



UTAH
Health Education I (7-8)
Teen Health Course 3 © 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: 39 <i>Vocabulary</i> 43 TWE: LO 39 WT 40 HL 407
<ul style="list-style-type: none"> Identify situations or circumstances that cause stress. 	SE: 40, 126-127 <i>Quick Write</i> 39 <i>Building Health Skills</i> 112-113 TWE: QW 39
<ul style="list-style-type: none"> Describe the stress response and how it influences reactions or performance. 	SE: 40, 398 <i>Time Health</i> 406-407 TWE: D 41
<ul style="list-style-type: none"> Develop strategies for managing or reducing stress. 	SE: 41-43 <i>Health Skills Activity</i> 43, 222, 398 <i>Applying Health Skills</i> 43 <i>Time Health</i> 50-51 <i>Building Health Skills</i> 112-113, 500-501 TWE: DE 42
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: 48-49, 59, 308-309 <i>Building Health Skills</i> 22-23, 362-363 <i>Health Skills Activity</i> 309 TWE: HL 17, 29 MA 47
<ul style="list-style-type: none"> Analyze decision-making process(es). 	SE: 28-30 <i>Relate</i> 33 TWE: VL 29
<ul style="list-style-type: none"> Develop an individual decision-making process. 	SE: <i>Health Skills Activity</i> 30, 121, 210, 258 <i>Building Health Skills</i> 336-337 TWE: VL 29

OBJECTIVES	PAGE REFERENCES
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: 31-33, 86-90, 154 <i>Time Health</i> 20-21 <i>Quick Write</i> 86 <i>Health Skills Activity</i> 89 TWE: QW 86
<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: 96-98 <i>Connect to Science</i> 98 TWE: MA 97
<ul style="list-style-type: none"> Predict how mental/emotional health may be influenced by values, dreams, and goals. 	SE: 30-33, 48, 91-95, 119, 154 TWE: CT 31, 120
<ul style="list-style-type: none"> Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health. 	SE: 101-105 TWE: CL 103
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, 10-13, 86-90, 118-123, 142-146 TWE: MA 144
<ul style="list-style-type: none"> Describe how developmental assets contribute to personal growth, success, and wellness. 	SE: 6, 8-13, 18, 87-90, 119-122 <i>Developing Good Character</i> 12 TWE: L 12
<ul style="list-style-type: none"> Recognize the difference between immediate and delayed gratification. 	SE: 31-32 <i>Developing Good Character</i> 17, 31 TWE: MA 31
<ul style="list-style-type: none"> Predict the outcomes of being responsible for one's actions. 	SE: 14-18, 154-155 <i>Quick Write</i> 14 <i>Developing Good Character</i> 155 TWE: WT 15
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. 	SE: <i>Quick Write</i> 250 <i>Media Watch</i> 257 <i>Building Health Skills</i> 262-263
<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: 421-425, 429-431, 476-477 TWE: D 422
<ul style="list-style-type: none"> Explain how self-acceptance impacts eating and exercising patterns. 	SE: <i>Time Health</i> 260-261 <i>Building Health Skills</i> 262-263
<ul style="list-style-type: none"> Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem, abuse. 	SE: 256-258 <i>Building Health Skills</i> 262-263 TWE: MA 257
<ul style="list-style-type: none"> Identify warning signs and short- and long-term effects of disordered eating. 	SE: 251-252, 256-259 TWE: MA 257

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Compile resources that can help develop a healthy self and/or assist with disordered eating. 	SE: 258-259 <i>Time Health</i> 260-261 <i>Building Health Skills</i> 262-263 TWE: BC 258 C 259
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: 241, 270-273, 276-280, 281-285 <i>Quick Write</i> 276 TWE: D 272
<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: 272-273 TWE: COM 272 D 272
<ul style="list-style-type: none"> Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum. 	SE: 276, 287-288 TWE: D 277
<ul style="list-style-type: none"> Identify the short- and long-term effects of alcohol, tobacco, and marijuana use. 	SE: 281-282, 300-301, 320-322, 325-327 <i>Applying Health Skills</i> 285 <i>Time Health</i> 290-291, 312-313 TWE: CT 282
<ul style="list-style-type: none"> Develop healthy alternatives to substance use. 	SE: 289, 333 <i>Applying Health Skills</i> 311 TWE: D 289 BR 330 C 333
<ul style="list-style-type: none"> Develop a decision-making process to set personal limits related to substance use. 	SE: 29-30, 286-289, 308-311, 330-333 <i>Health Skills Activity</i> 284, 300 <i>Quick Write</i> 286, 330 <i>Building Health Skills</i> 292-293, 314-315 <i>Developing Good Character</i> 331 TWE: VL 29
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: 47, 124, 143 <i>Time Health</i> 134-135 <i>Applying Health Skills</i> 146 TWE: D 47
<ul style="list-style-type: none"> Generate ways to open a conversation with parent/guardian related to personal limits. 	SE: 151-152, 289 <i>Hands On Health</i> 127 <i>Quick Write</i> 151 <i>Health Skills Activity</i> 153 TWE: ML 152
<ul style="list-style-type: none"> Analyze the influence of an individual's support system on choices related to substance use. 	SE: 47, 289 TWE: D 47 JW 47
<ul style="list-style-type: none"> Describe how peers and peer group norms can help support abstinence from substance use. 	SE: 145, 147, 289 <i>Health Skills Activity</i> 153 <i>Building Health Skills</i> 158-159 TWE: MA 47

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Assess the importance of positive involvement with others in making healthy choices. 	SE: 47, 124-125, 143, 145, 147, 151-153 <i>Time Health</i> 134-135 <i>Health Skills Activity</i> 153 <i>Building Health Skills</i> 292-293 TWE: ML 152
<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: 148-150, 151-154 <i>Building Health Skills</i> 136-137, 158-159 <i>Media Watch</i> 152 <i>Health Skills Activity</i> 153 TWE: BR 151
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: 118-123, 154-155 <i>Developing Good Character</i> 119 TWE: AN 119
<ul style="list-style-type: none"> Identify criteria for establishing personal boundaries and limits. 	SE: 151-153 <i>Building Health Skills</i> 158-159 TWE: ML 152
<ul style="list-style-type: none"> Recognize the need to respect the boundaries of self and others. 	SE: 120, 146, 154
<ul style="list-style-type: none"> Generate ways to communicate personal boundaries. 	SE: 146, 148-150 <i>Health Skills Activity</i> 153 <i>Building Health Skills</i> 158-159 TWE: DE 149
<ul style="list-style-type: none"> Identify positive ways to express interest in another person. 	SE: 153 TWE: B 153
<ul style="list-style-type: none"> Develop ways to manage inappropriate or unwanted comments or advances from others. 	SE: <i>Media Watch</i> 152
<ul style="list-style-type: none"> Practice respectful, honest ways to accept or decline invitations. 	SE: <i>Health Skills Activity</i> 284, 300, 332 TWE: CL 284
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: 106-109, 126-128, 142 <i>Applying Health Skills</i> 109 <i>Thinking Critically</i> 128 TWE: B 126
<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: 48-49, 193, 478 <i>Building Health Skills</i> 22-23 TWE: CT 49
<ul style="list-style-type: none"> Predict the possible impact of loss and grief on self and relationships. 	SE: 106-109 <i>Developing Good Character</i> 108 TWE: D 107
<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: 106-109 <i>Developing Good Character</i> 108 <i>Thinking Critically</i> 128 TWE: BC 127

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Develop healthy, positive ways to end a friendship or a relationship. 	SE: 34-38 <i>Hands On Health</i> 36 TWE: S 36
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: 164-167, 178 TWE: C 167
<ul style="list-style-type: none"> Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships. 	SE: Pages 129-133, 145-146, 152-155 can be used to help facilitate this goal. TWE: D 154
<ul style="list-style-type: none"> Identify sexual harassment behaviors. 	SE: 178 TWE: D 178
<ul style="list-style-type: none"> Develop ways to manage sexual harassment in self and others. 	SE: 178 <i>Applying Health Skills</i> 181 TWE: D 178
<ul style="list-style-type: none"> Identify people, resources, and services that may help with personal or relationship issues. 	SE: 101, 105, 109, 180-181 <i>Time Health</i> 134-135 TWE: CL 103
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: 9-13, 429-431
<ul style="list-style-type: none"> Explain the anatomy and physiology of the female and male reproductive systems. 	SE: 400-405, 431 <i>Quick Write</i> 400 TWE: COM 403
<ul style="list-style-type: none"> Explain how physical changes may affect one emotionally and socially. 	SE: 8-13 <i>Analyze</i> 431 TWE: ML 430
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: 153 TWE: B 153
<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: 154-155 <i>Thinking Critically</i> 155 TWE: D 154 C 155
<ul style="list-style-type: none"> Predict how sexual activity before marriage or infidelity after marriage may compromise both personal and relationship growth. 	SE: 154-155 TWE: D 152
<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: 154, 459 TWE: AK 467

OBJECTIVES	PAGE REFERENCES
<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.) 	SE: 131-133 <i>Connect to Science</i> 132 TWE: CT 131 AN 132 MA 132
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: 446-447, 454-457, 458-463, 464-467, 476-479, 480-483, 484-488, 489-493, 494-497 TWE: MA 490
<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: 448-449, 450-453, 457, 459, 467 <i>Hands On Health</i> 448 TWE: CT 448 MA 452
<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: 478, 487-488, 493 <i>Health Skills Activity</i> 478 <i>Time Health</i> 498-499 TWE: C 493
<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: 482-483, 487, 492, 495 <i>Health Skills Activity</i> 478, 483, 496 TWE: CL 487 C 497
Objective 2 Analyze the impact of HIV disease . *TK	
<ul style="list-style-type: none"> Determine the seriousness of HIV. 	SE: 464-465 TWE: C 467
<ul style="list-style-type: none"> Describe the general physiology of HIV disease. 	SE: 464-465
<ul style="list-style-type: none"> List the modes of transmission. 	SE: 465-466 TWE: D 466
<ul style="list-style-type: none"> Determine methods of preventing HIV infection. 	SE: 467 <i>Applying Health Skills</i> 467 TWE: AK 467
<ul style="list-style-type: none"> Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science. 	SE: 464-467 can be used to help facilitate this goal.
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. 	SE: 13, 119-123 TWE: CL 122

OBJECTIVES	PAGE REFERENCES
<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: 118-123, 167, 173 <i>Developing Good Character</i> 119 TWE: CT 122
<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: 121-123 <i>Developing Good Character</i> 123 <i>Health Skills Activity</i> 174 TWE: CL 122 AK 173
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: 92 TWE: CT 92
<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: 98-99, 176, 177-178 TWE: D 178 MA 178
<ul style="list-style-type: none"> Develop ways to manage abusive behavior by self or others. 	SE: 168-171, 180-181 <i>Health Skills Activity</i> 180 <i>Applying Health Skills</i> 181 TWE: CL 180
<ul style="list-style-type: none"> Develop ways to reinforce healthy decisions made by peers. 	SE: 169-171 <i>Health Skills Activity</i> 180 TWE: MA 178
<ul style="list-style-type: none"> Describe how to access health-related school and community resources. 	SE: 180-181 <i>Applying Health Skills</i> 181 TWE: CL 180
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. 	SE: 98-100 TWE: GS 99
<ul style="list-style-type: none"> Identify suicide warning signs in self and others. 	SE: 99 TWE: GS 99
<ul style="list-style-type: none"> Identify factors contributing to suicide risk; e.g., depression, substance use, coping skills, events. 	SE: 98-100 TWE: GS 99 MA 134
<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: 98-100, 101-105 TWE: GS 99 MA 134
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: 508-513, 514-519, 520-523 <i>Applying Health Skills</i> 513 <i>Recall</i> 523 TWE: AN 509 VL 509

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Identify a person(s) to rely on in risky situations. 	SE: 47, 517, 526 <i>Developing Good Character</i> 526 TWE: AN 517
<ul style="list-style-type: none"> List the elements of a safety plan. 	SE: 508-513 <i>Applying Health Skills</i> 527 TWE: C 513
<ul style="list-style-type: none"> Create a personal safety plan related to an identified risk. 	SE: 509-513 <i>Connect to Science</i> 511 <i>Health Skills Activity</i> 512, 522 <i>Applying Health Skills</i> 527
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: 49, 59-60, 309, 332 <i>Building Health Skills</i> 22-23 <i>Media Watch</i> 131, 238, 257, 279, 459 TWE: MA 59
<ul style="list-style-type: none"> Predict how exposure to media impacts character and choices, both positively and negatively. 	SE: 49, 59-60, 332 <i>Building Health Skills</i> 22-23 <i>Media Watch</i> 257, 279, 459 TWE: MA 59
<ul style="list-style-type: none"> Analyze the role of personal responsibility related to media influences. 	SE: 49, 59-60, 332 <i>Building Health Skills</i> 22-23 <i>Media Watch</i> 201, 238 TWE: CT 59
<ul style="list-style-type: none"> Analyze current trends in media content. 	SE: 59-60, 309, 332 <i>Media Watch</i> 59, 131, 257 TWE: MA 59 D 153
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: 526 <i>Developing Good Character</i> 526 TWE: I 526
<ul style="list-style-type: none"> Identify basic first aid for common medical emergencies. 	SE: 524-527, 528-532, 533-537 TWE: L 525
<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: 520-523 <i>Quick Write</i> 520 <i>Health Skills Activity</i> 522 TWE: L 525
<ul style="list-style-type: none"> List response procedures for a variety of emergency situations. 	SE: 520-523, 524-527 <i>Connect to Science</i> 511 <i>Health Skills Activity</i> 512 <i>Figure</i> 517 <i>Applying Health Skills</i> 527 TWE: HL 517

OBJECTIVES	PAGE REFERENCES
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: 204-206 <i>Thinking Critically 207</i> TWE: VL 205
<ul style="list-style-type: none"> Determine the benefits of eating healthy breakfasts and snacks. 	SE: 208-211 <i>Health Skills Activity 210</i> TWE: ML 210 C 211
<ul style="list-style-type: none"> Determine the benefits of proper food handling and preparation. 	SE: 203, 449 <i>Applying Health Skills 207</i>
<ul style="list-style-type: none"> Critique products or supplements purportedly designed to enhance looks, performance, or general health. 	SE: <i>Media Watch 201, 238</i> <i>Applying Health Skills 201</i>
<ul style="list-style-type: none"> Demonstrate the ability to balance caloric intake with energy expenditure. 	SE: 192, 209, 253-254 TWE: OB 253
<ul style="list-style-type: none"> Describe the benefits of physical fitness. 	SE: 220-223 <i>Health Skills Activity 222</i> TWE: VL 221
<ul style="list-style-type: none"> Record participation in a variety of daily physical activities. 	SE: 227, 230-235 <i>Hands On Health 226</i> <i>Applying Health Skills 235</i> TWE: MA 228 AS 234
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: 202-203
<ul style="list-style-type: none"> Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium. 	SE: 252 <i>Connect to Science 379</i>
<ul style="list-style-type: none"> Determine the influence of heredity on illnesses. 	SE: 422-425, 477-478, 485 <i>Vocabulary 425</i>
<ul style="list-style-type: none"> Explain why following dietary guidelines may help prevent some illnesses. 	SE: 487, 493 <i>Health Skills Activity 210</i> <i>Applying Health Skills 211</i> TWE: MA 490 HL 203
<ul style="list-style-type: none"> Explain the impact of unhealthy daily food choices and habits. 	SE: 197-201, 486, 493 <i>Hands On Health 200</i> TWE: WT 200 D 252

OBJECTIVES	PAGE REFERENCES
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: 45, 58-61, 72-75 <i>Media Watch</i> 59 <i>Health Skills Activity</i> 66 <i>Building Health Skills</i> 78-79 TWE: ML 59
<ul style="list-style-type: none"> Determine media influences on perceptions and choices related to health. 	SE: 45, 59-60, 332 <i>Building Health Skills</i> 22-23 <i>Media Watch</i> 238, 257 TWE: MA 59
<ul style="list-style-type: none"> Develop criteria for determining reliability of health information and services. 	SE: 45-46 <i>Media Watch</i> 59, 201, 238 <i>Building Health Skills</i> 78-79 TWE: MA 45 CT 59
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: 61, 546-551 <i>Hands On Health</i> 549 <i>Connect to Science</i> 549 TWE: MA 549 C 551
<ul style="list-style-type: none"> Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying. 	SE: 61, 552-557 <i>Building Health Skills</i> 214-215, 292-293, 560-561 <i>Health Skills Activity</i> 556 TWE: BC 554
<ul style="list-style-type: none"> Predict the effect of an advocacy plan. 	SE: 61 <i>Thinking Critically</i> 557 <i>Time Health</i> 558-559 <i>Building Health Skills</i> 560-561 TWE: BC 559

Codes Used for TWE Pages

AK	Applying Knowledge
AN	Analyzing
AS	Applying Skills
B	Brainstorming
BC	Beyond the Classroom
BR	Bell Ringer
C	Close
CL	Cooperative Learning
COM	Comprehending
CT	Critical Thinking
D	Discussing
DE	Demonstrating
GS	Guest Speaker
HL	Health Literacy
HO	Hands On Activity
I	Investigating
JW	Journal Writing
L	Listing
LO	Lesson Objective
MA	More About
ML	Making Lists
OB	Observing
QW	Quick Write
S	Synthesizing
VL	Visual Learning
WT	What Teens Want to Know