



# Glencoe Health

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STANDARDS	PAGE REFERENCES
<p><b>STANDARD 1</b> Students comprehend concepts related to health promotion and disease prevention.</p>	
<p><b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> <li>• <b>1CH-P1. Explain how behavior impacts health maintenance and disease prevention (e.g., ability to prevent homicide, suicide, accident and illness)</b></li> </ul>	
<p>PO 1. Identify the positive and negative choices for a balanced, healthy lifestyle (e.g., poor eating habits vs. good eating habits)</p>	<p><b>Student Edition:</b> 6, 17-21, 74-79, 128-129, 540-545, 566-567, 592-597, 649 <i>Applying Health Skills</i> 121 <i>Time Health</i> 436 <b>Teacher Wraparound Edition:</b> CLA 125; Ex 75</p>
<p>PO 2. Identify personal stress management techniques</p>	<p><b>Student Edition:</b> 206-209 <i>Applying Health Skills</i> 32 <i>Hands-On Health</i> 449 <b>Teacher Wraparound Edition:</b> CLA 201</p>
<p>PO 3. Formulate methods of prevention for each of the identified causes of death among teens</p>	<p><b>Student Edition:</b> 230-233, 342-347, 706-713, 714-718, 719-724 <b>Teacher Wraparound Edition:</b> CI 233; MA 595</p>
<p>PO 4. Identify teen death statistics</p>	<p><b>Student Edition:</b> 720</p>

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<ul style="list-style-type: none"> <li><b>1CH-P2. Explain the interrelationships among the mental, emotional, psychological and physical realities that occur throughout the life cycle</b></li> </ul>	
PO 1. Identify the different stages of the human life cycle (conception, prenatal, infant, toddler, preschool, school)	<b>Student Edition:</b> 486-491, 504-507, 514-519, 520-523
PO 2. Identify the characteristics and developmental needs related to each stage of the life cycle	<b>Student Edition:</b> 172-174, 486-491, 492-497, 504-507, 514-519, 520-523  <b>Teacher Wraparound Edition:</b> MA 505; RC 515, 516
PO 3. Relate the principles of healthy living to each stage of the life cycle	<b>Student Edition:</b> 113, 162-163, 492-497, 507, 529-533  <b>Teacher Wraparound Edition:</b> Ac 489; CLA 161; MA 162
<ul style="list-style-type: none"> <li><b>1CH-P3. Explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems</b></li> </ul>	
PO 1. Identify personal health behaviors that promote and/or detract from the functioning of body systems	<b>Student Edition:</b> 20, 74-78, 390-393, 396-398, 406-408, 423-425, 432, 447-448, 471  <i>Time Health</i> 436 <i>Applying Health Skills</i> 545  <b>Teacher Wraparound Edition:</b> HC 396; MA 420
PO 2. Predict the impact of personal health behaviors that promote and/or detract from the functioning of body systems (to include sleep, nutrition, exercise, sexual and substance abuse)	<b>Student Edition:</b> 20, 74-78, 160-163, 207-208, 390-393, 406-408, 422-425, 432, 447-448  <i>Health Skills Activity</i> 434 <i>Time Health</i> 436  <b>Teacher Wraparound Edition:</b> CLA 392; HC 396; MA 420; RC 424
PO 3. Construct a personalized continuum of health behaviors that range from more healthy to less healthy and defend rationale	<b>Student Edition:</b> 6, 17-21, 74-78, 540-545, 562-567, 574-579, 649-651  <b>Teacher Wraparound Edition:</b> CT 20

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PO 4. Determine strategies to reduce health risk for more healthy behavior	<b>Student Edition:</b> 6, 17-21, 74-78, 178-183, 216-217 <i>Time Health</i> 436 <i>Hands-On Health</i> 607 <b>Teacher Wraparound Edition:</b> Di 595; HC 564
<ul style="list-style-type: none"> <li><b>1CH-P4. Explain how the family, peers and community influence the health of individuals</b></li> </ul>	
PO 1. Describe how problem solving skills relate to the influence that family, peers and the community have on a person's health	<b>Student Edition:</b> 12-16, 31, 279
PO 2. Develop a plan of how the family, peers and the community influence a person's attitudes, beliefs and feelings about health	<b>Student Edition:</b> 12-16, 593-594 <i>Hands-On Health</i> 15 <i>Health Skills Application</i> 165 <b>Teacher Wraparound Edition:</b> Di 594
PO 3. Rank order from most to least influential group (family, peers, community) that impacts a person's health	<b>Student Edition:</b> 12-16, 593-594 <i>Hands-On Health</i> 15 <i>Health Skills Application</i> 165 <b>Teacher Wraparound Edition:</b> Di 594
<ul style="list-style-type: none"> <li><b>1CH-P5. Explain how environmental health influences the community and the functions of local, state and federal resources in addressing health issues</b></li> </ul>	
PO 1. Summarize major environmental health concerns	<b>Student Edition:</b> 766-771, 772-776 <b>Teacher Wraparound Edition:</b> HC 778; HL 14; MA 767, 770; QD 760
PO 2. List the roles and functions of agencies that address areas of environmental concern	<b>Student Edition:</b> 766, 781 <b>Teacher Wraparound Edition:</b> HL 14
<ul style="list-style-type: none"> <li><b>1CH-P6. Identify the physiological effects of drug usage</b></li> </ul>	
PO 1. Describe major physiological effects of different classes of drugs such as the following: depressants, stimulants, hallucinogens, and inhalants	<b>Student Edition:</b> 563, 586-591, 598-602, 603-610 <b>Teacher Wraparound Edition:</b> CL 605; Di 605, 606; RC 606

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PO 2. Cite effects of drug usage on the unborn child at various stages of development	<b>Student Edition:</b> 494-495, 552, 575-576, 596 <b>Teacher Wraparound Edition:</b> CT 575; Di 494	
PO 3. List specific communicable diseases which may be transmitted by substance abuse behaviors	<b>Student Edition:</b> 594, 605, 608 <b>Teacher Wraparound Edition:</b> Ex 608; RC 596	
<ul style="list-style-type: none"> <li> <b>1CH-P7. Describe the relationship among an individual's abuse of substances and the impact on self, the family system, the economy and society as a whole</b> </li> </ul>		
	PO 1. Identify the effect of substance abuse on the individual	<b>Student Edition:</b> 540-545, 562-567, 568-573, 594-596, 610 <b>Teacher Wraparound Edition:</b> Di 609; MA 608; RC 606
	PO 2. Describe the relationship between family members in a substance-abusing household	<b>Student Edition:</b> 283, 577, 578, 596 <b>Teacher Wraparound Edition:</b> CI 578
	PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost	<b>Student Edition:</b> 597 <i>Exploring Issues</i> 614
	PO 4. Explain the relationship between substance abuse and its impact on society related to violence, to include rape and domestic violence, crime and vehicular accidents	<b>Student Edition:</b> 343, 351, 565 <b>Teacher Wraparound Edition:</b> CL 342; Ex 600; MA 351, 595
	<ul style="list-style-type: none"> <li> <b>1CH-P8. Identify the location and function of the reproductive organs, the fertility cycle, and the process of conception, and emphasize factors that contribute to the birth of a healthy child</b> </li> </ul>	
		PO 1. Describe male and female reproductive organs and understand the location and basic function of each (to include menstrual cycle)
PO 2. Describe the association of conception to the fertility cycle		<b>Teacher Wraparound Edition:</b> MA 475

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PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost	<b>Student Edition:</b> 597 <i>Exploring Issues</i> 614
PO 4. Describe the major factors in family planning (e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of available resources and family education)	<b>Teacher Wraparound Edition:</b> HC 493; MA 475
<ul style="list-style-type: none"> <li> <b>1CH -P9. Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level and body type</b> </li> </ul>	
PO 1. Illustrate the process of human digestion <ul style="list-style-type: none"> <li>a) Describe how nutrients are released, absorbed, utilized and excreted by the body</li> <li>b) Classify dietary nutrients as to their function in producing energy, in growth or in the maintenance/repair of body tissue</li> </ul>	<b>Student Edition:</b> 114-121 <b>Teacher Wraparound Edition:</b> CT 117; Di 117; Ex 119, 132; RC 120
PO 2. Predict how excesses or deficiencies of nutrients impact on health and disease <ul style="list-style-type: none"> <li>a) Correlate the relationship between food consumption patterns and dietary-related health problems (e.g., diabetes, obesity, some cancers, osteoporosis, anemia, dental caries, cardiovascular disease)</li> <li>b) Identify the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.</li> </ul>	<b>Student Edition:</b> 126, 147, 157-159 <b>Teacher Wraparound Edition:</b> MA 118; SW 145
PO 3. Identify the most common errors made which result in food-borne infections (person to food, equipment to food, and food to food)	<b>Student Edition:</b> 134-137 <i>Applying Health Skills</i> 626 <b>Teacher Wraparound Edition:</b> CI 135; HC 135; MA 136
PO 4. Identify those behaviors which are characteristically associated with anorexia and bulimia <ul style="list-style-type: none"> <li>a) Identify the psychosocial factors that lead to eating disorders</li> <li>b) Identify the harmful effects of eating disorders</li> <li>c) Critique the differences between a fad diet and a well-balanced diet</li> </ul>	<b>Student Edition:</b> 153-156, 227 <b>Teacher Wraparound Edition:</b> CT 154; En 156; WTWK 154

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PO 5. Describe the influence of advertising, peer pressure and food fads on proper diet, food selection and eating habits	<b>Student Edition:</b> 111-113, 151-152 <b>Teacher Wraparound Edition:</b> HL 146, 153, 164, 310
<ul style="list-style-type: none"> <li> <b>1CH-P10. Explain the association of personal risk factors of chronic and communicable diseases, risk reduction and disease prevention components</b> </li> </ul>	
PO 1. Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases	<b>Student Edition:</b> 622-626, 635-641, 648-651, 652-657, 658-661, 674-680, 681-683, 691-694 <b>Teacher Wraparound Edition:</b> HC 631
PO 2. Describe how race, culture and hereditary factors impact disease susceptibility <ul style="list-style-type: none"> <li>a) List environmental influences that affect disease susceptibility</li> <li>b) Describe the impact of fitness, diet, rest and other lifestyle issues related to disease</li> </ul>	<b>Student Edition:</b> 74-78, 86, 202-209, 540-545, 649, 679-680, 682-685 <b>Teacher Wraparound Edition:</b> CL 691; CLA 470, 685; CT 679; Ex 75; HC 682; MA 640
PO 3. Evaluate disease prevention and control practices (e.g., immunization, pollution control and smoking cessation) <ul style="list-style-type: none"> <li>a) Identify methods of early recognition of health problems</li> <li>b) Identify their responsibility as active participants in treatment and rehabilitation</li> </ul>	<b>Student Edition:</b> 471, 476-477, 587, 625-626, 633-634, 678-679, 685-687 <b>Teacher Wraparound Edition:</b> CT 638; Di 477; SW 587
<b>STANDARD 2</b> <b>Students demonstrate the ability to access accurate health information.</b>	
<b>PROFICIENCY (Grades 9-12)</b> <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> <li> <b>2CH-P1. Explain the effectiveness of health information from home, school and community</b> </li> </ul>	
PO 1. Compile documents that are sources of health given in the home, at the school and from community health agencies	<b>Student Edition:</b> 32 <i>Applying Health Skills</i> 137, 579 <b>Teacher Wraparound Edition:</b> CI 578

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PO 2. Evaluate each document for its age appropriateness, content and its ability to influence health behavior	<b>Student Edition:</b> 9, 32 <b>Teacher Wraparound Edition:</b> HL 52
<ul style="list-style-type: none"> <li><b>2CH-P2. Evaluate factors (e.g., peer pressure, media) that influence personal selection of health products and services</b></li> </ul>	
PO 1. Rank personal and social factors (e.g., peer pressure, family, media, culture, economics) that influence selection of health products and services for their level of influence	<b>Student Edition:</b> 49-53 <b>Teacher Wraparound Edition:</b> RC 49; TPK 48; VL 49
<ul style="list-style-type: none"> <li><b>2CH-P3. Describe situations requiring professional health services and the cost and accessibility of health care services</b></li> </ul>	
PO 1. Select a health situation requiring professional health services	<b>Student Edition:</b> 54-59, 291-295, 737-740, 742-748, 749-754, 755-759 <b>Teacher Wraparound Edition:</b> Di 738; MA 55, 751
PO 2. Compare the cost and accessibility of those services through multiple service providers (no private insurance, private insurance, indigent care and those that don't qualify for indigent care [KidCARE] e.g., broken arm, pregnancy, leukemia, pneumonia, hernia, wound needing stitches	<b>Student Edition:</b> 54-59 <i>Thinking Critically</i> 59 #4 <i>Beyond the Classroom</i> 69 <b>Teacher Wraparound Edition:</b> CC 569; CI 494
<ul style="list-style-type: none"> <li><b>2CH-P4. Demonstrate how to access appropriate organizations (e.g., paramedics, law enforcement and physicians) useful in reducing threatening situations</b></li> </ul>	
PO 1. Same as concept	<b>Student Edition:</b> 235, 291-295, 737, 747, 748 <b>Teacher Wraparound Edition:</b> Ex 745; HC 740; HM 292; MA 747
<ul style="list-style-type: none"> <li><b>2CH-P5. Identify the licensing and certification standards for health professions</b></li> </ul>	
PO 1. Review local, state and federal regulations, and create a chart that reflects the licensing and certification standards for specific health professionals (e.g., physical therapist, nurse, nurse assistant, physician, dietitian, dentist, dental hygienist, X-ray technician, phlebotomist)	<b>Student Edition:</b> <i>Career Corner</i> 23, 43, 69, 105, 139, 165, 297, 355, 437, 481, 509, 535, 557, 643 <b>Teacher Wraparound Edition:</b> Ac 55; SW 518, 578

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<ul style="list-style-type: none"> <li><b>2CH-P6. Explain the role of local, state, federal and international agencies in providing health services and protecting and informing consumers</b></li> </ul>	
PO 1. Describe local, state, federal and international agency involvement in providing health services and protecting and informing consumers (use a specific service or health issue)	<b>Student Edition:</b> 62-63, 64-67 <b>Teacher Wraparound Edition:</b> Ac 65; En 63
<b>STANDARD 3</b> <b>Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>	
<b>PROFICIENCY (Grades 9-12)</b> <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> <li><b>3CH-P1. Describe the role of individual responsibility for health enhancement and wellness</b></li> </ul>	
PO 1. Describe the role of individual responsibility for the individual's physical, social, spiritual and psychological growth and development (e.g., adequate nutrition, recreation and fitness, eating disorders, sexual involvement, and alcohol, tobacco and other drug use)	<b>Student Edition:</b> 10-12, 20, 74-78, 178-183, 318-323, 546-547, 566-567, 592-597 <i>Time Health 436</i> <i>Hands-On Health 607</i> <b>Teacher Wraparound Edition:</b> CLA 607; Ex 75
<ul style="list-style-type: none"> <li><b>3CH-P2. Conduct a personal health assessment to determine strategies for health enhancement, risk reduction and stress management</b></li> </ul>	
PO 1. Conduct a personal health assessment	<b>Student Edition:</b> <i>Applying Health Skills 9</i> <i>Hands-On Health 678</i> <b>Teacher Wraparound Edition:</b> HC 679
PO 2. Establish personal goals related to personal health assessment (include strengths and weaknesses identified in the areas of health enhancement, risk-taking and stress)	<b>Student Edition:</b> 34-36, 87-92, 148 <i>Health Skills Activity 89</i> <i>Applying Health Skills 92</i> <i>Hands-On Health 678</i> <b>Teacher Wraparound Edition:</b> CLA 632; HC 679

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<ul style="list-style-type: none"> <li><b>3CH-P3. Explain the short-term and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)</b></li> </ul>	
PO 1. Identify the decision-making process	<b>Student Edition:</b> 33-34 <i>Applying Health Skills</i> 36 <i>Health Skills Activity</i> 129 <b>Teacher Wraparound Edition:</b> CI 323
PO 2. Identify the short-term and long-term consequences of responsible and risky/harmful behaviors	<b>Student Edition:</b> 17-21, 320-322, 540-545, 562-567, 568-573, 592-597 <b>Teacher Wraparound Edition:</b> Ac 600; CLA 656; GS 320
PO 3. Design a flow chart that distinguishes on a continuum most responsible vs. most risky/harmful behaviors (e.g., exercise, sleep, nutrition, use of tobacco, alcohol, and other drugs, sexual involvement)	<b>Student Edition:</b> 17-21, 540-545, 562-567, 568-573 <b>Teacher Wraparound Edition:</b> CLA 607; CT 20; RC 18
<ul style="list-style-type: none"> <li><b>3CH-P4. Develop injury prevention and management strategies to improve and maintain personal, family and community health</b></li> </ul>	
PO 1. Describe responsible and safe behavior (personal, family and community) such as driving, sports, recreation, interpersonal relationships	<b>Student Edition:</b> 93-97, 313-317, 319-323, 330-334, 341-347, 706-713, 714-718, 719-724 <b>Teacher Wraparound Edition:</b> CT 709; MA 707; SL 331
PO 2. Construct self-protection techniques to use in various personal, family, social/community environments	<b>Student Edition:</b> 316, 330-334, 337-340, 341-347, 706-713, 714-718, 719-724 <b>Teacher Wraparound Edition:</b> Ex 332; MA 331, 707
<ul style="list-style-type: none"> <li><b>3CH-P5. Perform advanced first aid procedures</b></li> </ul>	
PO 1. Demonstrate basic first aid procedures for unconsciousness, shock, fractures, burns, cuts, choking, poisoning, etc.	<b>Student Edition:</b> 736-741, 747-748, 749-754, 755-759 <b>Teacher Wraparound Edition:</b> HSA 739; MA 747, 751
PO 2. Demonstrate correct CPR procedures	<b>Student Edition:</b> 742-746 <b>Teacher Wraparound Edition:</b> GS 744; MA 744

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<ul style="list-style-type: none"> <li><b>3CH-P6. Explain how to survive in adverse environmental situations</b></li> </ul>	
PO 1. Develop a plan for surviving in adverse environmental situations (e.g., extreme weather conditions)	<b>Student Edition:</b> 98-100, 725-729 <b>Teacher Wraparound Edition:</b> HL 100; MA 726
<b>STANDARD 4</b> <b>Students analyze the influence of culture, media, technology and other factors on health.</b> <hr/> <b>PROFICIENCY (Grades 9-12)</b> <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> <li><b>4CH-P1. Explain how cultural diversity enriches and challenges health behaviors</b></li> </ul>	
PO 1. Identify the benefits and challenges that different cultures provide in relation to health behaviors through development of a written project (e.g., table, graph, artistic interpretation)	<b>Student Edition:</b> 14 <i>Applying Health Skills</i> 16 <b>Teacher Wraparound Edition:</b> CC 126; RC 128
<ul style="list-style-type: none"> <li><b>4CH-P2. Describe the impact of media and technology on personal, family and community health</b></li> </ul>	
PO 1. Produce a presentation that compares media and technology modalities (e.g., television, movies, advertisements, Internet, music, MTV) in terms of their influence on personal, family and community health	<b>Student Edition:</b> 15-16, 49 <b>Teacher Wraparound Edition:</b> MA 50
<b>STANDARD 5</b> <b>Students demonstrate the ability to use interpersonal skills to enhance health.</b> <hr/> <b>PROFICIENCY (Grades 9-12)</b> <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> <li><b>5CH-P1. Select ways to communicate care, consideration and respect of self and others to enhance health</b></li> </ul>	
PO 1. Demonstrate the ability to: <ol style="list-style-type: none"> <li>send clear and direct messages, verbally and nonverbally</li> <li>listen to others, receiving and understanding their communication</li> <li>ask for clarification when needed</li> <li>respond verbally and nonverbally</li> </ol>	<b>Student Edition:</b> 28-30, 254-261 <i>Health Skills Activity</i> 186 <i>Applying Health Skills</i> 306 <b>Teacher Wraparound Edition:</b> CL 257; HL 260; MA 256, 257

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PO 2. Demonstrate effective techniques, including refusal skills, for handling conflict and solving problems	<b>Student Edition:</b> 30, 260, 262-267, 322-323, 611-615 <i>Health Skills Activity</i> 304, 601 <i>Hands-On Health</i> 607 <b>Teacher Wraparound Edition:</b> CL 260; CLA 30
PO 3. Demonstrate effective techniques for resisting negative peer pressure, while maintaining positive interpersonal relationships	<b>Student Edition:</b> 262-267, 322-323, 611-615 <i>Health Skills Activity</i> 601 <i>Hands-On Health</i> 607 <b>Teacher Wraparound Edition:</b> HL 29
<ul style="list-style-type: none"> <li> <b>5CH-P2. Identify the causes of conflict among youth and adults in school and community, and demonstrate refusal, negotiation and collaboration skills to manage the conflict</b> </li> </ul>	
PO 1. Explain conflict and its root causes	<b>Student Edition:</b> 262-263, 304-305, 307-308, 335-340, 341-347 <b>Teacher Wraparound Edition:</b> Ac 265; VL 263
PO 2. Explain effective conflict resolution techniques	<b>Student Edition:</b> 30, 264-267, 309-312 <i>Health Skills Activity</i> 304 <i>Hands-On Health</i> 525 <b>Teacher Wraparound Edition:</b> Ac 265; CLA 311; Di 310; HL 251; RC 266; VL 264
PO 3. Participate in role plays that demonstrate refusal, negotiation, mediation and collaboration skills to resolve conflict	<b>Student Edition:</b> 30, 525, 607 <i>Applying Health Skills</i> 267 <b>Teacher Wraparound Edition:</b> CC 250; CLA 30, 311; HL 322; RC 266

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<p><b>STANDARD 6</b> Students demonstrate the ability to use goal setting and decision-making skills to enhance health.</p>	
<p><b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> <li><b>6CH-P1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults</b></li> </ul>	
<p>PO 1. Demonstrate at least one effective strategy for reducing the probability of involvement in a risk behavior</p>	<p><b>Student Edition:</b> 30, 316, 322-323, 546-547, 611-615 <i>Hands-On Health</i> 311 <i>Applying Health Skills</i> 312 <i>Real-Life Application</i> 321 <i>Health Skills Activity</i> 601 <b>Teacher Wraparound Edition:</b> CLA 311, 715; HL 265, 322</p>
<ul style="list-style-type: none"> <li><b>6CH-P2. Describe health issues that require collaborative decision-making</b></li> </ul>	
<p>PO 1. Prepare a discussion analyzing health issues that require a collaborative decision (e.g., communicable disease, violence, environmental issues, sexual involvement)</p>	<p><b>Student Edition:</b> 314-323 <i>Health Skills Activity</i> 657 <b>Teacher Wraparound Edition:</b> CLA 593; CT 319</p>
<ul style="list-style-type: none"> <li><b>6CH-P3. Explain immediate and long-term impact of health decisions on the individual</b></li> </ul>	
<p>PO 1. Demonstrate the impact (immediate and long-term) of health decisions on the individual (e.g., use of tobacco, alcohol and other drugs, sexual behavior, nutrition, exercise, sleep)</p>	<p><b>Student Edition:</b> 320-322, 540-545, 568-573, 592-597, 649-651 <b>Teacher Wraparound Edition:</b> SL 320</p>
<ul style="list-style-type: none"> <li><b>6CH-P4. Develop an effective plan for achieving and maintaining personal health goals for lifelong health enhancement and wellness which recognizes the importance of goal setting and time management skills</b></li> </ul>	
<p>PO 1. Construct a health and wellness personal activities log for at least one week</p>	<p><b>Teacher Wraparound Edition:</b> CLA 104; Di 77</p>
<p>PO 2. Construct a long-term plan for improving personal health and wellness that will include the goal setting procedures used and time management skills needed to accomplish this plan</p>	<p><b>Student Edition:</b> 34-36, 87-92, 148 <i>Health Skills Activity</i> 8 <i>Applying Health Skills</i> 92 <b>Teacher Wraparound Edition:</b> CLA 632; HC 679</p>

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<p><b>STANDARD 7</b>  <b>Students demonstrate the ability to advocate for personal, family and community health.</b></p>	
<p><b>PROFICIENCY (Grades 9-12)</b>  <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> <li>• <b>7CH-P1. Describe the effectiveness of communication methods for accurately expressing health information and ideas</b></li> </ul>	
<p>PO 1. Select a variety of communication modalities/methods (e.g., visual, verbal, written) for those most effective at presenting health information and ideas</p>	<p><b>Student Edition:</b>  <i>Applying Health Skills</i> 41, 591  <i>Hands-On Health</i> 554  <i>Health Skills Activity</i> 615  <b>Teacher Wraparound Edition:</b>            CI 655; CLA 593; HL 544; SL 120, 547</p>
<ul style="list-style-type: none"> <li>• <b>7CH-P2. Research and present information about health issues</b></li> </ul>	
<p>PO 1. Present information about health issues (e.g., nutrition, eating disorders, exercise, athletic needs, the environment, disease control, human sexuality, substance abuse, mental health, stress management)</p>	<p><b>Student Edition:</b>            206-209  <i>Applying Health Skills</i> 41, 591  <i>Hands-On Health</i> 554  <i>Health Skills Activity</i> 615  <b>Teacher Wraparound Edition:</b>            CI 655; CLA 593; En 615; SL 120, 547</p>
<ul style="list-style-type: none"> <li>• <b>7CH-P3. Utilize strategies to overcome barriers when communicating information about health issues</b></li> </ul>	
<p>PO 1. Develop a presentation to a select group involved in unhealthy behavior that would encourage the choice of health-enhancing behavior (e.g., cessation information to smokers, conflict resolution)</p>	<p><b>Student Edition:</b>  <i>Real-Life Application</i> 19, 549  <i>Applying Health Skills</i> 41  <i>Health Skills Activity</i> 615  <b>Teacher Wraparound Edition:</b>            CI 655; En 615</p>
<ul style="list-style-type: none"> <li>• <b>7CH-P4. Demonstrate the ability to influence and support others in making positive health choices</b></li> </ul>	
<p>PO 1. Participate in a peer mediation, peer education, peer leadership, or peer counseling program, or create one on your campus</p>	<p><b>Student Edition:</b>  <i>Real-Life Application</i> 19  <i>Hands-On Health</i> 153  <i>Time to Think</i> 354  <b>Teacher Wraparound Edition:</b>            CI 655; SL 120</p>

STANDARDS	PAGE REFERENCES
PO 2. Participate in a school or community services learning activity	<b>Student Edition:</b> <i>Time to Think</i> 354 <b>Teacher Wraparound Edition:</b> CI 7; En 615; HC 333; SL 120, 331, 547
<ul style="list-style-type: none"> <li>• <b>7CH-P5. Demonstrate the ability to work cooperatively when advocating for healthy communities</b></li> </ul>	
PO 1. Participate as a volunteer for a school/community health promotion program	<b>Student Edition:</b> <i>Beyond the Classroom</i> 43, 269, 297, 355, 437, 535, 581 <b>Teacher Wraparound Edition:</b> HC 517