



UTAH
Health Education I (7-8)
Teen Health Course 2 © 2005

OBJECTIVES	PAGE REFERENCES
Core Standards of the Course	
Standard 1 Students develop skills and processes that contribute to the development of a healthy self.	
Objective 1 Use strategies for managing stressful situations . *PD	
<ul style="list-style-type: none"> Distinguish between eustress and distress. 	SE: 198 <i>Vocabulary</i> 202 TWE: COM 199
<ul style="list-style-type: none"> Identify situations or circumstances that cause stress. 	SE: 198-200 <i>Quick Write</i> 198 TWE: QW 198
<ul style="list-style-type: none"> Describe the stress response and how it influences reactions or performance. 	SE: 199-200 TWE: RC 199
<ul style="list-style-type: none"> Develop strategies for managing or reducing stress. 	SE: 28, 200-201 <i>Hands On Health</i> 202 <i>Applying Health Skills</i> 202 <i>Building Health Skills</i> 210-211 TWE: DE 201
Objective 2 Apply decision-making skills to address an issue. *PD	
<ul style="list-style-type: none"> Identify factors that influence decision making; e.g., values, emotions, esteem, habits, peers, media, parents, faith. 	SE: 10-11, 28, 33 <i>Health Skills Activity</i> 10 TWE: CP 32
<ul style="list-style-type: none"> Analyze decision-making process(es). 	SE: 34 <i>Thinking Critically</i> 35 TWE: VL 34
<ul style="list-style-type: none"> Develop an individual decision-making process. 	SE: <i>Health Skills Activity</i> 75, 229, 277, 302 <i>Building Health Skills</i> 114-115 TWE: CT 34
Objective 3 Analyze factors that impact mental/emotional health . *TK	
<ul style="list-style-type: none"> Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose. 	SE: 5, 27, 32, 36, 40-42, 175, 188-193, 194-197 <i>Time Health</i> 44-45 TWE: DE 91 C 193
<ul style="list-style-type: none"> Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalances, unhealthy use of defense mechanisms, intolerance. 	SE: 203-207 <i>Connect to Science</i> 204 TWE: WT 205

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Predict how mental/emotional health may be influenced by values, dreams, and goals. 	SE: 5, 36, 175, 188-193 <i>Hands On Health 6</i> TWE: AN 190 CT 204
<ul style="list-style-type: none"> Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health. 	SE: 205 <i>Applying Health Skills 207</i> TWE: GS 205
Objective 4 Analyze the correlation between acceptance of responsibility and personal growth and maturity . *TK and PD	
<ul style="list-style-type: none"> Identify characteristics of an emotionally and socially mature person. 	SE: 5, 40-41, 190-193 <i>Hands On Health 6</i> <i>Applying Health Skills 43</i> TWE: MA 190 HSP 192
<ul style="list-style-type: none"> Describe how developmental assets contribute to personal growth, success, and wellness. 	SE: 36-39, 156-159, 177, 216-219 <i>Building Health Skills 238-239</i> TWE: HL 14
<ul style="list-style-type: none"> Recognize the difference between immediate and delayed gratification. 	SE: 231-233, 350-351 TWE: CT 234
<ul style="list-style-type: none"> Predict the outcomes of being responsible for one's actions. 	SE: 12-17, 31-34, 40-41, 175-176, 231 <i>Developing Good Character 175, 191, 406</i> TWE: MA 13, 232
Objective 5 Analyze the impact of body image and other factors on disordered eating .	
<ul style="list-style-type: none"> Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media. 	The following pages can be used to help facilitate this goal. SE: 110 TWE: CL 110
<ul style="list-style-type: none"> Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment. 	SE: 9, 108-111, 156-157 <i>Health Skills Activity 110</i> TWE: C 159
<ul style="list-style-type: none"> Explain how self-acceptance impacts eating and exercising patterns. 	SE: <i>Health Skills Activity 110</i>
<ul style="list-style-type: none"> Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem, abuse. 	SE: 110, 191 <i>Health Skills Activity 110</i> TWE: D 191
<ul style="list-style-type: none"> Identify warning signs and short- and long-term effects of disordered eating. 	SE: 110
<ul style="list-style-type: none"> Compile resources that can help develop a healthy self and/or assist with disordered eating. 	SE: 110 <i>Health Skills Activity 110</i>

OBJECTIVES	PAGE REFERENCES
Standard 2 Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.	
Objective 1 Analyze the results of individual choice and consequences related to drug use and/or non-use. *PD	
<ul style="list-style-type: none"> Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit. 	SE: 300-303, 304-308, 309-312 <i>Applying Health Skills</i> 303 <i>Quick Write</i> 309 TWE: BR 300 COM 301
<ul style="list-style-type: none"> Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape. 	SE: 285, 300-303, 304 <i>Hands On Health</i> 284 TWE: CL 311
<ul style="list-style-type: none"> Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum. 	SE: 282-286, 288, 304-308, 309-312 <i>Time Health</i> 292-293 TWE: CT 283 WT 285
<ul style="list-style-type: none"> Identify the short- and long-term effects of alcohol, tobacco, and marijuana use. 	SE: 275-276, 305-308, 309-312, 315, 318-322 <i>Recall</i> 308 TWE: MA 320
<ul style="list-style-type: none"> Develop healthy alternatives to substance use. 	SE: 287-289, 322-323 <i>Applying Health Skills</i> 291, 323 <i>List</i> 323 TWE: CL 311 C 323
<ul style="list-style-type: none"> Develop a decision-making process to set personal limits related to substance use. 	SE: 34 <i>Health Skills Activity</i> 277, 302 <i>Building Health Skills</i> 294-295, 326-327 TWE: VL 34
Objective 2 Practice Refusal Skills ® and other strategies for maintaining healthy personal limits. *PD	
<ul style="list-style-type: none"> Identify the people comprising a personal support system. 	SE: 10-11, 28, 42, 205, 221, 228, 235, 322 <i>Health Skills Activity</i> 27 TWE: VL 205 MA 232
<ul style="list-style-type: none"> Generate ways to open a conversation with parent/guardian related to personal limits. 	SE: 218, 222-223, 224-225 <i>Health Skills Activity</i> 218 <i>Hands On Health</i> 223 <i>Applying Health Skills</i> 225 TWE: D 224
<ul style="list-style-type: none"> Analyze the influence of an individual's support system on choices related to substance use. 	SE: 228-230, 231-235, 285, 288-289, 322-323 <i>Health Skills Activity</i> 289 <i>Building Health Skills</i> 294-295 TWE: MA 232, 237
<ul style="list-style-type: none"> Describe how peers and peer group norms can help support abstinence from substance use. 	SE: 226-230, 231-235 <i>Thinking Critically</i> 230, 235 <i>Building Health Skills</i> 294-295 TWE: MA 232

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Assess the importance of positive involvement with others in making healthy choices. 	SE: 226-230 <i>Thinking Critically</i> 235 <i>Health Skills Activity</i> 277, 289, 309 <i>Applying Health Skills</i> 277, 291 <i>Developing Good Character</i> 288 TWE: MA 233
<ul style="list-style-type: none"> Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills.® 	SE: 228-230, 231-235, 287-289, 323 <i>Health Skills Activity</i> 229, 234, 277, 323 <i>Building Health Skills</i> 294-295, 326-327 TWE: MA 233
Standard 3 Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.	
Objective 1 Demonstrate healthy expressions regarding interpersonal relationships. *TK	
<ul style="list-style-type: none"> Identify qualities of and ways to build healthy relationships with self and with others. 	SE: 40-42, 216-219, 220-225, 226-230, 231-235 <i>Developing Good Character</i> 217, 224 <i>Health Skills Activity</i> 218 <i>Hands On Health</i> 223 <i>Building Health Skills</i> 238-239 TWE: D 221
<ul style="list-style-type: none"> Identify criteria for establishing personal boundaries and limits. 	SE: 27, 40-42, 190-191, 227-230, 231-235 TWE: MA 233
<ul style="list-style-type: none"> Recognize the need to respect the boundaries of self and others. 	SE: 40-42, 192-193, 222-225, 227-230, 231-233 <i>Developing Good Character</i> 156 <i>Connect to Language Arts</i> 246 <i>Thinking Critically</i> 247 TWE: BR 244
<ul style="list-style-type: none"> Generate ways to communicate personal boundaries. 	SE: 234-235 <i>Health Skills Activity</i> 229, 234, 277, 323 <i>Building Health Skills</i> 238-239, 326-327 TWE: MA 233
<ul style="list-style-type: none"> Identify positive ways to express interest in another person. 	SE: 41, 351 <i>Developing Good Character</i> 232 TWE: MA 233
<ul style="list-style-type: none"> Develop ways to manage inappropriate or unwanted comments or advances from others. 	SE: 234-235 <i>Health Skills Activity</i> 234 <i>Applying Health Skills</i> 235 TWE: MA 233
<ul style="list-style-type: none"> Practice respectful, honest ways to accept or decline invitations. 	SE: 218-219, 234-235 <i>Health Skills Activity</i> 234 <i>Building Health Skills</i> 238-239
Objective 2 Develop ways to manage and/or adapt to changes in relationships.	
<ul style="list-style-type: none"> Determine how relationships can and do change; e.g., friends moving away, new friends and/or family members, breakups, siblings leaving or returning home, people aging, death. 	SE: 196, 222-223 <i>Connect to Language Arts</i> 222 <i>Time Health</i> 236-237 TWE: CT 197 CL 223

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity. 	SE: 8-11, 28, 32, 40-42, 193 <i>Health Skills Activity 10</i> TWE: HL 41 MA 232
<ul style="list-style-type: none"> Predict the possible impact of loss and grief on self and relationships. 	SE: 196, 222-223 <i>Identify 197</i> TWE: CT 197 CL 223
<ul style="list-style-type: none"> Determine healthy ways people accept, manage, or adapt to changes in relationships; e.g., talking with a parent, talking with a trusted friend, therapy, journals, exercise, assertiveness. 	SE: 196, 222-223 <i>Time Health 236-237</i> TWE: CT 197 CL 223 HL 236
<ul style="list-style-type: none"> Develop healthy, positive ways to end a friendship or a relationship. 	SE: <i>Time Health 236-237</i> TWE: HL 236
Objective 3 Demonstrate the ability to manage unhealthy or dangerous relationships or situations. *TK	
<ul style="list-style-type: none"> Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression. 	SE: 244-246, 252-256 <i>Health Skills Activity 196</i> TWE: AN 245
<ul style="list-style-type: none"> Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships. 	The following pages can be used to help facilitate this goal. SE: 232-233 TWE: COM 233
<ul style="list-style-type: none"> Identify sexual harassment behaviors. 	SE: <i>Developing Good Character 259</i>
<ul style="list-style-type: none"> Develop ways to manage sexual harassment in self and others. 	SE: 259
<ul style="list-style-type: none"> Identify people, resources, and services that may help with personal or relationship issues. 	SE: 205, 262-263 <i>Applying Health Skills 263</i> TWE: MA 262
Objective 4 Summarize the physical, social, and emotional changes that occur during adolescence.	
<ul style="list-style-type: none"> Identify physical and emotional changes that occur during adolescence. 	SE: 154-158, 174-175 <i>Explain 159</i> TWE: COM 156 MA 175
<ul style="list-style-type: none"> Explain the anatomy and physiology of the female and male reproductive systems. 	SE: 160-163, 164-167 TWE: CT 161
<ul style="list-style-type: none"> Explain how physical changes may affect one emotionally and socially. 	SE: 154, 156-159 TWE: CL 158
Objective 5 Determine how abstinence from sexual activity can enhance the development of relationships. *TK	
<ul style="list-style-type: none"> Identify ways to show interest and express affection for one another. 	SE: 351 <i>Developing Good Character 232</i> <i>Photo 232</i> TWE: D 158
<ul style="list-style-type: none"> Describe the benefits of sexual abstinence before marriage and fidelity after marriage as a means of preventing certain communicable diseases. 	SE: 176, 232-233, 319, 349-351 TWE: C 351

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Predict how sexual activity before marriage or infidelity after marriage may compromise both personal and relationship growth. 	The following pages can be used to help facilitate this goal. SE: 176, 232-233, 319, 349
<ul style="list-style-type: none"> Explain why abstinence before marriage and fidelity after marriage is the best method for preventing early and/or unintended pregnancy and sexually transmitted infections. (Contraceptive information is subject to Utah State law and State Board of Education policy.) 	SE: 176, 232-233, 319, 349-351 <i>Applying Health Skills</i> 351 TWE: C 351
<ul style="list-style-type: none"> Predict the impact of adolescent parenting; e.g., on self, child, parent, society. Adoption presentation. (Subject to Utah State law) 	The following pages can be used to help facilitate this goal. SE: 176 <i>Developing Good Character</i> 175
Standard 4 Students summarize issues related to health promotion and disease prevention.	
Objective 1 Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each. *TK	
<ul style="list-style-type: none"> Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections; heart disease, cancers, emphysema, cirrhosis. 	SE: 332-335, 336-340, 341-345, 346-351, 364-369, 370-375, 376-379, 380-383 <i>Time Health</i> 357 TWE: MA 348
<ul style="list-style-type: none"> Identify methods of prevention for communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behaviors. 	SE: 340, 350-351, 352-355, 373-374, 379 <i>Connect to Social Studies</i> 343 <i>Health Skills Activity</i> 354 TWE: HL 354
<ul style="list-style-type: none"> Identify methods for reducing the risks of non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balanced diet, regular check-ups, coping skills. 	SE: 366, 373-375, 379 <i>Connect to Science</i> 367 <i>Health Skills Activity</i> 373 <i>Applying Health Skills</i> 379 <i>Building Health Skills</i> 386-387 TWE: C 375 MA 378
<ul style="list-style-type: none"> Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise. 	SE: 201, 355, 366, 368-369, 372-373, 378-379, 381-383 <i>Applying Health Skills</i> 369 <i>Time Health</i> 384-385 TWE: HL 369
Objective 2 Analyze the impact of HIV disease . *TK	
<ul style="list-style-type: none"> Determine the seriousness of HIV. 	SE: 348 TWE: CT 348
<ul style="list-style-type: none"> Describe the general physiology of HIV disease. 	SE: 348 TWE: VL 348
<ul style="list-style-type: none"> List the modes of transmission. 	SE: 312, 319, 349 TWE: COM 349

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Determine methods of preventing HIV infection. 	SE: 350-351 <i>Applying Health Skills</i> 351 TWE: C 351
<ul style="list-style-type: none"> Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science. 	The following pages can be used to help facilitate this goal. SE: 348-351
Standard 5 Students assess how individual behavior affects personal and community health and safety.	
Objective 1 Determine an individual's role and responsibilities in creating a safe and caring community.	
<ul style="list-style-type: none"> Identify the core values, characteristics, and advantages of a safe and caring community. 	The following pages can be used to help facilitate this goal. SE: 252-255, 407
<ul style="list-style-type: none"> Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion; apathy, aggression, gang involvement, criminal behavior, prejudice. 	SE: 40-41, 245, 252-256, 258-263 <i>Health Skills Activity</i> 196 TWE: HL 41 D 254 MA 255
<ul style="list-style-type: none"> Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect. 	SE: 256 <i>Health Skills Activity</i> 196 <i>Thinking Critically</i> 257 TWE: HL 41 D 254 CT 257
Objective 2 Practice assertive communication, problem-solving, and conflict-management skills.	
<ul style="list-style-type: none"> Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure. 	SE: 195-197, 244-246, 253-254 TWE: CL 223
<ul style="list-style-type: none"> Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse. 	SE: 206, 258-260 <i>Health Skills Activity</i> 196 <i>Developing Good Character</i> 259 TWE: BR 258
<ul style="list-style-type: none"> Develop ways to manage abusive behavior by self or others. 	SE: 261-263 <i>Health Skills Activity</i> 196 TWE: MA 262
<ul style="list-style-type: none"> Develop ways to reinforce healthy decisions made by peers. 	SE: 246, 248-251 <i>Thinking Critically</i> 247 <i>Health Skills Activity</i> 250 <i>Time Health</i> 264-265 TWE: D 246
<ul style="list-style-type: none"> Describe how to access health-related school and community resources. 	SE: 205, 257, 262-263 <i>On Your Own</i> 27 <i>Applying Health Skills</i> 251, 263 TWE: MA 262

OBJECTIVES	PAGE REFERENCES
Objective 3 Determine the impact of suicide and the importance of prevention. *TK	
<ul style="list-style-type: none"> Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt. 	The following pages can be used to help facilitate this goal. SE: 206 TWE: GS 205
<ul style="list-style-type: none"> Identify suicide warning signs in self and others. 	SE: 206 <i>Identify 207</i> TWE: GS 205
<ul style="list-style-type: none"> Identify factors contributing to suicide risk; e.g., depression, substance use, coping skills, events. 	SE: 197, 204, 206 <i>Figure 320</i> TWE: GS 205
<ul style="list-style-type: none"> Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral. 	SE: 201, 206-207 <i>Developing Good Character 207</i> <i>Thinking Critically 207</i> TWE: GS 205
Objective 4 Create safety plans to mitigate a variety of risks.	
<ul style="list-style-type: none"> Identify potentially dangerous situations that could result in intentional or unintentional injury. 	SE: 394-395, 398, 410-414 TWE: MA 406
<ul style="list-style-type: none"> Identify a person(s) to rely on in risky situations. 	SE: 407 <i>Photo 403</i> TWE: CT 407
<ul style="list-style-type: none"> List the elements of a safety plan. 	SE: 396-397, 399-403, 404-409, 415 <i>Applying Health Skills 397, 403</i> <i>Quick Write 398</i> <i>Building Health Skills 424-425</i> TWE: DE 402
<ul style="list-style-type: none"> Create a personal safety plan related to an identified risk. 	SE: 399-403, 404-409, 415, 416-421 <i>Quick Write 398, 404</i> <i>Applying Health Skills 403</i> <i>Building Health Skills 424-425</i> TWE: HL 395
Objective 5 Critically analyze media influences regarding violence and safety . *PD	
<ul style="list-style-type: none"> Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions. 	SE: 11, 28, 133-134, 285 <i>Health Skills Activity 10</i> <i>Media Watch 17, 245</i> <i>Hands On Health 135, 284</i> <i>Applying Health Skills 135</i> TWE: MA 133
<ul style="list-style-type: none"> Predict how exposure to media impacts character and choices, both positively and negatively. 	SE: 11, 28, 133-134, 285 <i>Media Watch 17, 245</i> <i>Hands On Health 128, 135</i> <i>Applying Health Skills 135</i> TWE: MA 133
<ul style="list-style-type: none"> Analyze the role of personal responsibility related to media influences. 	SE: 11, 28, 134, 137-138 <i>Hands On Health 135</i>

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze current trends in media content. 	SE: 11, 133-134 <i>Media Watch</i> 17 <i>Connect to Language Arts</i> 133 TWE: MA 133
Objective 6 Demonstrate ability to respond effectively in an emergency situation.	
<ul style="list-style-type: none"> Identify emergency number and information to be given. 	SE: 416, 421 TWE: HL 395
<ul style="list-style-type: none"> Identify basic first aid for common medical emergencies. 	SE: 416-421 <i>Quick Write</i> 416 TWE: C 421
<ul style="list-style-type: none"> Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury. 	SE: 398-400, 410-415 <i>Building Health Skills</i> 424-425 TWE: COM 418
<ul style="list-style-type: none"> List response procedures for a variety of emergency situations. 	SE: 416-421 <i>Applying Health Skills</i> 421 TWE: C 421
Standard 6 Summarize the benefits of adopting healthy nutritional and fitness behaviors.	
Objective 1 Analyze the benefits of good nutrition and physical fitness.	
<ul style="list-style-type: none"> Explain how following the food guide pyramid can help ensure proper nutrition. 	SE: 94-97 TWE: VL 95
<ul style="list-style-type: none"> Determine the benefits of eating healthy breakfasts and snacks. 	SE: 90-91, 96-97, 98-101 <i>Connect to Science</i> 89 <i>Applying Health Skills</i> 101 TWE: C 93 D 100
<ul style="list-style-type: none"> Determine the benefits of proper food handling and preparation. 	SE: 90, 334 <i>Health Skills Activity</i> 92 <i>Hands On Health</i> 334 TWE: D 334
<ul style="list-style-type: none"> Critique products or supplements purportedly designed to enhance looks, performance, or general health. 	SE: 134 <i>Applying Health Skills</i> 135 TWE: CL 89 WT 90
<ul style="list-style-type: none"> Demonstrate the ability to balance caloric intake with energy expenditure. 	SE: 109
<ul style="list-style-type: none"> Describe the benefits of physical fitness. 	SE: 54-58 TWE: CT 55
<ul style="list-style-type: none"> Record participation in a variety of daily physical activities. 	SE: 69-73 <i>Building Health Skills</i> 82-83 TWE: L 57
Objective 2 Analyze the impact of the seven dietary guidelines on helping prevent diet-related illnesses.	
<ul style="list-style-type: none"> List the seven dietary guidelines. 	SE: 88-91, 98
<ul style="list-style-type: none"> Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium. 	SE: <i>Connect to Science</i> 89 TWE: D 89

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Determine the influence of heredity on illnesses. 	SE: 9, 371 TWE: MA 9 D 381
<ul style="list-style-type: none"> Explain why following dietary guidelines may help prevent some illnesses. 	SE: 88-91, 373, 381 <i>Thinking Critically</i> 93 <i>Health Skills Activity</i> 373, 377 TWE: COM 372
<ul style="list-style-type: none"> Explain the impact of unhealthy daily food choices and habits. 	SE: 91, 371-372 TWE: COM 372
Standard 7 Students evaluate basic health information needed to advocate for personal, peer, and family health.	
Objective 1 Evaluate the reliability of health information and services based on established criteria.	
<ul style="list-style-type: none"> Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics. 	SE: 27, 133-134 <i>Health Skills Activity</i> 27 <i>On Your Own</i> 377 TWE: MA 133 BC 350
<ul style="list-style-type: none"> Determine media influences on perceptions and choices related to health. 	SE: 11, 28, 133-134, 285 <i>Media Watch</i> 17, 245 TWE: MA 133
<ul style="list-style-type: none"> Develop criteria for determining reliability of health information and services. 	SE: 11, 27, 134 <i>Health Skills Activity</i> 27 TWE: D 133
Objective 2 Create an advocacy plan to address a health-related need.	
<ul style="list-style-type: none"> Identify health issues that affect individuals and/or families. 	SE: 290-291, 430-434, 435-439 <i>Identify</i> 73 <i>Explain</i> 111, 277, 308 TWE: WT 441
<ul style="list-style-type: none"> Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying. 	SE: <i>Applying Health Skills</i> 39, 251, 277 <i>With a Group</i> 110 <i>Health Skills Activity</i> 121, 406 <i>Time Health</i> 440-441 <i>Building Health Skills</i> 442-443 TWE: WT 441
<ul style="list-style-type: none"> Predict the effect of an advocacy plan. 	SE: 41 <i>Thinking Critically</i> 291 <i>Building Health Skills</i> 442-443 TWE: WT 441

Codes Used for TWE Pages

AN	Analyzing
BC	Beyond the Classroom
BR	Bellringer Activity
C	Close
CL	Cooperative Learning
COM	Comprehending
CP	Cultural Perspectives
CT	Critical Thinking
D	Discussing
DE	Demonstrating
GS	Guest Speaker
HL	Health Literacy
HSP	Health Skills Practice
L	Listing
MA	More About...
QW	Quick Write
RC	Reading Check
VL	Visual Learning
WT	What Teens Want to Know