



*Teen  
Health*  
Course 3  
© 2005

STANDARDS	PAGE REFERENCES
<p><b>1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)</b></p>	
<p>a. Describe some of the causes and effects of stress.</p>	<p><b>Student Edition:</b> 39-40 <i>Figure 40</i> <i>Quick Write 39</i> <i>Time Health 50-51</i> <b>Teacher Wraparound Edition:</b> WT 40</p>
<p>b. Identify healthy ways to manage stress.</p>	<p><b>Student Edition:</b> 41-43 <i>Applying Health Skills 43</i> <i>Building Health Skills 112-113, 500-501</i> <i>Health Skills Activity 43, 430</i> <i>Time Health 50-51</i> <b>Teacher Wraparound Edition:</b> C 43</p>
<p>c. Discuss the unique traits of adolescents.</p>	<p><b>Student Edition:</b> 8-13, 429-430 <i>Figure 427, 431</i> <b>Teacher Wraparound Edition:</b> MA 11</p>

STANDARDS	PAGE REFERENCES
d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.	<p><b>Student Edition:</b>  195, 446-449, 452-453, 457, 459, 467, 478, 487-488, 493  <i>Building Health Skills</i> 470-471  <i>Figure</i> 198  <i>Hands-On Health</i> 7, 448  <i>Health Skills Activity</i> 478  <i>Thinking Critically</i> 449  <i>Time Health</i> 468-469, 498-499</p> <p><b>Teacher Wraparound Edition:</b>  MA 452</p>
e. Identify the various components of the human life cycle.	<p><b>Student Edition:</b>  416-420, 426-431, 432-435  <i>Figure</i> 427</p> <p><b>Teacher Wraparound Edition:</b>  C 431</p>
f. Explain factors involved in use and misuse of drugs/medicines.	<p><b>Student Edition:</b>  270-275, 276-280, 281-285  <i>Figure</i> 278, 280, 281, 283  <i>Time Health</i> 290-291</p> <p><b>Teacher Wraparound Edition:</b>  MA 278, 279, 283</p>
<b>2. Demonstrate the ability to obtain valid health information. (CH, PH, C)</b>	
a. Distinguish differences among various health care professionals.	<p><b>Student Edition:</b>  63-67  <i>Health Skills Activity</i> 66</p> <p><b>Teacher Wraparound Edition:</b>  D 64</p>
b. Explain an individual's responsibility in choosing health products and services.	<p><b>Student Edition:</b>  58-62, 63-67, 68  <i>Building Health Skills</i> 78-79  <i>Hands-On Health</i> 70  <i>Health Skills Activity</i> 66  <i>Media Watch</i> 59</p> <p><b>Teacher Wraparound Edition:</b>  CT 59</p>

STANDARDS	PAGE REFERENCES
c. Explain the reasons for public health laws and regulations.	<b>Student Edition:</b> 49, 72-75 <i>Applying Health Skills</i> 75 <i>Connect to Social Studies</i> 74 <i>Health Skills Activity</i> 74
<b>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)</b>	
a. Demonstrate common first aid procedures and identify ways to obtain various sources of help.	<b>Student Edition:</b> 524-527, 528-532, 533-537 <i>Applying Health Skills</i> 532 <i>Figure</i> 530, 536-537 <i>Hands-On Health</i> 534 <i>Thinking Critically</i> 527, 532 <b>Teacher Wraparound Edition:</b> MA 535
b. Discuss laws and regulations for the protection against drug abuse.	<b>Student Edition:</b> 49, 276-277, 285 <i>Media Watch</i> 275 <b>Teacher Wraparound Edition:</b> CT 277
c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.	<b>Student Edition:</b> 28, 31-33, 230-235 <i>Applying Health Skills</i> 33 <i>Building Health Skills</i> 158-159, 314-315 <i>Developing Good Character</i> 31 <b>Teacher Wraparound Edition:</b> MA 31
d. Identify essential nutrients needed by the body and the nutrient sources.	<b>Student Edition:</b> 196-201, 371, 395 <i>Media Watch</i> 201 <b>Teacher Wraparound Edition:</b> CT 199
e. List local, state, and federal agencies involved in regulating the production, possession, and use of drugs.	<b>Student Edition:</b> 270 <i>Figure</i> 73

STANDARDS	PAGE REFERENCES
<p><b>4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)</b></p>	
<p>a. Analyze the positive and negative influences of technology and media on personal and family health.</p>	<p><b>Student Edition:</b>  45, 49, 59-60, 172, 223, 309, 332  <i>Applying Health Skills</i> 431  <i>Building Health Skills</i> 22-23  <i>Figure</i> 45  <i>Health Skills Activity</i> 309  <i>Media Watch</i> 18, 131, 238, 257, 279, 310, 459  <i>Thinking Critically</i> 195  <b>Teacher Wraparound Edition:</b>  AK 332</p>
<p>b. Describe the influence of cultural beliefs on health behaviors.</p>	<p><b>Student Edition:</b>  47, 49, 478  <i>Building Health Skills</i> 22-23  <i>Figure</i> 193  <i>Media Watch</i> 257  <b>Teacher Wraparound Edition:</b>  MA 148</p>
<p>c. Understand the relationship between peer association and health decisions.</p>	<p><b>Student Edition:</b>  49, 147-150, 151-155, 309  <i>Building Health Skills</i> 22-23, 52-53, 158-159  <i>Hands-On Health</i> 149  <i>Time Health</i> 156-157  <b>Teacher Wraparound Edition:</b>  MA 148</p>
<p><b>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)</b></p>	
<p>a. Demonstrate ways to cope with interpersonal conflicts.</p>	<p><b>Student Edition:</b>  168-170  <i>Applying Health Skills</i> 171  <i>Building Health Skills</i> 184-185, 438-439  <i>Health Skills Activity</i> 171  <i>Quick Write</i> 168  <b>Teacher Wraparound Edition:</b>  C 171</p>

STANDARDS	PAGE REFERENCES
b. Practice refusal skills for risk taking behaviors.	<p><b>Student Edition:</b>  37-38, 149-150, 151-152  <i>Building Health Skills</i> 52-53, 292-293, 540-541  Figure 310  <i>Health Skills Activity</i> 284, 300, 332  <i>Media Watch</i> 152</p> <p><b>Teacher Wraparound Edition:</b>  CLA 149</p>
c. Examine ways to promote positive behavior when dealing with individual differences.	<p><b>Student Edition:</b>  168-170  <i>Applying Health Skills</i> 171  <i>Building Health Skills</i> 184-185, 438-439  <i>Health Skills Activity</i> 171  <i>Quick Write</i> 168</p> <p><b>Teacher Wraparound Edition:</b>  C 171</p>
<b>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, DA, F, M, H, S, D)</b>	
a. Analyze how nutrition affects physical, mental, and emotional development.	<p><b>Student Edition:</b>  192, 194-195, 255, 371, 395, 424</p>
b. Identify factors that influence individual decisions during adolescence.	<p><b>Student Edition:</b>  48-49, 59, 147-148  <i>Building Health Skills</i> 22-23  <i>Media Watch</i> 257, 279  <i>Quick Write</i> 44, 58</p> <p><b>Teacher Wraparound Edition:</b>  CT 48; MA 148</p>
c. Develop a plan that addresses commitment and self-control.	<p><b>Student Edition:</b>  18, 128-129, 151-155  <i>Developing Good Character</i> 17, 155  <i>Health Skills Activity</i> 121</p>
d. Analyze how health related decisions are influenced by individuals, family, and community values.	<p><b>Student Edition:</b>  30, 48-49, 59-60, 118-122, 147-148, 154  <i>Building Health Skills</i> 22-23  <i>Quick Write</i> 44, 58</p> <p><b>Teacher Wraparound Edition:</b>  CT 48</p>

STANDARDS	PAGE REFERENCES
e. Predict how decisions regarding health behaviors have consequences for self and others.	<b>Student Edition:</b> 10, 16-17, 133, 154-155, 276-280, 281-285, 299-302, 325 <i>Time Health</i> 334-335 <b>Teacher Wraparound Edition:</b> C 235; MA 132
f. Create a personal health plan that encourages an active lifestyle.	<b>Student Edition:</b> 202, 230-235 <i>Building Health Skills</i> 244-245 <i>Health Skills Activity</i> 231 <b>Teacher Wraparound Edition:</b> CLA 232
<b>7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)</b>	
a. Explain ways to improve community health and techniques for conserving natural resources.	<b>Student Edition:</b> 552-557 <i>Applying Health Skills</i> 557 <i>Figure</i> 554, 555 <i>Health Skills Activity</i> 556 <i>Quick Write</i> 552 <i>Time Health</i> 558-559 <b>Teacher Wraparound Edition:</b> C 557
b. Identify services for people who abuse drugs.	<b>Student Edition:</b> 287-288
c. Advocate to local, state, and federal agencies for increased regulations on drug use and possession of drugs.	<b>Student Edition:</b> 61 <i>Media Watch</i> 279
d. Explain ways students can help friends who may exhibit signs of suicide.	<b>Student Edition:</b> 98-100 <i>Health Skills Activity</i> 99 <i>Time Health</i> 134-135 <b>Teacher Wraparound Edition:</b> MA 134