service providers in the community and discusses ways to maintain a healthy weight.</p> <p>Creates his or her own product or service and presents it orally to the class.</p>
	HE A.1.3.5	A.3.3.19 Understands the relationship between environment and personal health.	<p>Measures the decibel level of different noises and describes how various sound levels affect hearing.</p> <p>Draws pictures of environmental hazards and the effects on their health.</p>

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<b>Grade 7</b>	<b>LA C.2.3.2</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>A.3.3.20</b> Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions and other nonverbal cues to convey meaning to an audience.	Explains and identifies techniques in motion pictures, videos and theater to indicate a lapse in time.
	<b>LA D.2.3.6</b> <b>State Adopted</b> <b>Texts</b>	<b>A.3.3.21</b> Understands specific ways that mass media can potentially enhance or manipulate information.	Compares and contrasts a number of articles written on the same topic.
	<b>LA D.2.3.7</b>	<b>A.3.3.22</b> Understands that laws exist that govern what can and cannot be done with mass media.	Researches laws relating to plagiarism.



<b>STRAND: B. Character Enhancing Behavior</b>			
<b>STANDARD: 1. The student applies interpersonal and social skills in relationships that lead to individual growth, maturity and good character.</b>			
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<b>Grades 6-8</b>	<b>HE B.3.4.7</b> <b>CE B.2</b>	<b>B.1.3.1</b> Knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).	<p>Role-plays a situation in which a student resists pressure to get into a car with a person who has been drinking.</p> <p>Role-plays different situations using conflict resolution strategies.</p>
<b>Grades 6-8</b>	<b>HE C.1.3.3</b> <b>State Adopted Texts</b>	<b>B.1.3.2</b> Understands the various consequences of health-related decisions.	Discusses the negative effects of steroids on body functions.
<b>Grades 6-8</b>	<b>HE B.3.4.1</b> <b>CE B.2</b>  <b><u>WL</u></b> <b>Communication</b> <b>149-151</b>	<b>B.1.3.3</b> Understands the relationship between verbal and non-verbal communication (e.g., body language, voice tone, volume, and pitch).	<p>Interprets the non-verbal communication among individuals participating in a debate.</p> <p>Role-plays with a partner to demonstrate good listening skills.</p> <p>Role-plays with a partner to demonstrate poor listening skills.</p>

<b>STRAND: B. Character Enhancing Behavior</b>			
<b>STANDARD: 1. The student applies interpersonal and social skills in relationships that lead to individual growth, maturity and good character.</b>			
<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE B.3.4.2</b> <b>WL</b> <b>Self Respect 41-43</b> <b>Respect for Others 49-51</b> <b>Honesty 99-101</b>	<b>B.1.3.4</b> Knows techniques for communicating care, consideration and respect of self and others (e.g., encouragement, trust, and sexual abstinence).	Discusses ways to establish trust between individuals in a relationship.
	<b>HE B.2.4.3</b> <b>CE B.2</b>  <b>WL</b> <b>Goal Setting 125-127</b>	<b>B.1.3.5</b> Knows how information from peers, family and community influences personal health.	Role-plays responses to parental situations (e.g., to make all A's, excel as an athlete).  Writes a personal goal for handling peer pressure and implements and monitors progress for an individual wellness plan.
	<b>HE A.1.4.3</b> <b>CE B.2</b>	<b>B.1.3.6</b> Understands the relationship among physical, mental, emotional and social health throughout adulthood.	Analyzes with other students the impact of pregnancy on body systems at different stages of life and organizes the findings into a group presentation for the class.  Lists some popular role models, analyzes the positive qualities possessed by these role models and writes a report about his or her favorite model.

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<b>Grades 6-8</b>	<b><u>WL</u></b> <b>Keeping a Good Conscience 89-91</b> <b>Positive Thoughts 31-33</b>	<b>B.1.3.6 (Continued)</b> Understands the relationship among physical, mental, emotional and social health throughout adulthood.	<p>Interviews one person from each stage of life and compares findings emotionally, mentally, socially and physically.</p> <p>Examines the changes during adolescence (physical, mental, social) and its effects on adulthood.</p>
	<b>HE A.1.4.2</b>  <b><u>WL</u></b> <b>Dependability 59-61</b>	<b>B.1.3.7</b> Understands the potential impact of common risk behavior on the quality of life.	<p>Lists and discusses the effects of tobacco, malnutrition, inactivity, alcohol and other drug use and not using seat belts on the quality of life.</p> <p>Writes a report on how quality of life might be affected by tobacco, malnutrition, inactivity, teenage sexual activity, alcohol and other drug use or not using seat belts or helmets. The student includes this report in a wellness-plan journal.</p> <p>Researches and writes a report on the costs of D.U.I in the State of Florida.</p>

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<b>Grades 6-8</b>	<b><u>WL</u></b> <b>Self Control 81-83</b>	<b>B.1.3.7 (Continued)</b> Understands the potential impact of common risk behavior on the quality of life.	<p>Researches the influence of media, movies, ads, music and television on the ability to make responsible decisions.</p> <p>Role-plays a parent for a week-end by parenting a “Baby Think It Over Doll” and keeps a daily log.</p>
	<b>HE B.1.4.2</b> <b>CE B.2</b>  <b><u>WL</u></b> <b>Initiative and Effort 67-69</b> <b>Self-Control 81-83</b>	<b>B.1.3.8</b> Knows strategies for health enhancement and risk reduction.	Evaluates personal health by completing a health-risk behavior survey. The student develops a plan to improve personal health based on these results.

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<b>Grades 6-8</b>	<b>HE B.3.4.3</b> <b>CE C.1</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>B.1.3.9</b> Knows skills for communicating effectively with family, friends and others (e.g., assertiveness).	Discuss appropriate ways to respond to arguments with friends and family members.
	<b>HE B.3.4.5</b> <b>CE C.2</b>  <u>WL</u> <b>Conflict Resolution</b> <b>147-174</b> <b>Peer Mediation</b> <b>245-253</b>	<b>B.1.3.10</b> Knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).	Role-plays a situation in which a student mediates a conflict over a teenage rivalry.
<b>Grades 6-8</b>	<b>HE C.1.3.1</b>  <u>WL</u> <b>Tolerance 53-55</b>	<b>B.1.3.11</b> Knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).	Plays a game of opposite handed softball and describes the feelings associated with the activity.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE B.2.4.5</b>	<b>B.1.3.12</b> Understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.	Participates on a school or community intramural sports team and creates a video or skit to document its impact on social interactions.
<b>Grades 6-8</b>	<b>HE C.1.4.5</b>  <u>WL</u> <b>Self Discipline</b> <b>75-91</b>	<b>B.1.3.13</b> Knows how to make positive decisions related to injury, tobacco, nutrition, and physical activity, sexuality and alcohol and other drugs.	Participates in a group discussion about the negative effects of steroids.  Participates in groups analyzing food labels for nutritional values.
<b>Grades 6-8</b>	<b>HE B.1.3.1</b>  <u>WL</u> <b>Self Respect 41-43</b>	<b>B.1.3.14</b> Knows the importance of assuming responsibility for personal health behaviors.	Leads a discussion about the potential risks that may be available at non-school-related parties (e.g., drugs, sex and tobacco) and the consequences of risky choices.  Works in groups to put on a play for elementary students demonstrating personal health behaviors.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE B.3.3.8</b>  <u>WL</u> <b>Positive Attitude</b> <b>21-37</b> <b>Compassion</b> <b>131-133</b> <b>Humility 135-137</b>	<b>B.1.3.15</b> Knows strategies for managing grief caused by disappointment, separation or loss (e.g., counseling, talking, and listening).	<p>Explains each of Kubler-Ross’s five stages of grief, then writes a paper describing ways to help a friend cope with the various stages of grief.</p> <p>Lists and discusses coping strategies to deal with loss of someone close.</p> <p>Discusses why teens seem to think death will never happen to them.</p> <p>Writes a short story in which a character experiences a loss, exploring reactions of the character as he or she receives both helpful and not so helpful responses.</p>

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<b>Grades 6-8</b>	<b>HE B.2.3.3</b> <b>CE B.2</b>	<b>B.1.3.16</b> Identifies aspects in one’s own culture and in the cultures of others that may have an impact on health and the use of health services.	<p>Researches folk medicine and home remedies, writes a report and gives an oral presentation to the class.</p> <p>Creates a family history tree of illnesses and presents it to the class.</p>
	<b>HE C.2.3.5</b> <b>CE C.2</b> <b>CE C.1</b>  <b><u>WL</u></b> <b>Cooperation</b> <b>95-97</b>	<b>B.1.3.17</b> Knows ways to work cooperatively with others to advocate for healthy individuals, schools and families.	<p>Creates a school-wide anti-drug campaign through the use of posters and audio-visual presentations.</p> <p>Works with others in small groups to invite guest speakers in to talk about dangers of alcohol, tobacco and drug use. (Each group is responsible for one speaker).</p>



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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>Applied Technology</b> <b>6.1.3.2</b>  <u>WL</u> Service 139-141	<b>B.1.3.18</b> Analyzes fair division of work in projects.	Develops strategies for job sharing on projects and work.
<b>Grades 6-8</b>	<b>Applied Technology</b> <b>6.1.3.1</b>  <u>WL</u> Cooperation 95-97	<b>B.1.3.19</b> Demonstrates team work skills in projects.	Performs and evaluates a variety of team skills and roles.
<b>Grades 6-8</b>	<b>Applied Technology</b> <b>6.1.3.3</b>	<b>B.1.3.20</b> Evaluates self and peer performance on projects.	Utilizes peer and self-evaluation rubrics appropriately.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>Applied Tech.</b> <b>6.1.3.4</b> <u>WL</u> Dependability 59-61 Being a Good Example 71-73	<b>B.1.3.21</b> Directs others in group projects.	Demonstrates leadership in teaching others skills and working on projects.
<b>Grades 6-8</b>	<u>WL</u> Service 139-141 Good Citizenship 143-145	<b>B.1.3.22</b> Participates in social and/or environmental projects which impact the school and/or community.	Utilizes a variety of school based, work based and community resources to research and report.
<b>Grades 6-8</b>	<b>HE B.2.3.2</b> <u>WL</u> Facing Challenges 117-119	<b>B.1.3.23</b> Knows the effects of substance abuse on personal health and performance in physical activity.	Discusses the negative effects of performance-enhancing drugs such as steroids (e.g., discusses why people use them and the physical consequences of prolonged use).
<b>Grades 6-8</b>	<b>HE B.2.3.1</b> <u>WL</u> Self Control 81-83	<b>B.1.3.24</b> Demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still and seek help).	Demonstrates the use of CPR, first aid and water safety.

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<b>Grades 6-8</b>	<b>HE B.2.3.4</b> <b>CE B.2</b> <u>WL</u> Conflict Resolution 147-174 Peer Mediation 245-254	<b>B.1.3.25</b> Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.	Demonstrates supportive behavior to a teammate or opponent (e.g., talks with and helps someone who has fallen).
<b>Grades 6-8</b>	<b>HE B.2.3.3</b>  <u>WL</u> Cooperation 95-99 Honesty 99-101	<b>B.1.3.26</b> Understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.	Follows rules specific to a selected skill in the instructional area.  Handles conflicts that arise with others without confrontation.  Accepts controversial decisions made by a game’s official.
<b>Grades 6-8</b>	<b>HE C.2.4.2</b>  <u>WL</u> Communication 149-151	<b>B.1.3.27</b> Knows methods for effectively expressing feelings and opinions on health issues (e.g., writing opinion papers).	Writes a reaction paper in response to a newspaper or magazine article about a health issue in the public arena.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE C.2.4.3</b>	<b>B.1.3.28</b> Knows strategies for overcoming barriers when communicating information, ideas, feelings and opinions on health issues (e.g., various presentation skills).	Participates in a small group discussion about teenage health issues.
<b>Grades 6-8</b>	<b>HE B.1.3.5</b>  <u>WL</u> <b>Facing Challenges</b> <b>117-119</b>	<b>B.1.3.29</b> Knows techniques for avoiding threatening situations.	Develops a survey to determine how students respond to threatening situations. Analyzes the data and writes a report.  Shares a story that was threatening to them and how they reacted.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>LA C.1.3.3</b> <b>WL</b> Compassion 131-133 Respect for Others 49-51	<b>B.1.3.30</b> Acknowledges the feelings and messages sent in a conversation.	Writes dialogue for typical situations.
<b>Grades 6-8</b>	<b>LA C.1.3.4</b>	<b>B.1.3.31</b> Uses responsive listening skills, including paraphrasing, summarizing and asking questions for elaboration and clarification.	Asks a teacher to clarify or elaborate on points he or she made during a lecture.
<b>Grades 6-8</b>	<b>LA C.2.3.2</b> <b>State Adopted Texts</b>	<b>B.1.3.32</b> Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions and other nonverbal cues to convey meaning to an audience.	Recognizes and responds orally to nonverbal cues, such as movement, fades, cuts, placement, juxtaposition, gestures, smile and silent periods.

## STRAND: B. Character Enhancing Behavior

**STANDARD: 1. The student applies interpersonal and social skills in relationships that lead to individual growth, maturity and good character.**

LEVEL	LINKS	BENCHMARK (The student . . .)	SAMPLE PERFORMANCE DESCRIPTION (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>LA C.1.3.3</b>  <u>WL</u> Respect for Others 49-51 Patience 85-87	<b>B.1.3.33</b> Acknowledges the feelings and messages sent in a conversation.	Role-plays peer conferencing, demonstrating positive commentary and makes sure meaning was understood.
	<b>LA D.2.3.3</b> Florida Writes!	<b>B.1.3.34</b> Distinguishes between emotional and logical arguments.	Writes an emotional and logical argument for the same topic.

<b>STRAND: B. Character Enhancing Behavior</b>			
<b>STANDARD: 2. The student knows how to use goal setting and decision making skills that enhance character and avoid behaviors that pose a threat to him/herself and/or others.</b>			
<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE B.3.4.3</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>B.2.3.1</b> Knows positive strategies for expressing needs, wants and feelings.	Role-plays a situation between locker partners in which one student wishes to voice concerns about the state of the shared space.
<b>Grades 6-8</b>	<b>HE B.2.3.1</b>	<b>B.2.3.2</b> Knows how messages from media and other sources influence health behaviors.	Selects two sun care products and decides which would better meet personal needs and why. Shares the information orally with the class.  Creates a poster advertising diet products.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE A.1.4.6</b>	<b>B.2.3.3</b> Knows how to delay the onset of and reduce the risks for potential health problems during adulthood.	<p>Formulates and implements an effective plan for lifelong health, addressing changing nutritional needs, lifestyle changes and exercise and includes this plan in an individual wellness plan journal.</p> <p>Researches his or her family’s health history and identifies hereditary risks (i.e., cancer, alcoholism, disorders) and presents an oral report.</p>
<b>Grades 6-8</b>	<b>HE C.1.3.4</b>  <b><u>WL</u></b> <b>Personal Goals</b> <b>111-127</b>	<b>B.2.3.4</b> Knows strategies and skills needed to attain a personal health goal.	Keeps a daily log of physical activities and creates a plan to improve a self-selected aspect of physical fitness.



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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE C.1.3.5</b>  <u>WL</u> <b>Goal Setting</b> 125-127	<b>B.2.3.5</b> Knows how priorities, changing abilities and responsibilities influence setting health goals (e.g., conducting a needs assessment).	Participates in a health assessment to determine areas in which personal health could be improved.
<b>Grades 6-8</b>	<b>HE B.2.4.3</b>  <u>WL</u> <b>Cooperation</b> 95-97	<b>B.2.3.6</b> Knows how information from peers, family and community influences personal health.	Role-plays responses to parental situations (e.g., to make all A's excel as an athlete).  Writes a personal goal for handling peer pressure and implements and monitors progress for an individual wellness plan.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE B.3.3.3</b>  <u>WL</u> <b>Relationships</b> <b>93-109</b>	<b>B.2.3.7</b> Knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).	Discusses situations in which friends can avoid conflicts by compromising.
<b>Grades 6-8</b>	<b>HE B.2.4.4</b>	<b>B.2.3.8</b> Knows risks and safety factors that may affect physical activity throughout life.	Slides into a base in a manner that avoids injuring the defensive player.  Identifies and uses established procedures for safe participation in a selected activity.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>PE B.2.4.2</b>  <u>WL</u> Wise Steps 165-174	<b>B.2.3.9</b> Knows various ways in which conflicts can be resolved appropriately in game settings.	Listens to all sides before taking action in conflict situations.
	<b>PE B.2.4.3</b>  <u>WL</u> Respect 39-55	<b>B.2.3.10</b> Demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions and accepting victory and defeat).	Volunteers to replay a contested shot in tennis and acknowledges a good play from an opponent during the match.
<b>Grades 6-8</b>	<b>HE C.1.4.1</b>  <u>WL</u> Goal Setting 125-127	<b>B.2.3.11</b> Knows various strategies when making decisions related to health needs and risks of young adults (e.g., support and reward system).	Discusses how a support and reward system can be an effective strategy when making health-related decisions.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>PE B.2.4.4</b>  <u>WL</u> <b>Being a Good Example 71-73</b> <b>Service 139-141</b> <b>Cooperation 95-97</b>	<b>B.2.3.12</b> Assumes an active leader role, a supportive follower role and a passive follower role as appropriate.	Accepts responsibility for taking leadership roles and willingly follows appropriate behavior to accomplish group goals.
<b>Grades 6-8</b>	<b>HE C.1.4.4</b>  <u>WL</u> <b>Facing Challenges 117-119</b> <b>Goal Setting 125-127</b>	<b>B.2.3.13</b> Knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress.	Creates an individual wellness plan and keeps a daily log for a specified period of time describing individual progress.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6-8</b>	<b>HE C.1.4.6</b>  <b>WL Initiative and Effort 67-69</b>	<b>B.2.3.14</b> Knows various strategies when applying the decision-making process regarding healthy habits (e.g., nutritious foods versus junk foods).	Discusses ways to adapt favorite recipes to make them healthier (e.g., reducing the amount of fat, salt or sugar). (Modeled after a performance description in the California Public Schools Health Framework).
<b>Grades 6</b>	<b>LA A.1.3.3</b>	<b>B.2.3.15</b> Demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening and speaking.	Demonstrates vocabulary through games, role-playing, charades or artwork.
<b>Grades 6</b>	<b>LA A.2.3.8 State Adopted Texts</b>	<b>B.2.3.16</b> Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong versus weak arguments and recognizing that personal values influence the conclusion an author draws.	Determines whether given statements are fact or opinion.

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<b>LEVEL</b>	<b>LINKS</b>	<b>BENCHMARK</b> (The student . . .)	<b>SAMPLE PERFORMANCE DESCRIPTION</b> (Benchmarks may be demonstrated when the student . . .)
<b>Grades 6</b>	<b>LA D.2.3.3</b> <b>WL</b> Resolving Conflicts Wisely 161-163	<b>B.2.3.17</b> Distinguishes between emotional and logical arguments.	Collects and displays cartoons that illustrate emotional and logical arguments.
<b>Grade 7</b>	<b>LA C.2.3.1</b>	<b>B.2.3.18</b> Determines main concept, supporting details, stereotypes, bias and persuasion techniques in a nonprint message.	Follows instructions presented as steps for completing a report.
	<b>LA D.2.3.3</b> <b>Florida Writes!</b> <b>WL</b> Resolving Conflicts Wisely 161-163	<b>B.2.3.19</b> Distinguishes between emotional and logical arguments.	Analyzes commercials to determine if they are trying to appeal to people’s emotions or reason and discusses his or her conclusions with other students.
	<b>LA E.1.3.2</b> <b>State Adopted Texts</b>	<b>B.2.3.20</b> Recognizes complex elements of plot, including setting, character development, conflicts and resolutions.	Does a story map or plots a diagram illustrating rising and falling action.

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<b>Grades 7</b>	<b>LA E.2.3.2</b> <b>State Adopted</b> <b>Texts</b>	<b>B.2.3.21</b> Responds to a work of literature by interpreting selected phrases, sentences or passages and applying the information to personal life.	Compares and contrasts a character to his or her own life.
<b>Grade 8</b>	<b>LA C.2.3.1</b>  <b><u>WL</u></b> <b>Respect 39-55</b>	<b>B.2.3.22</b> Determines main concept, supporting details, stereotypes, bias and persuasion techniques in a nonprint message.	Develops criteria before viewing and determines the stereotypes presented in a video.

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<b>Grade 8</b>	<b>LA C.3.3.3</b>  <u>WL</u> <b>Communication</b> <b>149-151</b>	<b>B.2.3.23</b> Asks questions and makes comments and observations that reflect understanding and application of content, processes and experiences.	Reads a play and then discusses with other students how conflicts in the play can be applied to real-life situations in his or her own culture.
<b>Grade 8</b>	<b>LA E.1.3.2</b> <b>FCAT</b>	<b>B.2.3.24</b> Recognizes complex, elements of plot, including setting, character development, conflicts and resolutions.	Makes a short presentation to the class in which he or she identifies degrees of character development in a major and a minor character in a favorite work of fiction or drama.



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<b>Grades 6-8</b>	<b>HE B.1.3.6</b> <b>Red Cross</b>	<b>B.2.3.25</b> Knows injury prevention and injury management strategies for personal and family health.	Develops and implements an injury prevention health fair for class, school and/or family.  Listens to a speaker from Red Cross about injury management.
<b>Grades 6-8</b>	<b>HE B.1.3.13</b>  <u><b>WL</b></u> <b>Goal Setting</b> <b>125-127</b>	<b>B.2.3.26</b> Explores new ways to achieve activity goals in an individual wellness plan (e.g., walking, in addition to playing a team sport).	Chooses an outdoor sport and researches opportunities for participation in this sport in the community.
<b>Grades 6-8</b>	<b>HE B.1.4.5</b>  <u><b>WL</b></u> <b>Goal Setting</b> <b>125-127</b>	<b>B.2.3.27</b> Knows how to make changes in an individual wellness plan as lifestyle changes occur.	Undertakes and explains modifications in her or his exercise plan in relation to seasonal changes and related personal conditions (e.g., asthmatic conditions).

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<b>Grades 6-8</b>	<b>HE B.1.3.4</b>  <u>WL</u> <b>Personal Goals</b> <b>111-127</b>	<b>B.2.3.28</b> Knows strategies for improving and maintaining personal and family health.	<p>Develops a personal exercise program, describes the health benefits of the program and implements it over a period of time. Describes feelings associated with the experiment.</p> <p>Develops a family nutrition plan, describes the health benefits of the plan and describes ways to implement it.</p> <p>Chooses a television show or book and presents it to the class. Classmates will identify positive roles.</p>
	<b>HE B.1.3.2</b>  <u>WL</u> <b>Responsibility</b> <b>57-73</b>	<b>B.2.3.29</b> Understands the short-term and long-term consequences of safe, risky and harmful behavior.	<p>Analyzes the costs and consequences of being arrested on misdemeanor and felony charges, including the impact on family and friends.</p> <p>Listens to a speaker from jail discuss the consequences of harmful risky behavior.</p>

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<b>Grades 6-8</b>	<b>HE B.1.3.3</b>  <u>WL</u> <b>Managing Feelings 153-155</b> <b>Keeping a Positive Attitude 23-25</b> <b>Thankfulness 35-37</b>	<b>B.2.3.30</b> Knows strategies for managing stress.	<p>Writes an anonymous paragraph about a stressful situation. Discusses solutions for managing these events with the class.</p> <p>Interviews a fellow classmate and how they dealt with stress.</p>

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<b>Grades 7</b>	<b>LA E.2.3.4</b>  <u>WL</u> Tolerance 53-55 Author Index 239-244	<b>C.1.3.1</b> Knows ways in which literature reflects the diverse voices of people from various backgrounds.	Reads works by authors from a variety of ethnic and socioeconomic backgrounds and discusses with other students the similarities and differences among the author’s voices.
	<b>LA E.2.3.5</b>  <u>WL</u> Author Index 239-144	<b>C.1.3.2</b> Recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature and historical approaches such as how a piece of literature reflects the time period in which it was written.	Analyzes how writers of different cultural backgrounds address the theme of “change.”

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<b>Grades 6-8</b>	<b>PE C.1.4.1</b>  <u>WL</u> <b>Good Citizenship</b> <b>143-145</b> <b>Courage 107-109</b>	<b>C.1.3.3</b> Understands the influence of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity preferences and participation.	Explains the importance other cultures place on World Cup Soccer.  Visits a senior citizen center during activity time.
	<b>PE C.1.4.2</b>  <u>WL</u> <b>Perseverance</b> <b>63-65</b> <b>Tolerance 53-55</b>	<b>C.1.3.4</b> Knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).	Identifies an appropriate activity and adapts it for people with physical disabilities.

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<b>Grades 6-8</b>	<u>WL</u> Citizenship 129-145 * Projects 130	<b>C.1.3.5</b> The student will participate in a school wide community service project.	Participates in a school wide canned food drive to help needy families.
<b>Grades 6-8</b>	<u>WL</u> Peer Mediation 245-254	<b>C.1.3.6</b> The student will demonstrate an ability to teach others to resolve conflicts.	Serves as a peer mediator.
<b>Grade 6</b>	<b>LA A.2.3.3</b>	<b>C.1.3.7</b> Recognizes logical, ethical and emotional appeals in texts.	Identifies the techniques used in an advertisement to create reader appeal.
<b>Grade 6</b>	<b>LA D.1.3.2</b>  <u>WL</u> Character Portraits 195-238	<b>C.1.3.8</b> Demonstrates an awareness that language and literature are primary means by which culture is transmitted.	Reads a work from a different time period and identifies the historical aspects of it.

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<b>Grades 6-8</b>	<b>HE C.1.3.7</b> <b>CE C.2</b>  <u>WL</u> <b>Initiative and Effort 67-69</b>	<b>C.1.3.9</b> Knows how expanding abilities, independence and responsibilities influence personal behavior.	Discuss ways to address safety considerations and demonstrate responsible behavior while caring for others (e.g., baby-sitting).
	<b>HE B.3.3.4</b> <b>CE C.2</b>  <u>WL</u> <b>Self-Control 81-83</b>	<b>C.1.3.10</b> Understands how the behavior of family members and peers contributes to physical, mental, emotional and social health.	Describes the ways that family members influence personal health.  Lists the names of correct television programs that deal with families. The student discusses the strengths and weaknesses of each family portrayal.
<b>Grades 6-8</b>	<b>PE C.1.4.3</b>  <u>WL</u> <b>Patience 85-87</b>	<b>C.1.3.11</b> Knows the value of sport and physical activity in understanding different cultures.	Researches physical education opportunities available in the community and designs a program emphasizing multicultural awareness and cross-cultural experience. The student then gives an oral report describing the designed program.

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<b>Grades 6-8</b>	<p><b>HE B.3.4.6</b> <b>CE C.2</b></p> <p><u>WL</u> Wise Steps 165-174 Peer Mediation 145-154 Forgiveness 157-159</p>	<p><b>C.1.3.12</b> Understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills, peer mediation).</p>	<p>Discusses ways to reduce ethnic prejudices in the school and creates a cultural awareness campaign.</p> <p>Compiles a list of different cliques on campus and discusses stereotypes involved.</p>
	<p><b>HE A.2.4.1</b> <b>CE C.2</b></p> <p><u>WL</u> Self Respect 41-43 Respect for Authority 45-48</p>	<p><b>C.1.3.13</b> Understands potential controversy regarding the validity of health information, products and services.</p>	<p>Debates conflicting issues surrounding HIV/AIDS information, products and services with other students.</p>



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<b>Grades 6-8</b>	<p><b>HE A.2.4.2 Local Services and Agencies (i.e., EMT's, Boys and Girls Clubs, Children's Service Council, YMCA) CE C.2 CE A 1 + 2</b></p> <p><b><u>WL</u> Responsibility 57-73</b></p>	<p><b>C.1.3.14</b> Knows resources from home, school and community that provide valid health information.</p>	<p>Develops a resource card for students to carry in their wallet with phone numbers for crisis hotlines.</p> <p>Arranges and participates in a mock accident of some kind which involves response teams. Upon completion, writes a summary of experiences and feelings.</p>

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Grades 6-8	<p><b>HE C.1.3.2</b></p> <p><u>WL</u> Character Portraits Chart 195-196</p>	<p><b>C.1.3.15</b> Knows the contributions that various cultures have made to physical education.</p>	<p>Chooses a sport that originated in another country and compares how it was played originally with how it is presently played in the United States.</p> <p>Discusses the origin of the Olympics.</p>
Grades 6-8	<p><b>HE C.1.4.3</b></p> <p><u>WL</u> Personal Goals 111-127</p>	<p><b>C.1.3.16</b> Knows methods for predicting immediate and long-term impact of health decisions of the individuals who make them.</p>	<p>Writes a paper about the short-term and long-term effects of smoking cigarettes or marijuana.</p> <p>Plans a skit for younger students that will convince them of the dangers of tobacco use.</p>
	<p><b>HE C.1.4.2</b></p> <p><u>WL</u> Citizenship 129-145</p>	<p><b>C.1.3.17</b> Knows health concerns that require collaborative decision-making (e.g., community violence and water pollution).</p>	<p>Researches a water pollution problem and discusses ways a community can work together to improve the quality of their water.</p> <p>Listens to a speaker from the Florida Oceanographic Society about the importance of keeping our waters clean.</p>

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<b>Grades 6-8</b>	<b>SC D.2.3.1</b>  <u>WL</u> <b>Hopes and Dreams 121-123</b>	<b>C.1.3.18</b> Understands that quality of life is relevant to personal experience.	Develops and presents a personal action plan to use recyclable materials and products whenever possible.

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<b>Grades 6-8</b>	<b>PE C.2.4.1</b>  <u>WL</u> Developing Talents 113-115	<b>C.2.3.1</b> Identifies personal feelings resulting from participation in physical activity.	Keeps journal of feelings and experiences during an educational adventure experience (e.g., a ropes course, a nature hike, camping or canoeing).
	<b>PE C.2.4.2</b>  <u>WL</u> Developing Talents 113-115 Goal Setting 125-127	<b>C.2.3.2</b> Participates in games, sport, dances, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.	Writes a dialogue convincing a friend to try a specific sport or activity.  Keeps a journal of physical activities that he or she has participated in over time.

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<b>Grades 6-8</b>	<b>PE C.2.4.3</b>  <u>WL</u> <b>Personal Goals</b> 111-127	<b>C.2.3.3</b> Knows the ways in which personal characteristics, performance styles and activity preferences will change over the course of one’s life.	Researches and describes changes in a personal wellness plan that might take place ten years from now and changes that might take place twenty years from now.
<b>Grades 6-8</b>	<u>WL</u> <b>Resolving Conflicts Wisely</b> 161-163 <b>Peer Mediation</b> 124-154	<b>C.2.3.4</b> Demonstrates an ability to teach others to resolve conflicts.	Serves as a peer mediator.
<b>Grades 6-8</b>	<u>WL</u> <b>Citizenship</b> 129-145	<b>C.2.3.5</b> Participate in extra curricular activities.	Joins a club or participates in community service.

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<b>Grades 6-8</b>	<b><u>WL</u> Cooperation 95-97</b>	<b>C.2.3.6</b> Recognizes need to work in a diverse collaborative group to design, fabricate, distribute and dispose recyclable products.	Works with a variety of individuals to accomplish goals and projects in our community and homes.
<b>Grades 6-8</b>	<b>Red Ribbon Week  <u>WL</u> Citizenship Projects 130</b>	<b>C.2.3.7</b> Participates in a school wide Character Counts/ Red Ribbon Week.	Participate in activities related to Character Counts programs that promote character and positive choices.
<b>Grades 6-8</b>	<b>HE A.1.4.1  <u>WL</u> Responsibility 57-73</b>	<b>C.2.3.8</b> Understands the impact of personal health behaviors on body systems.	Works with a partner to analyze the various causes of stress and the effects of stress on different body systems.  Prepares an oral report on the effects of nicotine, alcohol or caffeine on body systems.  Completes self-inventory on stress.  Writes a report on anorexia and bulimia and its effects on the digestive system.

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<b>Grades 6-8</b>	<p><b>HE B.2.3.2</b></p> <p><u>WL</u> Self-Discipline 75-91</p>	<p><b>C.2.3.9</b> Knows how information from peers influences health.</p>	<p>Role-plays refusal skills regarding peer pressure to use alcohol and/or tobacco.</p> <p>Puts on a puppet show for an elementary class on “How to Say No to Drugs.”</p>
<b>Grades 6-8</b>	<p><b>HE A.3.4.6</b></p> <p><u>WL</u> Personal Goals 111-127</p>	<p><b>C.2.3.10</b> Understands the importance of making a commitment to physical activity as an important part on one’s lifestyle.</p>	<p>Researches programs available through community nonprofit organizations (e.g., American Heart Association, American Lung Association, American Cancer Society and March of Dimes).</p> <p>Writes a contract to make a commitment to physical activity and keeps a journal documenting daily physical activity for a specified period of time.</p>

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Grades 6-8	<b>PE C.2.3.1</b>  <u>WL</u> Personal Goals 111-127	<b>C.2.3.11</b> Identifies forms of physical activity that provide personal enjoyment.	Selects his or her favorite form of vigorous physical activity and describes personal enjoyment derived from involvement in this activity.
Grades 6-8	<b>PE C.2.3.4</b>  <u>WL</u> Learning from Discipline 77-79	<b>C.2.3.12</b> Knows the long-term physiological, psychological and cultural benefits that may result from regular participation in physical activity.	Lists and discusses ways in which physical activity relieves stress and enriches life.
Grades 7-8	<b>PE C.2.3.3</b>  <u>WL</u> Self Discipline 75-91	<b>C.2.3.13</b> Understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits and regular physical activity).	Creates, records and presents an individual wellness plan that covers nutrition, fitness and stress management. As part of the presentation the student should describe the impact it has had on his or her quality of life.



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<b>Grades 6-8</b>	<b>PE C.2.3.2</b>  <u>WL</u> <b>Compassion</b> <b>131-133</b>	<b>C.2.3.14</b> Recognizes the aesthetic and creative aspects of performance.	Watches and discusses a video of high-skilled performance activities (e.g., figure skating or a gymnastic competition).