



Teen Health

Course 2

© 2005

STANDARDS	PAGE REFERENCES
<p>1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)</p>	
<p>a. Identify behaviors for effectively handling negative peer pressure and stress.</p>	<p>Student Edition: 198-201, 228-230, 234-235, 323 <i>Building Health Skills</i> 210-211, 326-327 <i>Hands-On Health</i> 202 <i>Health Skills Activity</i> 229, 323 Teacher Wraparound Edition: CT 201</p>
<p>b. Analyze how body hygiene, posture, and self-image affect overall health.</p>	<p>Student Edition: 120-126, 190-191, 355 <i>Building Health Skills</i> 148-149 <i>Figure</i> 190 <i>Health Skills Activity</i> 92, 110 Teacher Wraparound Edition: MA 190</p>
<p>c. Give examples of communicable diseases and discuss transmission and methods of prevention.</p>	<p>Student Edition: 332-335, 336-340, 341-345, 346-351, 352-355 <i>Hands-On Health</i> 334 <i>Health Skills Activity</i> 354 <i>Time Health</i> 356-357 Teacher Wraparound Edition: C 335; MA 334</p>

STANDARDS	PAGE REFERENCES
d. Describe the effects of puberty on social and emotional behavior.	Student Edition: 154, 156-159, 174 Teacher Wraparound Edition: D 158
e. Propose ways in which improving the environment can enhance physical, mental, and social health (i.e. pollution, landscape).	Student Edition: 430-434, 435-439 <i>Building Health Skills</i> 442-443 <i>Developing Good Character</i> 9 <i>Quick Write</i> 430, 435 <i>Time Health</i> 440-441
f. Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.	Student Edition: 280, 290-291, 315 <i>Figure</i> 276, 305 <i>Time Health</i> 292-293 Teacher Wraparound Edition: MA 378
2. Demonstrate the ability to obtain valid health information. (CH, PH, C)	
a. Critique sources of information regarding health products and services to determine if they are reliable/unreliable.	Student Edition: 27 <i>Building Health Skills</i> 20-21, 148-149 <i>Health Skills Activity</i> 27 <i>Quick Write</i> 346 <i>Time to Think</i> 265 Teacher Wraparound Edition: CLA 89
b. Distinguish between advertisements and medical information.	Student Edition: 132-134 <i>Applying Health Skills</i> 135 <i>Building Health Skills</i> 148-149 <i>Hands-On Health</i> 135 Teacher Wraparound Edition: CLA 89; MA 133

STANDARDS	PAGE REFERENCES
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)	
a. Demonstrate practices of making safe choices.	Student Edition: 12-17, 31-34, 40-42, 76-79, 231-235, 352-355, 394-397, 398-403, 404-409 <i>Building Health Skills</i> 46-47, 180-181 <i>Figure</i> 255 <i>Hands-On Health</i> 6 <i>Health Skills Activity</i> 92 Teacher Wraparound Edition: MA 405
b. Distinguish among use, misuse, and abuse of substances.	Student Edition: 274-277, 282-286, 290-291, 300-303, 304-308, 309-312, 315, 318-323 <i>Figure</i> 275, 311, 319, 320 <i>Health Skills Activity</i> 302 Teacher Wraparound Edition: C 308, 312
c. Identify how a properly balanced diet and exercise influence healthy body weight.	Student Edition: 108-111 <i>Building Health Skills</i> 114-115 <i>Time Health</i> 112-113 Teacher Wraparound Edition: C 111
d. List health professionals that provide education, counseling services, and treatment to prevent communicable disease.	Student Edition: 142-145, 205, 262-263, 322 <i>Applying Health Skills</i> 145 <i>Figure</i> 205 <i>Health Skills Activity</i> 27, 143 Teacher Wraparound Edition: MA 262
4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)	
a. Describe the influence of culture on the use of health behaviors.	Student Edition: 10, 94, 133 <i>Figure</i> 8

STANDARDS	PAGE REFERENCES
b. Analyze how the media and other sources influence health behavior.	<p>Student Edition: 11, 28, 132-134, 252 <i>Applying Health Skills</i> 11, 225, 312 <i>Building Health Skills</i> 358-359 <i>Hands-On Health</i> 135, 284 <i>Health Skills Activity</i> 10, 189 <i>Media Watch</i> 17, 285</p> <p>Teacher Wraparound Edition: C 11; HL 422; MA 133</p>
c. Evaluate the influence of technology and other resources on personal and family health.	<p>Student Edition: 11, 129, 340, 378 <i>Figure</i> 379 <i>Health Skills Activity</i> 27 <i>Media Watch</i> 245</p> <p>Teacher Wraparound Edition: HL 343, 344</p>
d. Examine how information from peers influences health.	<p>Student Edition: 10-11, 28, 133, 226-230, 234-235 <i>Applying Health Skills</i> 11 <i>Health Skills Activity</i> 10, 189, 229</p> <p>Teacher Wraparound Edition: C 11</p>
<p>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)</p>	
a. Identify and differentiate roles and relationships within the family.	<p>Student Edition: 220-225 <i>Developing Good Character</i> 224 <i>Figure</i> 221 <i>Hands-On Health</i> 223 <i>Thinking Critically</i> 225</p> <p>Teacher Wraparound Edition: C 225</p>
b. Demonstrate various forms of effective communication.	<p>Student Edition: 29, 216-219, 224 <i>Building Health Skills</i> 46-47, 238-239 <i>Developing Good Character</i> 224, 232 <i>Hands-On Health</i> 223 <i>Health Skills Activity</i> 140, 196, 218</p> <p>Teacher Wraparound Edition: C 219</p>

STANDARDS	PAGE REFERENCES
<p>c. Demonstrate refusal and negotiation skills to enhance health.</p>	<p>Student Edition: 29-30, 228-229, 234-235, 244-246, 248-251 <i>Applying Health Skills</i> 17, 30, 235, 308 <i>Building Health Skills</i> 46-47, 180-181, 266-267, 326-327 <i>Health Skills Activity</i> 15, 234, 250, 323 <i>Time Health</i> 264-265 Teacher Wraparound Edition: MA 233</p>
<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, D, F, M, H, S, DA)</p>	
<p>a. Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.</p>	<p>Student Edition: 36-39, 69-73 <i>Building Health Skills</i> 82-83, 386-387 <i>Developing Good Character</i> 191 <i>Health Skills Activity</i> 38, 75, 110 Teacher Wraparound Edition: HL 37</p>
<p>b. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.</p>	<p>Student Edition: 36-39, 69-73 <i>Building Health Skills</i> 82-83, 386-387 <i>Developing Good Character</i> 191 <i>Health Skills Activity</i> 38, 75, 110 Teacher Wraparound Edition: HL 37</p>
<p>c. Demonstrate the ability to apply decision-making models to health issues and problems.</p>	<p>Student Edition: 31-34 <i>Building Good Character</i> 114-115 <i>Hands-On Health</i> 35 <i>Health Skills Activity</i> 75, 277 <i>Quick Write</i> 31 Teacher Wraparound Edition: C 35</p>
<p>d. Develop a plan that addresses personal strengths, values, needs, and health risks.</p>	<p>Student Edition: 69-73 <i>Applying Health Skills</i> 73 <i>Building Health Skills</i> 82-83 <i>Health Skills Activity</i> 75 <i>Quick Write</i> 69 Teacher Wraparound Edition: C 73</p>

STANDARDS	PAGE REFERENCES
<p>7. Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)</p>	
<p>a. Propose ways to enhance community health.</p>	<p>Student Edition: 435-439 <i>Applying Health Skills</i> 39, 172, 251, 335, 351 <i>Building Health Skills</i> 442-443 <i>Health Skills Activity</i> 406 <i>Time Health</i> 44-45, 440-441 Teacher Wraparound Edition: C 439; HL 437</p>
<p>b. Demonstrate the ability to work cooperatively.</p>	<p>Student Edition: <i>Health Skills Activity</i> 10 <i>Time to Think</i> 179, 237, 441 <i>With a Group</i> 110, 218, 234, 354, 373 Teacher Wraparound Edition: CL 42</p>