



Teen
Health
Course 3
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STANDARDS	PAGE REFERENCES
<p>STANDARD 1 Students comprehend concepts related to health promotion and disease prevention.</p>	
<p>ESSENTIALS (Grades 4-8) Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> • 1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death 	
<p>PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions</p>	<p>Student Edition: 46-47, 151-155, 220-223, 449, 457, 459, 487-488 <i>Health Skills Activity</i> 18, 46, 210, 346, 478 <i>Building Health Skills</i> 244-245, 470-471 <i>Analyze</i> 405 <i>Hands-On Health</i> 448 <i>Applying Health Skills</i> 449 Teacher Wraparound Edition: C 155</p>
<p>PO 2. Illustrate the harmful effects of use of tobacco, alcohol and other drugs</p>	<p>Student Edition: 276-280, 281-285, 298-302, 304-307, 320-323, 325-327, 465 <i>Quick Write</i> 281 <i>Connect to Science</i> 282 <i>Time Health</i> 290-291, 312-313, 334-335 <i>Relate</i> 420 Teacher Wraparound Edition: MA 278</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence 	
PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected	Student Edition: 4-6, 41-42, 121 <i>Thinking Critically</i> 7 <i>Figure 15</i> , 42 <i>Analyze</i> 431 Teacher Wraparound Edition: D 5
PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.	Student Edition: <i>Time Health</i> 50-51 Teacher Wraparound Edition: T 50
<ul style="list-style-type: none"> 1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle 	
PO 1. Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development	Student Edition: 14-19, 151-155 <i>Health Skills Activity</i> 18, 46, 210, 346, 478 <i>Thinking Critically</i> 19 <i>Building Health Skills</i> 22-23, 52-53, 112-113, 158-159, 244-245, 470-471 Teacher Wraparound Edition: C 19
<ul style="list-style-type: none"> 1CH-E4. Describe how family and peers influence the health of adolescents 	
PO 1. Illustrate how family and peers affect the choices you make regarding health	Student Edition: 12, 48-49, 147-148, 193 <i>Building Health Skills</i> 22-23 <i>Quick Write</i> 44 <i>Health Skills Activity</i> 131 <i>Time Health</i> 156-157 Teacher Wraparound Edition: MA 47

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 1CH-E5. Explain how environmental health and personal health are interrelated 	
PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people	Student Edition: 49, 423-425, 546-551 <i>Relate</i> 49 <i>Health Skills Activity</i> 456 <i>Connect to Science</i> 549 Teacher Wraparound Edition: HL 548; MA 549
<ul style="list-style-type: none"> 1CH-E6. Describe ways to reduce risks related to adolescent health problems 	
PO 1. Identify personal health behaviors that reduce health problems	Student Edition: 46-47, 151-155, 220-223, 449, 457, 459, 487-488 <i>Building Health Skills</i> 22-23, 52-53, 112-113, 158-159, 244-245, 470-471 Teacher Wraparound Edition: C 19
<ul style="list-style-type: none"> 1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems 	
PO 1. Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life	Student Edition: 14-19, 151-155, 421-422, 477-478, 485 <i>Health Skills Activity</i> 18, 46, 210, 346, 478 <i>Building Health Skills</i> 22-23, 52-53, 112-113, 158-159, 244-245, 470-471 Teacher Wraparound Edition: C 19
<ul style="list-style-type: none"> 1CH-E8. Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness 	
PO 1. Classify nutrients and their uses in the body	Student Edition: 192-195, 196-201 <i>Photo</i> 194 <i>Figure</i> 198 <i>Media Watch</i> 201 Teacher Wraparound Edition: CT 199

STANDARDS	PAGE REFERENCES
PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness	Student Edition: 202-203, 208-211, 250-255 <i>Media Watch</i> 201 <i>Health Skills Activity</i> 206, 210, 394 <i>Figure</i> 207 <i>Building Health Skills</i> 214-215 Teacher Wraparound Edition: HL 203
STANDARD 2 Students demonstrate the ability to access accurate health information.	
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> • 2CH-E1. Obtain and utilize accurate health resources from home, school and community 	
PO 1. Apply health information from home, school and community	Student Edition: 19, 45-46 <i>Figure</i> 45 <i>Media Watch</i> 46, 59 <i>Applying Health Skills</i> 49 <i>Health Skills Activity</i> 66 <i>Building Health Skills</i> 78-79 Teacher Wraparound Edition: MA 45
<ul style="list-style-type: none"> • 2CH-E2. Describe how media influences the selection of health information and products (e.g., exercise equipment, cosmetics) 	
PO 1. Illustrate how the media affects what you know about health and health products	Student Edition: 59-61, 193, 309, 332 <i>Building Health Skills</i> 22-23 <i>Quick Write</i> 44 <i>Time Health</i> 76-77 <i>Media Watch</i> 257, 310, 459 <i>Applying Health Skills</i> 348 Teacher Wraparound Edition: D 153
<ul style="list-style-type: none"> • 2CH-E3. Compare the costs and effectiveness of health products 	
PO 1. Describe similar health products' cost and effectiveness in treating health problems	Student Edition: 60, 62 <i>Connect to Math</i> 195 Teacher Wraparound Edition: D 61

STANDARDS		PAGE REFERENCES
<ul style="list-style-type: none"> 2CH-E4. Describe situations requiring professional health services 		
PO 1. Same as concept	Student Edition: 100, 101-105, 287-288, 492 <i>Figure 530</i> Teacher Wraparound Edition: BC 51	
<ul style="list-style-type: none"> 2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR) 		
PO 1. Describe a variety of emergency situations	Student Edition: 511-512, 520-523, 525-527 <i>Connect to Science 511</i> <i>Applying Health Skills 523</i> Teacher Wraparound Edition: C 527	
PO 2. List emergency resources	Student Edition: 526 <i>Health Skills Activity 512, 523</i> <i>Developing Good Character 526</i> <i>Applying Health Skills 527</i> Teacher Wraparound Edition: HL 526	
STANDARD 3 Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>		
<ul style="list-style-type: none"> 3CH-E1. Explain the importance of assuming responsibility for personal health behaviors 		
PO 1. Illustrate examples of responsible healthy behavior	Student Edition: 14-19, 120, 128, 146, 286, 459 <i>Quick Write 14, 508</i> <i>Figure 15</i> <i>Health Skills Activity 18</i> <i>Developing Good Character 94, 123, 148, 331, 351, 402, 529</i> Teacher Wraparound Edition: C 235; CT 12	

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 3CH-E2. Identify strengths of, and risks to, one's personal and family health (e.g., heart disease, diabetes, high blood pressure) and implement strategies to improve or maintain both 	
PO 1. Rank personal and family strengths and risks	Student Edition: 14-17, 252, 422, 478, 485 <i>Hands-On Health</i> 7 <i>Health Skills Activity</i> 18, 46 <i>Thinking Critically</i> 49 <i>Figure</i> 493 Teacher Wraparound Edition: HL 492
PO 2. Develop a plan that would improve health and reduce risks	Student Edition: 14-19, 151-155, 168-170, 202-206, 230-235 <i>Health Skills Activity</i> 18, 43, 46, 231 <i>Thinking Critically</i> 19, 33 <i>Figure</i> 33 <i>Applying Health Skills</i> 155, 235 <i>Building Health Skills</i> 158-159 <i>Hands-On Health</i> 448 Teacher Wraparound Edition: C 19
PO 3. Explain plan's effectiveness	Student Edition: 155, 169, 221, 226 <i>Building Health Skills</i> 159 <i>Figure</i> 169, 170
<ul style="list-style-type: none"> 3CH-E3. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs) 	
PO 1. Identify responsible and risky behaviors	Student Edition: 14-19, 120, 128, 146, 152, 286, 301, 325, 459, 478 <i>Quick Write</i> 14, 508 <i>Health Skills Activity</i> 18 <i>Building Health Skills</i> 470-471 Teacher Wraparound Edition: C 302

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 3CH-E4. Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations 	
PO 1. Identify existing prevention and management strategies regarding personal and family health	Student Edition: 172-176, 232-234, 239-240, 325, 508-513, 514-519 <i>Health Skills Activity</i> 174 <i>Applying Health Skills</i> 176 <i>Time Health</i> 182-183 <i>Building Health Skills</i> 244-245 Teacher Wraparound Edition: MA 510
PO 2. Identify ways to avoid threatening situations	Student Edition: 172-176 <i>Health Skills Activity</i> 174 <i>Applying Health Skills</i> 176 <i>Time Health</i> 182-183 Teacher Wraparound Edition: WT 175
<ul style="list-style-type: none"> 3CH-E5. Demonstrate strategies to manage stress 	
PO 1. Choose five ways to reduce stress	Student Edition: 41-43 <i>Applying Health Skills</i> 43 <i>Health Skills Activity</i> 43, 222, 398, 430 <i>Time Health</i> 50-51 <i>Building Health Skills</i> 112-113, 500-501 Teacher Wraparound Edition: C 43
<ul style="list-style-type: none"> 3CH-E6. Perform basic safety, first aid and life saving techniques 	
PO 1. Apply basic first aid and basic life saving techniques	Student Edition: 524-527, 528-532, 533-537 <i>Quick Write</i> 524, 528 <i>Applying Health Skills</i> 527, 537 <i>Thinking Critically</i> 527 <i>Hands-On Health</i> 535 Teacher Wraparound Edition: CLA 531

STANDARDS	PAGE REFERENCES
STANDARD 4 Students analyze the influence of culture, media, technology and other factors on health.	
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> • 4CH-E1. Describe health behaviors and the use of health services in different cultures and explain the factors responsible for the differences 	
PO 1. Distinguish how different cultures utilize health services	Teacher Wraparound Edition: MA 148 can be used to help facilitate this goal.
PO 2. Describe the factors responsible for the differences in health care	Student Edition: 65-67 <i>Health Skills Activity 66</i> Teacher Wraparound Edition: BC 65
<ul style="list-style-type: none"> • 4CH-E2. Explain how messages from media and other sources influence health behaviors 	
PO 1. Identify a variety of media messages and determine how they influence your health	Student Edition: 59-61, 193, 309, 332 <i>Building Health Skills 22-23</i> <i>Quick Write 44</i> <i>Time Health 76-77</i> <i>Media Watch 257, 310, 459</i> Teacher Wraparound Edition: D 153
<ul style="list-style-type: none"> • 4CH-E3. Describe the influence of technology on personal and family health 	
PO 1. Describe five ways that technology can hurt or improve your health	Student Edition: 487 <i>Connect to Science 65, 495, 521, 549</i> <i>Time Health 76-77</i> Teacher Wraparound Edition: HL 198; R 487
<ul style="list-style-type: none"> • 4CH-E4. Describe how information from peers influences health 	
PO 1. Same as concept	Student Edition: 12, 49, 144-148, 309 <i>Building Health Skills 52-53</i> <i>Photo 329</i> Teacher Wraparound Edition: MA 47, 148

STANDARDS	PAGE REFERENCES
<p>STANDARD 5 Students demonstrate the ability to use interpersonal skills to enhance health.</p>	
<p>ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> • 5CH-E1. Demonstrate ways to communicate care, consideration and respect of self and others 	
<p>PO 1. Choose five ways you can show respect for self and others</p>	<p>Student Edition: 120-121, 123, 128, 146, 150, 152, 154 <i>Developing Good Character</i> 433 Teacher Wraparound Edition: T 433</p>
<ul style="list-style-type: none"> • 5CH-E2. Identify the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health 	
<p>PO 1. Identify a minimum of two reasons for conflict among young people</p>	<p>Student Edition: 164-165 <i>Building Health Skills</i> 184-185 Teacher Wraparound Edition: C 167</p>
<p>PO 2. Apply two ways to let the other person know that you mean "no" to something you do not want</p>	<p>Student Edition: 37-38, 148-150, 310 <i>Developing Good Character</i> 148 <i>Health Skills Activity</i> 240, 284, 332 <i>Refusal</i> 300 Teacher Wraparound Edition: CLA 284</p>
<p>PO 3. Apply two things you can use to come to an agreement in a conflict and foster health</p>	<p>Student Edition: 168-170 <i>Hands-On Health</i> 165 <i>Quick Write</i> 168 <i>Health Skills Activity</i> 171 <i>Applying Health Skills</i> 171 <i>Building Health Skills</i> 184-185, 438-439 Teacher Wraparound Edition: C 171</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 5CH-E3. Demonstrate strategies to manage conflict in healthy ways 	
PO 1. Determine which ways can control conflict	Student Edition: 168-170 <i>Hands-On Health</i> 165 <i>Quick Write</i> 168 <i>Health Skills Activity</i> 171 <i>Applying Health Skills</i> 171 <i>Building Health Skills</i> 184-185, 438-439 Teacher Wraparound Edition: C 171
PO 2. Apply five healthy ways to control conflict	Student Edition: 168-170 <i>Hands-On Health</i> 165 <i>Applying Health Skills</i> 171 <i>Building Health Skills</i> 184-185, 438-439 Teacher Wraparound Edition: C 171
STANDARD 6 Students demonstrate the ability to use goal setting and decision-making skills to enhance health.	
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> 6CH-E1. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively 	
PO 1. Describe collaboratively the decision-making process	Student Edition: 28-30 <i>Figure</i> 28 <i>Health Skills Activity</i> 30 <i>Building Health Skills</i> 336-337 Teacher Wraparound Edition: T 29
PO 2. List three alternatives and consequences regarding a health issue	Student Edition: 153, 155, 286 <i>Health Skills Activity</i> 30, 99, 121, 171, 210, 258, 483 <i>Building Health Skills</i> 336-337 Teacher Wraparound Edition: D 153

STANDARDS	PAGE REFERENCES
PO 3. Collectively choose which solution best fits the health issue	Student Edition: <i>Health Skills Activity</i> 30, 99, 121, 171, 210, 258, 483 <i>Building Health Skills</i> 336-337
<ul style="list-style-type: none"> 6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others 	
PO 1. Identify five (positive or negative) health behaviors that relate to adolescence	Student Edition: 8-13, 14-19, 98, 151-155, 256-258, 308-309, 330, 458-463 <i>Health Skills Activity</i> 18 Teacher Wraparound Edition: D 18, 154
PO 2. Explain the consequences of the above health behaviors	Student Edition: 154-155, 256-258, 300-301, 306-307, 320-321, 325-327, 460-462 <i>Quick Write</i> 320 Teacher Wraparound Edition: BR 458
<ul style="list-style-type: none"> 6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities 	
PO 1. Identify three personal health goals	Student Edition: 31-33 <i>Health Skills Activity</i> 18, 46 <i>Applying Health Skills</i> 33, 155 <i>Building Health Skills</i> 158-159
PO 2. Correlate the relationship between knowledge of health and personal selected goals	Student Edition: 31-33 <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 158-159
<ul style="list-style-type: none"> 6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals 	
PO 1. Develop three personal health goals	Student Edition: <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 158-159

STANDARDS	PAGE REFERENCES
PO 2. Design a plan to improve strengths, realize needs, and reduce health risks	Student Edition: 230-235 <i>Applying Health Skills</i> 33, 235, 255 <i>Figure 33</i> <i>Building Health Skills</i> 158-159 Teacher Wraparound Edition: BR 230
PO 3. Describe attainment of personal health goals	Student Edition: 235 <i>Media Watch</i> 32 <i>Figure 33</i> <i>Building Health Skills</i> 158-159 Teacher Wraparound Edition: I 32