

FILM ONE – Classroom Resource Academic Standards

National Standards for the English Language Arts by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA)

Academic Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.				✓	✓			✓
Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.				✓				✓
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	✓		✓	✓	✓	✓	✓	✓
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	✓	✓	✓	✓	✓	✓	✓	✓
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	✓			✓	✓	✓	✓	✓
Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	✓	✓		✓	✓	✓	✓	✓
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.			✓	✓		✓	✓	✓
Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.			✓	✓		✓		✓
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	✓	✓	✓	✓	✓	✓	✓	✓

National Health Education Standards Grade 6-8 (from the American Cancer Society)

<u>Academic Standard</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Lesson 7</u>	<u>Lesson 8</u>
Describe how peers influence healthy and unhealthy behaviors.				✓	✓	✓	✓	✓
Analyze how the school and community can affect personal health practices and behaviors.			✓		✓	✓	✓	✓
Analyze how messages from media influence health behaviors.	✓			✓			✓	✓
Analyze the influence of technology on personal and family health.				✓	✓	✓	✓	✓
Explain how school and public health policies can influence health promotion and disease prevention.			✓	✓	✓	✓	✓	✓
Apply effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate effective conflict management or resolution strategies.	✓				✓	✓	✓	✓
Identify circumstances that can help or hinder healthy decision making.	✓	✓	✓		✓	✓	✓	✓
Distinguish between healthy and unhealthy alternatives to health-related issues or problems.					✓	✓	✓	✓
Analyze the outcomes of a health related decision.	✓		✓		✓	✓	✓	✓
Demonstrate behaviors that avoid or reduce health risks to self and others.		✓	✓	✓	✓	✓	✓	✓
State a health enhancing position on a topic and support it with accurate information.		✓	✓	✓	✓	✓	✓	✓
Demonstrate ways to avoid and reduce threatening situations.		✓		✓	✓	✓	✓	✓
Analyze how information from peers influences health.				✓	✓	✓	✓	✓

FILM TWO – Classroom Resource Academic Standards

National Standards for the English Language Arts by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA)

Academic Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.		✓						✓
Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.								✓
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	✓	✓	✓	✓	✓	✓	✓	✓
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	✓	✓	✓	✓	✓	✓	✓	✓
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	✓	✓		✓	✓	✓	✓	✓
Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	✓	✓		✓	✓	✓	✓	✓
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.						✓	✓	✓
Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.						✓		✓
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	✓	✓	✓	✓	✓	✓	✓	✓

National Health Education Standards Grade 6-8 (from the American Cancer Society)

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Analyze how messages from media influence health behaviors.	✓			✓			✓	✓
Analyze the influence of technology on personal and family health.				✓	✓	✓	✓	✓
Explain how school and public health policies can influence health promotion and disease prevention.			✓	✓	✓	✓	✓	✓
Apply effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate effective conflict management or resolution strategies.					✓	✓	✓	✓
Identify circumstances that can help or hinder healthy decision making.	✓	✓	✓		✓	✓	✓	✓
Distinguish between healthy and unhealthy alternatives to health-related issues or problems.					✓	✓	✓	✓
Analyze the outcomes of a health related decision.			✓		✓	✓	✓	✓
Demonstrate behaviors that avoid or reduce health risks to self and others.		✓	✓	✓	✓	✓	✓	✓
State a health enhancing position on a topic and support it with accurate information.		✓	✓	✓	✓	✓	✓	✓
Demonstrate ways to avoid and reduce threatening situations.		✓		✓	✓	✓	✓	✓
Analyze how information from peers influences health.				✓	✓	✓	✓	✓