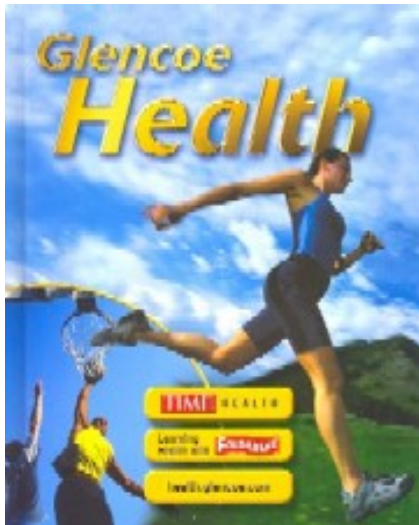




**Glencoe**

Comprehensive Health  
Framework  
Ninth-Twelfth Grade



# Glencoe Health

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STANDARDS	PAGE REFERENCES
<b>1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D)</b>	
a. Identify the harmful physiological and psychological effects of stress.	<b>Student Edition:</b> 198-203 <i>Did You Know</i> 201 <i>Quick Start</i> 198 <b>Teacher Wraparound Edition:</b> D 199; HL 202
b. List and describe types of mental disorders.	<b>Student Edition:</b> 224-229 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> MA 226
c. Describe the transmission, symptoms, treatment, and prevention of communicable, noncommunicable and sexually transmitted diseases.	<b>Student Edition:</b> 318-320, 622-626, 627-634, 635-641, 648-651, 652-656, 674-680, 681-687, 688-694 <i>Hands On Health</i> 650 <i>Health Minute</i> 625, 641 <i>Real Life</i> 639 <i>Time Health</i> 642 <b>Teacher Wraparound Edition:</b> MA 623

STANDARDS	PAGE REFERENCES
d. Describe the etiology and control of the AIDS virus.	<b>Student Edition:</b> 658-661, 662-667 <i>Did You Know</i> 661 <i>Real Life</i> 660 <b>Teacher Wraparound Edition:</b> C 661
<b>2. Demonstrate the ability to obtain valid health information. (CH, PH, C)</b>	
a. Explain the importance of keeping family medical records.	<b>Student Edition:</b> 58 <i>Did You Know</i> 58
b. Differentiate between nonprofessional and professional medical services.	<b>Student Edition:</b> 54-59, 64-67 <i>Applying Health Skills</i> 59, 67 <i>Hands On Health</i> 66 <b>Teacher Wraparound Edition:</b> HC 56
<b>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, N, M, DA)</b>	
a. Evaluate how environmental health problems impact personal and community health.	<b>Student Edition:</b> 766-771, 772-776 <i>Health Skills Application</i> 783 <i>Real Life</i> 770 <b>Teacher Wraparound Edition:</b> C 771
b. Identify websites regarding sources that provide valid health information.	<b>Student Edition:</b> 32 <i>Applying Health Skills</i> 667 <i>Health Online</i> 63, 124, 149, 206, 402, 451, 570, 606
c. Relate connections between human and environmental factors to the risk of accidents.	<b>Student Edition:</b> 98-103, 706-710, 714-718, 719-724, 725-729 <i>Real Life</i> 100, 716 <i>Thinking Critically</i> 718 <b>Teacher Wraparound Edition:</b> MA 99

STANDARDS	PAGE REFERENCES
d. Demonstrate basic first aid procedures.	<p><b>Student Edition:</b>  736-741, 742-748, 749-754, 755-759  <i>Exploring Issues</i> 745  <i>Hands On Health</i> 753  <i>Health Skills Activity</i> 739  <i>Time Health</i> 760</p> <p><b>Teacher Wraparound Edition:</b>  HC 738</p>
e. Describe how individuals can help reduce the misuse and abuse of drugs.	<p><b>Student Edition:</b>  591, 592-597, 598-602, 603-610, 611-615  <i>Exploring Issues</i> 614  <i>Hands On Health</i> 607  <i>Health Minute</i> 612</p> <p><b>Teacher Wraparound Edition:</b>  C 615</p>
f. Explain how drugs and medicines have affected the life span of human beings.	<p><b>Student Edition:</b>  586-588, 633-634, 687, 690  <i>Thinking Critically</i> 634</p> <p><b>Teacher Wraparound Edition:</b>  MR 633</p>
g. List future positive effects of drugs and medicines on society.	<p><b>Student Edition:</b>  586-588, 633-634, 687  <i>Applying Health Skills</i> 591  <i>Time Health</i> 616, 642</p> <p><b>Teacher Wraparound Edition:</b>  D 588</p>
h. Compare or identify the interrelationship between the amount of food consumed to obtain ideal weight and the amount of food consumed in obese individuals.	<p><b>Student Edition:</b>  78-79, 144-150  <i>Applying Health Skills</i> 150  <i>Did You Know</i> 145  <i>Exploring Issues</i> 149  <i>Thinking Critically</i> 150</p> <p><b>Teacher Wraparound Edition:</b>  HL 123; MA 148</p>

STANDARDS	PAGE REFERENCES
i. Identify the relationship between psychological factors and eating disorders.	<b>Student Edition:</b> 151-156 <i>Hands On Health</i> 153 <i>Health Skills Activity</i> 155 <i>Thinking Critically</i> 156 <b>Teacher Wraparound Edition:</b> HC 155
j. Identify available resources for treatment of mental illness.	<b>Student Edition:</b> 234-237 <i>Did You Know</i> 235 <i>Real Life</i> 235 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> D 236
k. Explain other measures for at-risk behavior involving communicable diseases.	<b>Student Edition:</b> 17-21, 318-320, 648-651 <i>Hands On Health</i> 650 <i>Real Life</i> 19 <i>Thinking Critically</i> 651 <b>Teacher Wraparound Edition:</b> C 21
<b>4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, P)</b>	
a. Evaluate the implications of modern technology on societal health.	<b>Student Edition:</b> 15-16, 58, 684, 687 <i>Applying Health Skills</i> 503 <i>Exploring Issues</i> 502 <i>Real Life</i> 490 <i>Time Health</i> 22, 642 <b>Teacher Wraparound Edition:</b> CLA 343; MA 22, 500, 686
b. Analyze the influences of different cultural beliefs on health behaviors.	<b>Student Edition:</b> 14, 112, 276 <i>Applying Health Skills</i> 16

STANDARDS	PAGE REFERENCES
<b>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)</b>	
a. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.	<b>Student Edition:</b> 7, 274-279, 280-285, 294, 527 <i>Hands On Health</i> 277 <i>Thinking Critically</i> 279 <i>Time Health</i> 296 <b>Teacher Wraparound Edition:</b> C 279
b. List several types of defense mechanisms and discuss their limitations in solving problems.	<b>Student Edition:</b> 259-260, 263, 304-305, 336-337 <i>Time Health</i> 268 <b>Teacher Wraparound Edition:</b> D 305
c. Discuss conflict resolution styles and components of communication that can aid in resolving conflicts.	<b>Student Edition:</b> 262-267 <i>Applying Health Skills</i> 267 <i>Health Minute</i> 264 <i>Thinking Critically</i> 267 <b>Teacher Wraparound Edition:</b> HC 266
d. Describe situations that could cause conflicts and problems within a family.	<b>Student Edition:</b> 280-285, 286-290 <i>Did You Know</i> 281 <i>Quick Start</i> 280 <b>Teacher Wraparound Edition:</b> MA 281
<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. Interpret the role of nutrition and nutrients in maintaining health.	<b>Student Edition:</b> 110-113, 114-121, 122-129 <i>Hands On Health</i> 118 <i>Health Minute</i> 115 <i>Thinking Critically</i> 121 <b>Teacher Wraparound Edition:</b> MA 115, 117

STANDARDS	PAGE REFERENCES
b. Examine the costs associated with healthcare.	<b>Student Edition:</b> 57 <i>Thinking Critically</i> 59 <b>Teacher Wraparound Edition:</b> D 57
c. Identify the activities and groups that protect the consumer.	<b>Student Edition:</b> 50, 60-63, 64-67 <b>Teacher Wraparound Edition:</b> MR 62
d. Explain the process of human reproduction from conception to birth.	<b>Student Edition:</b> 486-491 <b>Teacher Wraparound Edition:</b> MA 489
e. Utilize a decision-making model to identify reasons for abstaining from pre-marital sexual activity.	<b>Student Edition:</b> 318-323, 651 <i>Hands On Health</i> 650 <i>Quick Start</i> 318 <i>Real Life</i> 321 <i>Thinking Critically</i> 651 <b>Teacher Wraparound Edition:</b> C 323
f. Define a value system and identify the relationship of values to actions.	<b>Student Edition:</b> 37-41, 181, 215, 276, 306, 519, 527 <i>Figure</i> 34 <i>Real Life</i> 180
g. Demonstrate the ability to work cooperatively with others to avoid potentially harmful situations.	<b>Student Edition:</b> 313-317, 318-323 <i>Applying Health Skills</i> 323 <i>Hands On Health</i> 153, 430 <b>Teacher Wraparound Edition:</b> CLA 321; HC 778
h. Develop and implement a plan for increasing personal safety at home, work, and/or school.	<b>Student Edition:</b> 89, 95-97, 98-101, 290, 316, 330-334, 335-340, 341-347, 706-713, 714-718, 719-724 <i>Hands On Health</i> 333, 708 <b>Teacher Wraparound Edition:</b> MA 331

STANDARDS	PAGE REFERENCES
<b>7. Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)</b>	
a. Develop and implement a campaign to influence and support others in making choices that reduce the risks of intentional or unintentional injury.	<b>Student Edition:</b> <i>Advocacy</i> 105, 557, 581, 669, 731, 761 <i>Applying Health Skills</i> 555 <i>Hands On Health</i> 554 <i>Time Health</i> 556 <b>Teacher Wraparound Edition:</b> C 555
b. Demonstrate the ability to work cooperatively when advocating for healthy individuals.	<b>Student Edition:</b> 250 <i>Hands On Health</i> 66, 76, 780 <i>Thinking Critically</i> 781 <i>Time Health</i> 782 <b>Teacher Wraparound Edition:</b> HC 778
c. Illustrate how drug use, misuse, and abuse cause problems in society.	<b>Student Edition:</b> 591, 592-597, 600, 602, 605-610 <b>Teacher Wraparound Edition:</b> MA 595