



Teen Health

Course 1

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STANDARDS	PAGE REFERENCES
<p>1. Comprehend concepts related to health promotion and disease prevention. (C, PH, CH, H)</p>	
<p>a. Analyze how health education and promotion benefits individuals (i.e. reduces number of doctor visits, premature deaths, and chronic diseases).</p>	<p>Student Edition: 4-7, 8-13, 88, 104-105, 196-201 <i>Building Health Skills</i> 176-177 <i>Quick Write</i> 8, 104 <i>Time Health</i> 24-25, 108-109 Teacher Wraparound Edition: C 107</p>
<p>b. Theorize ways health promotion reduces healthcare costs.</p>	<p>Student Edition: 104 <i>Quick Write</i> 104 <i>Time Health</i> 250-251 Teacher Wraparound Edition: BA 104; C 107</p>
<p>c. Describe the benefits and threats of technological advances to healthy living.</p>	<p>Student Edition: 10, 96-97, 189-190, 194, 198-199, 201 <i>Applying Health Skills</i> 99, 107 <i>Photo</i> 271 <i>Time Health</i> 203 Teacher Wraparound Edition: CCA 9, 10; HL 92; MA 96</p>

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<p>d. Discuss how body hygiene, posture and one's self image affect overall health.</p>	<p>Student Edition: 32-35, 86-93, 189 <i>Applying Health Skills</i> 93 <i>Figure</i> 189 <i>Health Skills Activity</i> 34, 91 <i>Time Health</i> 108-109 Teacher Wraparound Edition: C 35; MA 108</p>
<p>2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, CH, PH, N)</p>	
<p>a. Identify ways natural resources can impact human health.</p>	<p>Student Edition: 278-283 <i>Building Health Skills</i> 286-287 <i>Figure</i> 196 <i>Hands-On Health</i> 282 Teacher Wraparound Edition: C 283</p>
<p>b. Research current health-promoting products and services.</p>	<p>Student Edition: 100-103, 104-107 <i>Building Health Skills</i> 110-111 <i>Health Skills Activity</i> 102 <i>Quick Write</i> 100, 109 <i>Thinking Critically</i> 103 Teacher Wraparound Edition: HL 101</p>
<p>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (CH, PH, F, D)</p>	
<p>a. Express personal feelings associated with making good or poor health related decisions.</p>	<p>Student Edition: 14-19 <i>Building Health Skills</i> 144-145, 252-253 <i>Health Skills Activity</i> 18 <i>Quick Write</i> 14 Teacher Wraparound Edition: MA 15</p>

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b. Explain and give examples of the use, misuse and abuse of substances.	Student Edition: 195, 198, 212-217, 220, 230-233, 240-245 <i>Health Skills Activity</i> 152, 216 <i>Photo</i> 219 <i>Quick Write</i> 230 <i>Time Health</i> 250-251 Teacher Wraparound Edition: CT 215
c. Discuss the responsibilities of the community that are necessary to obtain and maintain good health.	Student Edition: 104-107 <i>Developing Good Character</i> 106 <i>Figure</i> 106 Teacher Wraparound Edition: HL 107
4. Analyze the influence of culture, media, technology, and other factors on health. (H, CH, C, PH, M)	
a. Explain how advances in communication services have improved healthcare.	Student Edition: 194 <i>Applying Health Skills</i> 107
b. Analyze how collaboration among different entities is necessary for individuals to receive proper healthcare.	Student Edition: 104-106 <i>Figure</i> 106
c. Relate how information presented in the news media affects the attitude of our population toward health related issues.	Student Edition: 10, 101, 219 <i>Applying Health Skills</i> 107, 221 <i>Building Health Skills</i> 26-27, 110-111 <i>Figure</i> 100 <i>Media Watch</i> 214, 238 Teacher Wraparound Edition: HL 101, 222
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, PH, D, S, D)	
a. Demonstrate strategies to manage conflict in healthy ways.	Student Edition: 70-75 <i>Building Health Skills</i> 78-79 <i>Developing Good Character</i> 72 <i>Health Skills Activity</i> 72 <i>Time Health</i> 76-77 Teacher Wraparound Edition: CCA 73

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b. Differentiate between healthy and unhealthy ways of expressing emotions.	Student Edition: 36-40 <i>Connect to Science</i> 37 <i>Health Skills Activity</i> 39 Teacher Wraparound Edition: HL 39
c. Examine how to handle difficult interpersonal situations through effective communication.	Student Edition: 40, 56, 66-69, 70-75 <i>Applying Health Skills</i> 169 <i>Health Skills Activity</i> 72 Teacher Wraparound Edition: CLA 72
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (PH, N, H, F, D)	
a. Understand positive and negative reinforcement and how they relate to decision-making.	Student Edition: 17, 19, 33, 35, 63-65, 219 <i>Developing Good Character</i> 62, 241 <i>Thinking Critically</i> 65 <i>Time Health</i> 222-223 Teacher Wraparound Edition: CLA 64; D 33; HL 34
b. Compare and contrast various diet plans and how they relate to personal health.	Student Edition: 121-124, 128-129, 130-132 <i>Applying Health Skills</i> 132 Teacher Wraparound Edition: C 132; MA 131
7. Demonstrate the ability to advocate personal, family, and community health. (C, PH, F, H, S)	
a. Analyze various communication methods that accurately express health opinions and issues.	Student Edition: <i>Applying Health Skills</i> 19, 40, 65, 69, 75, 93, 132, 137 <i>Building Health Skills</i> 26-27, 176-177, 286-287 <i>On Your Own</i> 171 Teacher Wraparound Edition: HL 25
b. Evaluate the services your school and community provide for individuals with special needs.	Student Edition: 59, 249 <i>Applying Health Skills</i> 59 Teacher Wraparound Edition: IS 62

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<p>c. Employ the ability to encourage and support others in making healthy choices.</p>	<p>Student Edition: 57, 62, 63 <i>Developing Good Character</i> 62, 241 <i>Figure 65</i> <i>Time Health</i> 222-223</p> <p>Teacher Wraparound Edition: CLA 64</p>