



**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: <i>Health News</i> 267 TWE: CD 267 DI 267 CA 274
<ul style="list-style-type: none"> <li>Analyze the positive and negative effects of environmental factors on mental health.</li> </ul>	SE: 35-36, 595-598, 603-605, 607-609, 627 TWE: CD 36, 627 TF 607 QD 614
<ul style="list-style-type: none"> <li>Identify the healthy and unhealthy uses of defense mechanisms in daily life.</li> </ul>	SE: 87, 109, 183 TWE: CC 97 CA 127 EC 143
<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: 89-92, 110-113 <i>Health Online</i> 73 <i>Mini-Review</i> 91 TWE: CC 89, 92 DI 90 HP 91
<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: 104, 118-119, 264-266, 456 TWE: QD 97 HP 106
<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: 95, 100-102, 115 TWE: EC 100 CA 103 CC 104
<ul style="list-style-type: none"> <li>Evaluate personal responses to stressful situations.</li> </ul>	SE: 109 TWE: QD 96 CC 97 FI 102 DI 103

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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: 96, 519 TWE: TT 100 FI 105 HP 106 NHES 138
<ul style="list-style-type: none"> <li>Design a time-management plan for stress prevention or reduction.</li> </ul>	SE: 104 <i>Activity: Using Life Skills</i> 103 TWE: F 94 TT 96 HP 101
<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: 109, 111, 123-125 <i>Health News</i> 125 TWE: CD 124 EC 124
<ul style="list-style-type: none"> <li>Determine a variety of healthy ways to express or process these emotions.</li> </ul>	SE: 126-128 <i>What Would You Do?</i> 122 TWE: CA 96 FI 125 DI 126
<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: 128 TWE: SI 110 CA 123, 127 DI 126 CI 127
<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: 75, 145, 174 <i>Speaking Out</i> 176 TWE: CD 115, 201 WWYD 134 EC 138, 168 UT 266
<ul style="list-style-type: none"> <li>Predict the short- and long-term effects of risks.</li> </ul>	SE: 174, 303 <i>What Would You Do?</i> 514 TWE: EC 9 CD 10 NHES 171, 247 HP 212
<ul style="list-style-type: none"> <li>Evaluate the effects of media on perceptions and decisions.</li> </ul>	SE: 37, 114, 421 <i>Evaluating Media Messages</i> 133, 207 <i>In the Media</i> 173 <i>Speaking Out</i> 176 <i>In the News</i> 280 TWE: TUL 280 HJ 281
<ul style="list-style-type: none"> <li>Identify steps in decision-making.</li> </ul>	SE: <i>What Would You Do?</i> 282, 292, 310 <i>Activity: Using Life Skills</i> 470 TWE: EC 138 UT 145

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<ul style="list-style-type: none"> <li>• Weigh ethical implications of decisions.</li> </ul>	SE: 117, 194-195, 415-416 <i>What Would You Do?</i> 310, 410 TWE: CA 8 DI 88 HJ 281
<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.</b> *PD and TK	
<ul style="list-style-type: none"> <li>• Identify consequences of illegal and legal/age-restricted drug use.</li> </ul>	SE: 140-142, 406, 416-417, 469 <i>What Would You Do?</i> 410 TWE: CA 415 LI 417 CD 442 EC 446
<ul style="list-style-type: none"> <li>• Identify some common antagonistic and synergistic effects of drug interactions.</li> </ul>	SE: 412, 440-441 TWE: EC 445
<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: 140-143, 416, 418 TWE: NHES 87 DI 140 LI 417
<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: 411, 415, 444, 446, 448 TWE: CD 415 CA 415, 417
<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: 288, 314, 407 <i>What Would You Do?</i> 242 TWE: TF 287 CC 288 NHES 288 QD 288 E 445
<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: 145 <i>Did You Know?</i> 412 TWE: E 141 CD 145 CA 416 FI 456
<b>Objective 2</b> Analyze the impact an individual could have in promoting substance abuse <b>prevention, intervention, and treatment.</b> *PD	
<ul style="list-style-type: none"> <li>• List a variety of activities that could be positive alternatives to substance use.</li> </ul>	SE: 422, 456-457 <i>Activity: Using Life Skills</i> 465 TWE: HP 465

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<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: 466 <i>Mini-Review 89</i> <i>What Would You Do? 424</i> TWE: NHES 420, 442 CA 455
<ul style="list-style-type: none"> <li>Identify benefits of a strong support system.</li> </ul>	SE: 146, 450 <i>Mini-Review 89</i> <i>Speaking Out 443</i> TWE: FI 450, 456
<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: 144, 146, 475-476 <i>What Would You Do? 474</i> TWE: SI 141, 454, 477 E 476
<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: 146, 420, 478 TWE: CI 142, 419 LI 478
<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: 200, 264 <i>Test Your Personal Health IQ 340</i> TWE: AHL 198
<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>	TWE: CC 234 CD 236 TUL 280
<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>	SE: 200 <i>Test Your Personal Health IQ 340</i> <i>Health News 415</i> TWE: FI 235
<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: 136-139, 164, 167 <i>What Would You Do? 148</i> TWE: CD 136 WWYD 122
<ul style="list-style-type: none"> <li>Identify skills necessary for healthy relationships; e.g., communication, listening, goal-setting.</li> </ul>	SE: 164 <i>Activity: Using Life Skills 151</i> TWE: QD 137 EC 150 DI 151
<ul style="list-style-type: none"> <li>Generate ways to open discussions with parents/guardians.</li> </ul>	SE: 160 TWE: FI 137 UT 161 CA 167 CD 175 TT 446

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify the role of grief and loss in relationships.</li> </ul>	SE: 123-128, 156 <i>What Would You Do?</i> 122 TWE: FI 125 CI 127 SI 640
<ul style="list-style-type: none"> <li>Develop ways to accept, manage, and/or adapt to changes in relationships.</li> </ul>	SE: 148, 153-156, 184 <i>What Would You Do?</i> 178 TWE: CA 123, 184 DI 156
<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: 88, 170-171, 178-181, 658 <i>Mini-Review</i> 183 TWE: AHL 162 CC 164
<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>	The following pages references can be used to meet this objective. SE: 161 TWE: AHL 162
<ul style="list-style-type: none"> <li>Identify behaviors that lead to sexual harassment and/or aggression.</li> </ul>	SE: 418, 471, 658-659, 687-688, 690 TWE: CA 688 CD 688
<ul style="list-style-type: none"> <li>Develop strategies for managing sexual harassment/aggression in self and others.</li> </ul>	SE: 172-173, 660-661, 692 <i>Activity: Using Life Skills</i> 662 TWE: LI 172 CC 661
<ul style="list-style-type: none"> <li>Identify people, resources, and services that may help with personal or relationship issues.</li> </ul>	SE: 149 TWE: E 99 CI 99, 176, 183, 662, 682 SI 182, 418, 658
<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: 167, 227-229, 234, 236-237 <i>Mini-Review</i> 229 TWE: SI 228 TF 231
<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: 168-169, 232, 240 TWE: MR 163 SI 168 NHES 508
<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: 168-169, 240 <i>Activity: Using Life Skills</i> 171 TWE: QD 170 CA 174 HeP 252 NHES 508
<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: 168-170, 174-175, 187, 232, 240

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: <i>Did You Know?</i> 174 Abstinence as a means of reducing the stated risks is discussed on the following pages: SE: 172-173, 174-175 TWE: CA 174 HP 173 LI 172
<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: 189, 230-231, 238, 272 <i>Activity: Using Life Skills</i> 233, 239 TWE: EC 231 AHL 233 NHES 233 CD 238
<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: 188-192, 194-197 <i>Health News</i> 191 <i>Mini-Review</i> 197 TWE: HeO 133 CD 190
<ul style="list-style-type: none"> <li>Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.</li> </ul>	SE: 195, 248 <i>Did You Know?</i> 246 <i>Activity: Using Life Skills</i> 249 TWE: NHES 248
<ul style="list-style-type: none"> <li>Explain the various stages of fetal development and birth.</li> </ul>	SE: 246-247, 250-252 TWE: CA 247, 250 FI 250
<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: 244 TWE: HP 244 SI 245 NHES 247 CI 248
<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, 276, 306-307 <i>Activity: Using Life Skills</i> 13 <i>What Would You Do?</i> 514 TWE: TF 89 CI 213 AHL 239
<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, 211, 275-276 TWE: CD 275

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<ul style="list-style-type: none"> <li>Explain the positive and negative results of living with health challenges.</li> </ul>	TWE: DI 13, 329 CI 213 CD 275
<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: 120 TWE: CI 213 CD 275
<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: 240, 471, 502-508, 510-512 <i>Just the Facts</i> 509 TWE: EC 502 HP 502 CC 510
<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: 168-170, 232, 240, 453, 471, 508-509 <i>Did You Know?</i> 355 TWE: CD 505 HeP 506 NHES 508
<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.)</li> </ul>	SE: 172-173, 174-175 <i>Did You Know?</i> 174
<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: <i>Health News</i> 511 TWE: AHL 470 TF 471 HP 507 CI 511, 512
<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: 49, 50, 149, 657 TWE: EC 49 NHES 49
<ul style="list-style-type: none"> <li>Identify warning signs that conflict may be escalating.</li> </ul>	SE: 50, 659 QD 49 CA 50
<ul style="list-style-type: none"> <li>Develop strategies for dealing safely with conflict.</li> </ul>	SE: 50, 51, 98-99, 660 TWE: EC 51 FI 98 NHES 660
<ul style="list-style-type: none"> <li>Practice conflict-management skills and/or strategies.</li> </ul>	SE: 50, 51 TWE: CD 51, 99 EC 51 NHES 98

OBJECTIVES	PAGE REFERENCES
<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: 112, 114-115 TWE: TF 115, 464
<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: 117 TWE: HeP 115 EC 117
<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: 117 TWE: CA 114, 117 DI 117
<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: 322, 471, 639-642, 652-653
<ul style="list-style-type: none"> <li>Identify person(s) to rely on in risky situations.</li> </ul>	SE: 654 TWE: E 258 HG 514
<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: 471 TWE: SI 322 NHES 422, 647 FI 641
<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: <i>What Would You Do?</i> 226 TWE: CI 213 NHES 258 FI 273 AHL 470
<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>	TWE: CC 11, 215 NHES 288 LI 346 HP 471
<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: 255 <i>Health Resources</i> 752-755 TWE: TF 319, 321 HP 471
<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: 221, 283-287, 300 TWE: QD 211 CC 284 TF 284
<ul style="list-style-type: none"> <li>Evaluate various types of foods using the food labels.</li> </ul>	SE: 290-291 <i>Activity: Using Life Skills</i> 292 TWE: QD 288 CD 290
<ul style="list-style-type: none"> <li>Compare individual nutrient intake and Recommended Daily Allowances (RDA).</li> </ul>	SE: 290-291, 296-297 <i>What Would You Do?</i> 294

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify low-nutrient foods.</li> </ul>	SE: 296 <i>Activity: Using Life Skills 292</i> <i>Did You Know? 295</i> TWE: E 284 FI 289 QD 290
<ul style="list-style-type: none"> <li>Identify nutrient-dense foods that are enjoyable and cost effective.</li> </ul>	SE: 295, 312-316 TWE: CC 284 EC 285 FI 291 NHES 295
<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: 105, 210, 213, 221, 299 TWE: FI 224 E 258
<ul style="list-style-type: none"> <li>Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.</li> </ul>	SE: 105, 274, 298-299 <i>Did You Know? 259</i> TWE: DI 217 TF 300
<ul style="list-style-type: none"> <li>Determine how fast food could be included in the plan.</li> </ul>	SE: 316, 318 <i>Did You Know? 329</i> TWE: CC 220 FI 289 CI 304, 316 CA 316
<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: 288 TWE: CD 273 E 284, 315 NHES 288 QD 288 HP 314 FI 330 DI 449
<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: 211, 223, 306 TWE: HeP 210 TF 219 AHL 223
<ul style="list-style-type: none"> <li>Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.</li> </ul>	SE: 296-297, 300 TWE: HP 296 CD 296 FI 298, 312 CC 300 UT 303 CA 329 NHES 330

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<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: 325, 353 <i>Activity: Using Life Skills 327</i> TWE: CA 265, 326, 332 NHES 336
<ul style="list-style-type: none"> <li>Compare body image and body acceptance and the influence of one on the other.</li> </ul>	SE: 325-327 TWE: CD 236, 273 SI 328
<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>	TWE: TUL 280 CD 311 E 333 CA 334, 349 EC 335
<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: 311, 334-335 <i>What Would You Do? 310</i> <i>Did You Know? 332</i> TWE: E 265 CA 311 AHL 334
<ul style="list-style-type: none"> <li>Develop strategies for improving body image and acceptance.</li> </ul>	SE: 240 TWE: CD 236, 273 CA 332, 333
<ul style="list-style-type: none"> <li>Identify warning signs and short- and long-term effects of disordered eating.</li> </ul>	SE: 311 <i>What Would You Do? 324</i> TWE: TF 332 NHES 336 CI 336
<ul style="list-style-type: none"> <li>Identify ways to help someone who is experiencing disordered eating.</li> </ul>	SE: 332-333, 336 TWE: CD 333 CI 332
<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: 330-331 <i>What Would You Do? 310</i> TWE: CC 9 CD 273, 330 CA 328 HP 471, 516 CI 503
<ul style="list-style-type: none"> <li>Summarize how fads and trends have influenced health in the past.</li> </ul>	SE: <i>Did You Know? 329</i> TWE: CC 9 FI 330 NHES 471 CI 503 E 504

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<ul style="list-style-type: none"> <li>Predict how fads and trends may influence health in the future.</li> </ul>	SE: <i>Did You Know?</i> 329 TWE: AHL 331 IN 340
<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: 113 <i>Health Resources</i> 752-755 TWE: TF 321, 329, 332, 334 LI 321, 369 QD 348
<ul style="list-style-type: none"> <li>Identify health needs, opportunities to be proactive, related community resources, and available services.</li> </ul>	SE: <i>Activity: Using Life Skills</i> 350 TWE: CI 8 LI 335 CA 348, 349 DI 348 HP 471
<ul style="list-style-type: none"> <li>Practice advocacy skills and methods.</li> </ul>	SE: 9 TWE: FI 237 AHL 331 HP 349, 471 E 509
<ul style="list-style-type: none"> <li>Reflect on results of the action process.</li> </ul>	SE: <i>Activity: Using Life Skills</i> 350, 517 TWE: CA 348

## Codes Used for TWE Pages

AHL	Achieving Health Literacy
CA	Class Activity
CC	Cross-Curricular Connections
CD	Classroom Discussion
CI	Community Involvement
DI	Differentiated Instruction
E	Extension
EC	Explain the Concept
F	Focus
FI	Family Involvement
HeO	Health Online
HeP	Healthy People
HG	Health Goal
HJ	Health Journal
HP	Health Project
IN	In the News
LI	Legal Issues
MR	Mini-Review
NHES	NHES Assessment
QD	Quick Demo
SI	Sensitive Issues
TF	Teacher FYI
TT	Teacher to Teacher
TUL	Two-Minute Unit Launcher
UT	Using the Table
WWYD	What Would You Do?