



**Glencoe**

**UTAH**  
**Health Education II (9-12)**  
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OBJECTIVES	PAGE REFERENCES
<b>Core Standards of the Course</b>	
<b>Standard 1</b> Students develop skills and processes that contribute to the development of a healthy self.	
<b>Objective 1</b> Determine the influence of <b>behavioral choices</b> on mental, social, emotional, physical, and spiritual health. *TK and PD	
<ul style="list-style-type: none"> <li>Explain Maslow’s Hierarchy of Needs and resources available to support those needs.</li> </ul>	SE: 172-174 <i>Figure 172</i> <i>Applying Health Skills 177</i> TWE: D 172 MA 172
<ul style="list-style-type: none"> <li>Analyze the positive and negative effects of environmental factors on mental health.</li> </ul>	SE: 175, 225-227, 275-276, 286-289 <i>Thinking Critically 279</i> TWE: C 279
<ul style="list-style-type: none"> <li>Identify the healthy and unhealthy uses of defense mechanisms in daily life.</li> </ul>	SE: 189-190 <i>Hands-On Health 191</i> TWE: CT 189 MR 189
<ul style="list-style-type: none"> <li>Describe common mental disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.</li> </ul>	SE: 210-213, 224-229 <i>Health Minute 211</i> Q&A 225 <i>Figure 227</i> <i>Time Health 242</i> TWE: MA 226
<ul style="list-style-type: none"> <li>Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.</li> </ul>	SE: 184, 214-216, 293, 517-519 <i>Real Life 180, 217</i> <i>Thinking Critically 217</i> TWE: D 215
<b>Objective 2</b> Demonstrate positive <b>strategies for managing stress</b> . *PD	
<ul style="list-style-type: none"> <li>Identify situations or circumstances that cause stress.</li> </ul>	SE: 198-199, 205 <i>Quick Start 198</i> <i>Exploring Issues 203</i> TWE: A 199 D 199
<ul style="list-style-type: none"> <li>Evaluate personal responses to stressful situations.</li> </ul>	SE: 200-203 <i>Figure 200</i> <i>Did You Know 201</i> TWE: HL 202

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<ul style="list-style-type: none"> <li>Develop a variety of healthy ways to reduce or prevent stress.</li> </ul>	SE: 31, 204, 205-209 <i>Hands-On Health</i> 191, 449 <i>Health Minute</i> 208 <i>Applying Health Skills</i> 209 <i>Thinking Critically</i> 209 TWE: C 209
<ul style="list-style-type: none"> <li>Design a time-management plan for stress prevention or reduction.</li> </ul>	SE: <i>Hands-On Health</i> 207 <i>Thinking Critically</i> 209
<b>Objective 3</b> Analyze the <b>grieving process</b> .	
<ul style="list-style-type: none"> <li>Identify emotions or reactions associated with grief.</li> </ul>	SE: 238-239, 281-283 <i>Quick Start</i> 238 <i>Health Minute</i> 239 <i>Did You Know</i> 240 TWE: TPK 238
<ul style="list-style-type: none"> <li>Determine a variety of healthy ways to express or process these emotions.</li> </ul>	SE: 239-241, 282-285 <i>Health Minute</i> 239 <i>Hands-On Health</i> 240 <i>Thinking Critically</i> 241 TWE: D 239
<ul style="list-style-type: none"> <li>Determine the role family, friends, schools, and communities can play in helping individuals with grief.</li> </ul>	SE: 234-237, 241, 293 <i>Hands-On Health</i> 240 <i>Applying Health Skills</i> 241 <i>Beyond the Classroom</i> 243 TWE: A 239
<b>Objective 4</b> Develop a <b>decision-making</b> process to resolve a dilemma.	
<ul style="list-style-type: none"> <li>Determine the influence of values, dreams, and goals on the decision-making process.</li> </ul>	SE: 33-36 <i>Quick Start</i> 33 <i>Health Minute</i> 35 <i>Hands-On Health</i> 35 TWE: MA 35
<ul style="list-style-type: none"> <li>Predict the short- and long-term effects of risks.</li> </ul>	SE: 17-21 <i>Figure</i> 18 <i>Real Life</i> 19 TWE: MA 19
<ul style="list-style-type: none"> <li>Evaluate the effects of media on perceptions and decisions.</li> </ul>	SE: 15-16, 49, 343, 563-564, 595 <i>Did You Know</i> 563 <i>Real Life</i> 564 TWE: CLA 343 MA 50
<ul style="list-style-type: none"> <li>Identify steps in decision-making.</li> </ul>	SE: <i>Figure</i> 34 <i>Health Skills Activity</i> 56, 407, 522, 686 TWE: VL 34
<ul style="list-style-type: none"> <li>Weigh ethical implications of decisions.</li> </ul>	SE: <i>Figure</i> 34

OBJECTIVES	PAGE REFERENCES
<b>Standard 2</b> Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.	
<b>Objective 1</b> Determine the individual and societal <b>implications of drug use and non-use. *PD and TK</b>	
<ul style="list-style-type: none"> <li>Identify consequences of illegal and legal/age-restricted drug use.</li> </ul>	SE: 589, 591, 592-597, 598-602, 603-610 <i>Did You Know</i> 591, 599, 610 <i>Quick Start</i> 592 <i>Applying Health Skills</i> 597 TWE: MA 606
<ul style="list-style-type: none"> <li>Identify some common antagonistic and synergistic effects of drug interactions.</li> </ul>	SE: 589 TWE: HL 589
<ul style="list-style-type: none"> <li>Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.</li> </ul>	SE: 594, 596-597, 600, 602, 610 <i>Quick Start</i> 592 <i>Thinking Critically</i> 602 TWE: A 596
<ul style="list-style-type: none"> <li>Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.</li> </ul>	SE: 494-495, 552, 575-576, 596-597 <i>Did You Know</i> 494 TWE: A 596 MA 494, 552
<ul style="list-style-type: none"> <li>Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.</li> </ul>	SE: 119-121, 493, 590-591 <i>Health Minute</i> 590 <i>Applying Health Skills</i> 591 TWE: D 119
<ul style="list-style-type: none"> <li>Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance use.</li> </ul>	SE: 566-567, 611-613 <i>Real Life</i> 549, 564 <i>Health Skills Activity</i> 566, 601 <i>Hands-On Health</i> 572, 607 TWE: C 567
<b>Objective 2</b> Analyze the impact an individual could have in promoting substance abuse <b>prevention, intervention, and treatment. *PD</b>	
<ul style="list-style-type: none"> <li>List a variety of activities that could be positive alternatives to substance use.</li> </ul>	SE: 613 <i>Health Skills Activity</i> 566 <i>Thinking Critically</i> 610, 615
<ul style="list-style-type: none"> <li>Determine ways in which all peers can help with prevention and intervention of substance abuse.</li> </ul>	SE: 216, 308, 547, 567 <i>Real Life</i> 549 <i>Time Health</i> 556, 580 TWE: CL 308
<ul style="list-style-type: none"> <li>Identify benefits of a strong support system.</li> </ul>	SE: 181, 275-277, 293, 303-306, 517 <i>Time Health</i> 268 <i>Beyond the Classroom</i> 581 TWE: C 279
<ul style="list-style-type: none"> <li>Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.</li> </ul>	SE: 234-237, 578-579, 613-615 <i>Applying Health Skills</i> 579 TWE: D 614

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Compile a list of community/agency resources available to support individuals impacted by substance abuse.</li> </ul>	SE: 234-237, 578-579, 613-615 <i>Applying Health Skills</i> 579 TWE: D 614 SL 614
<b>Standard 3</b> Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.	
<b>Objective 1</b> Analyze the influence of differing <b>cultural and societal norms regarding gender roles</b> on behavior, dreams, and goals.	
<ul style="list-style-type: none"> <li>Predict how an individual's beliefs regarding gender roles may influence behavior, dreams, and goals.</li> </ul>	SE: 260, 305 TWE: CLA 476
<ul style="list-style-type: none"> <li>Identify factors that influence beliefs about gender roles; e.g., age, media representation, culture, societal norms.</li> </ul>	The following pages can be used to help facilitate this goal. SE: 260, 305 TWE: CLA 476
<ul style="list-style-type: none"> <li>Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.</li> </ul>	The following pages can be used to help facilitate this goal. SE: 260, 305
<b>Objective 2</b> Develop skills that contribute to <b>healthy, dynamic relationships</b> .	
<ul style="list-style-type: none"> <li>Identify characteristics necessary for healthy relationships; e.g., empathy, confidence, trust, individual rights and responsibilities.</li> </ul>	SE: 248-252, 278-279, 304, 306 <i>Figure</i> 252 <i>Real Life</i> 253 <i>Hands-On Health</i> 258 TWE: D 251 HL 284
<ul style="list-style-type: none"> <li>Identify skills necessary for healthy relationships; e.g., communication, listening, goal-setting.</li> </ul>	SE: 254-261, 278-279 <i>Did You Know</i> 256 <i>Figure</i> 257 <i>Health Skills Activity</i> 259 <i>Thinking Critically</i> 261 TWE: HL 260
<ul style="list-style-type: none"> <li>Generate ways to open discussions with parents/guardians.</li> </ul>	SE: 278-279, 294-295 <i>Hands-On Health</i> 277 <i>Applying Health Skills</i> 279 <i>Time Health</i> 296 TWE: MA 296
<ul style="list-style-type: none"> <li>Identify the role of grief and loss in relationships.</li> </ul>	SE: 238-241, 280-285, 293 <i>Health Minute</i> 239 TWE: MA 239
<ul style="list-style-type: none"> <li>Develop ways to accept, manage, and/or adapt to changes in relationships.</li> </ul>	SE: 280-285, 517 TWE: TPK 280

OBJECTIVES	PAGE REFERENCES
<b>Objective 3</b> Demonstrate the skills needed to <b>manage unhealthy or dangerous relationships</b> or situations. *TK	
<ul style="list-style-type: none"> <li>Identify unhealthy behaviors; e.g., coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.</li> </ul>	SE: 255, 260, 308, 312, 336 <i>Health Skills Activity 259</i> <i>Figure 309</i> <i>Thinking Critically 312</i> TWE: CL 308
<ul style="list-style-type: none"> <li>Predict the possible consequences when there is a wide disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.</li> </ul>	SE: 316-317, 524-526 can be used to help facilitate this goal. <i>Health Minute 317</i>
<ul style="list-style-type: none"> <li>Identify behaviors that lead to sexual harassment and/or aggression.</li> </ul>	SE: 336, 345-346 <i>Did You Know 336</i> TWE: RC 336
<ul style="list-style-type: none"> <li>Develop strategies for managing sexual harassment/aggression in self and others.</li> </ul>	SE: 336, 345-346 <i>Real Life 345</i> TWE: RC 336
<ul style="list-style-type: none"> <li>Identify people, resources, and services that may help with personal or relationship issues.</li> </ul>	SE: 234-237, 291-295, 338-340 <i>Thinking Critically 295</i> <i>Applying Health Skills 295</i> TWE: RC 294
<b>Objective 4</b> Predict how responsibilities related to <b>sexual development</b> and health maintenance change <b>throughout the lifecycle</b> . *TK	
<ul style="list-style-type: none"> <li>Explain reproductive anatomy and physiology of females and males.</li> </ul>	SE: 468-473, 474-479 <i>Time Health 480</i> TWE: D 476
<ul style="list-style-type: none"> <li>Identify the benefits of sexual abstinence before marriage and fidelity after marriage as a means of preventing certain communicable diseases.</li> </ul>	SE: 318-323, 471-472, 476, 651 <i>Real Life 321</i> <i>Thinking Critically 323, 473, 651</i> <i>Hands-On Health 650</i> TWE: CT 319 SL 321
<ul style="list-style-type: none"> <li>Describe how sexual abstinence before marriage and fidelity after marriage contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.</li> </ul>	SE: 318-323, 471-472, 476, 651 <i>Real Life 321</i> <i>Thinking Critically 323, 473, 651</i> <i>Hands-On Health 650</i> TWE: CT 319 SL 321
<ul style="list-style-type: none"> <li>Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence before marriage and fidelity after marriage.</li> </ul>	SE: 318-323, 471-472, 476, 651 <i>Real Life 321</i> <i>Thinking Critically 323, 473, 651</i> <i>Hands-On Health 650</i> TWE: CT 319 SL 321

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify means and associated limitations of reducing the risks of early and or unintended pregnancy and sexually transmitted infections; e.g., disease prevention, contraception/condom use.* (*Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed.)</li> </ul>	SE: 318-323, 471-472, 476, 651 <i>Real Life</i> 321 <i>Thinking Critically</i> 323, 473, 651 <i>Hands-On Health</i> 650 TWE: CT 319 SL 321
<ul style="list-style-type: none"> <li>Explain the importance of health maintenance, including breast and testicular self-exams, pap smears, and annual physical examinations. Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal changes, prostate and other cancers. Adoption presentation. (Subject to Utah State Law.)</li> </ul>	SE: 471, 477 <i>Hands-On Health</i> 471 <i>Health Minute</i> 472 <i>Did You Know</i> 477 <i>Applying Health Skills</i> 479 TWE: D 477
<b>Objective 5</b> Determine the benefits of planning for <b>pregnancy and parenthood</b> .	
<ul style="list-style-type: none"> <li>Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.</li> </ul>	SE: 492-496 <i>Hands-On Health</i> 495 TWE: TPK 492
<ul style="list-style-type: none"> <li>Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.</li> </ul>	SE: 492-496, 552, 575-576, 596 <i>Hands-On Health</i> 495 TWE: D 552
<ul style="list-style-type: none"> <li>Explain the various stages of fetal development and birth.</li> </ul>	SE: 486-491 Q&A 487 <i>Figure</i> 488-489, 491 TWE: D 487
<ul style="list-style-type: none"> <li>Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.</li> </ul>	SE: 487, 494-497, 552, 575-576, 596 <i>Did You Know</i> 494 <i>Synthesizing</i> 497 TWE: CT 496
<b>Standard 4</b> Students analyze issues related to health promotion and disease prevention.	
<b>Objective 1</b> Analyze how non-communicable, <b>chronic illnesses</b> affect individuals, families, and society. *TK	
<ul style="list-style-type: none"> <li>Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.</li> </ul>	SE: 211-213, 226-227, 228, 408, 425-427, 674-680, 681-687, 688-694 TWE: A 683 CCA 685 CLA 691 MA 211 RC 213 VL 227

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.</li> </ul>	SE: 5 <i>Health Minute</i> 229 TWE: CCA 685 MA 211 MR 228 VL 5 WTWK 683
<ul style="list-style-type: none"> <li>Explain the positive and negative results of living with health challenges.</li> </ul>	SE: 690, 695-699 <i>Health Minute</i> 229 TWE: CCA 685 D 696 En 229 MR 228 RC 690 WTWK 683
<ul style="list-style-type: none"> <li>Determine the benefits of assisting those living with chronic illness for individuals, volunteers, family, and community.</li> </ul>	SE: 182 TWE: A 182 HL 532 WTWK 683
<b>Objective 2</b> Analyze the impact of <b>HIV disease, hepatitis, and sexually transmitted infections</b> on self and others. <b>*TK</b>	
<ul style="list-style-type: none"> <li>Explain transmission, physiology, and treatment for HIV disease, hepatitis, and sexually transmitted infections.</li> </ul>	SE: 363, 648-649, 652-656, 658-661, 662-667 TWE: A 654 HC 655
<ul style="list-style-type: none"> <li>Determine methods of prevention; e.g., abstinence from alcohol, Tobacco and other drugs (ATOD), abstinence from sexual activity before marriage and fidelity after marriage, universal precautions, sterilizing needles, body piercing, and/or tattoo equipment.</li> </ul>	SE: 566-567, 651, 667 <i>Time Health</i> 534 TWE: CLA 656 Re 651 TPK 648 WTWK 534
<ul style="list-style-type: none"> <li>Determine methods of reducing the risk of infection; e.g., correct condom use per package instructions.* (*Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed -- please see below.)</li> </ul>	SE: Pages 648-651 could be used to facilitate a discussion on this topic. TWE: CLA 656 En 657
<ul style="list-style-type: none"> <li>Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.</li> </ul>	SE: 650-651, 665-666 TWE: MA 653
<b>Standard 5</b> Students determine how individual and group behaviors impact personal and community health and safety.	
<b>Objective 1</b> Demonstrate ability to <b>manage conflict peacefully and safely.</b> *PD	
<ul style="list-style-type: none"> <li>Explain the role of conflict in interpersonal relationships.</li> </ul>	SE: 262-267, 338 TWE: MA 264
<ul style="list-style-type: none"> <li>Identify warning signs that conflict may be escalating.</li> </ul>	SE: 337 <i>Exploring Issues</i> 265 TWE: VL 337

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<ul style="list-style-type: none"> <li>Develop strategies for dealing safely with conflict.</li> </ul>	SE: <i>Health Skills Activity 259</i> TWE: CI 266 D 265 En 267 RC 266
<ul style="list-style-type: none"> <li>Practice conflict-management skills and/or strategies.</li> </ul>	SE: <i>Health Skills Activity 259</i> TWE: RC 266 VL 264
<b>Objective 2</b> Identify ways to help self or others when dealing with <b>suicide</b> .	
<ul style="list-style-type: none"> <li>Identify warning signs of suicide.</li> </ul>	SE: 230-231 TWE: HSA 232 QS 230 Re 233 VL 231
<ul style="list-style-type: none"> <li>Practice skills or strategies that can help prevent a suicide; e.g., questioning skills, communicating with others, asking for help, expressing emotions, referral.</li> </ul>	SE: 231-233, 234 TWE: C 233 En 233
<ul style="list-style-type: none"> <li>Compile a list of resources in the school and community to help a person dealing with suicide.</li> </ul>	SE: <i>Applying Health Skills 233</i> TWE: CLA 231
<b>Objective 3</b> Develop strategies for ensuring <b>personal safety</b> in a variety of situations.	
<ul style="list-style-type: none"> <li>Identify potentially dangerous situations.</li> </ul>	SE: 331-332, 333, 334, 336, 707-713, 714-718, 719-724, 725-729 <i>Time Health 354</i> TWE: CT 709 D 331 SL 710 VL 711
<ul style="list-style-type: none"> <li>Identify person(s) to rely on in risky situations.</li> </ul>	SE: 334, 338, 339-340 TWE: CI 717 HC 333 PCSH 339
<ul style="list-style-type: none"> <li>Create safety plans to address a variety of potential risks; e.g., automobile, recreational, natural disasters, assault, rape, confrontations, domestic and other violence.</li> </ul>	SE: <i>Hands-On Health 572, 708</i> TWE: MA 331, 707, 726 PCSH 339 RC 332
<b>Objective 4</b> Analyze the process of creating a <b>safe and caring environment</b> for citizens.	
<ul style="list-style-type: none"> <li>Identify common values, rules, and responsibilities of various communities; e.g., nonviolence, respect, responsibility, honesty, civility, cooperation, compassion.</li> </ul>	SE: 37-41, 252-253 <i>Character Check 173, 334, 751</i> TWE: A 41 CC 173 HL 251 SW 38 VL 251

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<ul style="list-style-type: none"> <li>Identify ways a community cares for itself; e.g., Neighborhood Watch, city and school clean-up, law enforcement, community mobilization, health resources and services, volunteerism.</li> </ul>	SE: 291-295, 338, 781 TWE: HC 333, 338, 564 PCSH 339
<ul style="list-style-type: none"> <li>Compile a list of community/agency resources that contribute to a safe and caring community; e.g., public safety and health, recreational opportunities, mental health services.</li> </ul>	SE: <i>Real-Life Application</i> 293 TWE: HC 226, 333
<b>Standard 6</b> Students plan to incorporate healthy nutritional and fitness behaviors.	
<b>Objective 1</b> Evaluate <b>nutrient density</b> and balance of individual <b>food intake</b> . *NU	
<ul style="list-style-type: none"> <li>Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.</li> </ul>	SE: 114-121, 124-126, 128, 159-160 <i>Real-Life Application</i> 127 TWE: C 121 TPK 114
<ul style="list-style-type: none"> <li>Evaluate various types of foods using the food labels.</li> </ul>	SE: 130-133 <i>Health Minute</i> 126 <i>Real-Life Application</i> 127 TWE: D 128 RC 126 TPK 130
<ul style="list-style-type: none"> <li>Compare individual nutrient intake and Recommended Daily Allowances (RDA).</li> </ul>	SE: 119, 120, 121 TWE: VL 119, 120
<ul style="list-style-type: none"> <li>Identify low-nutrient foods.</li> </ul>	SE: <i>Exploring Issues</i> 112 <i>Hands-On Health</i> 118 TWE: CC 159 CLA 125 CT 131 Ex 145
<ul style="list-style-type: none"> <li>Identify nutrient-dense foods that are enjoyable and cost effective.</li> </ul>	SE: 128-129 TWE: CC 159 CLA 125 HL 128 HSP 125
<b>Objective 2</b> Design a <b>personal peak performance plan</b> to include proper nutrition, physical activity, and healthy behaviors. *TK	
<ul style="list-style-type: none"> <li>Identify the five components of fitness and how to attain each.</li> </ul>	SE: 80-86, 87-92 TWE: SL 83 TPK 80
<ul style="list-style-type: none"> <li>Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.</li> </ul>	SE: 93-94, 113, 124, 144-145, 157 TWE: CC 147 RC 149 VL 88
<ul style="list-style-type: none"> <li>Determine how fast food could be included in the plan.</li> </ul>	SE: 129 TWE: EI 149 CLA 125 HSP 125

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.</li> </ul>	SE: 94-95, 153-156, 227 TWE: CT 154 En 156 HL 153 HSP 152 MA 95
<ul style="list-style-type: none"> <li>Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.</li> </ul>	SE: 674-675, 679, 682-685 <i>Hands-On Health</i> 678 TWE: CLA 685 Ex 684 HL 675 VL 679
<ul style="list-style-type: none"> <li>Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.</li> </ul>	SE: 122-126 TWE: VL 124
<b>Objective 3</b> Analyze the relationship between a <b>healthy sense of self and eating patterns.</b> *TK	
<ul style="list-style-type: none"> <li>Identify characteristics of a healthy self and body.</li> </ul>	SE: 4-8, 10-16, 75-77 TWE: 4-8 or 10-16 could be used to facilitate a discussion on this topic.
<ul style="list-style-type: none"> <li>Compare body image and body acceptance and the influence of one on the other.</li> </ul>	SE: 144 TWE: CLA 112 HSP 147 QS 144
<ul style="list-style-type: none"> <li>Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.</li> </ul>	SE: 182 TWE: CC 147 CLA 112 HSP 147 CT 147
<ul style="list-style-type: none"> <li>Explain the potential impact of negative body image and acceptance; e.g., fad dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.</li> </ul>	SE: 151-156 TWE: CT 154 En 156
<ul style="list-style-type: none"> <li>Develop strategies for improving body image and acceptance.</li> </ul>	SE: 183 TWE: CLA 112
<ul style="list-style-type: none"> <li>Identify warning signs and short- and long-term effects of disordered eating.</li> </ul>	SE: 153-156 TWE: En 156
<ul style="list-style-type: none"> <li>Identify ways to help someone who is experiencing disordered eating.</li> </ul>	SE: 156 <i>Health Skills Activity</i> 155 TWE: HC 155 WTWK 154
<b>Standard 7</b> Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.	
<b>Objective 1</b> Determine how <b>fads and trends may influence health.</b>	
<ul style="list-style-type: none"> <li>Identify health-related fads and trends.</li> </ul>	SE: 151-152 <i>Hands-On Health</i> 153 TWE: CC 152

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Summarize how fads and trends have influenced health in the past.</li> </ul>	SE: 151-152 can be used to facilitate a discussion on this topic. TWE: CC 147
<ul style="list-style-type: none"> <li>Predict how fads and trends may influence health in the future.</li> </ul>	SE: 151-152 can be used to facilitate a discussion on this topic. TWE: HL 153 VL 125
<b>Objective 2</b> Create and implement an <b>advocacy plan</b> to address an unmet health need.	
<ul style="list-style-type: none"> <li>Identify various professions that contribute to, or advocate for, health.</li> </ul>	SE: <i>Career Corner</i> 23, 69, 105, 165, 355, 557 <i>Health Skills Activity</i> 522 TWE: CI 102 SW 58, 294
<ul style="list-style-type: none"> <li>Identify health needs, opportunities to be proactive, related community resources, and available services.</li> </ul>	SE: 54-59, 781 TWE: A 55, 57 HC 56, 57
<ul style="list-style-type: none"> <li>Practice advocacy skills and methods.</li> </ul>	SE: 32, 67 <i>Applying Health Skills</i> 41, 156 <i>Beyond the Classroom</i> 43, 557 <i>Real-Life Application</i> 321 TWE: HC 333 RLA 321 SW 119
<ul style="list-style-type: none"> <li>Reflect on results of the action process.</li> </ul>	SE: 40 TWE: D 173 EI 40

## Codes Used for TWE Pages

A	Activity
C	Close
CC	Character Check
CCA	Cross-Curriculum Activity
CI	Community Involvement
CL	Cooperative Learning
CLA	Cooperative Learning Activity
CT	Critical Thinking
D	Discussing
EI	Exploring Issues
En	Enrichment
Ex	Explaining
HC	Home and Community
HL	Health Literacy
HSA	Health Skills Activity
HSP	Health Skills Practice
MA	More About
MR	Myths & Realities
PCSH	Promoting Comprehensive School Health
QS	Quick Start
RC	Reinforcing Concepts
Re	Reteaching
RLA	Real-Life Application
SL	Service Learning
SW	School to Work
TPK	Tying to Prior Knowledge
VL	Visual Learning
WTWK	What Teens Want to Know