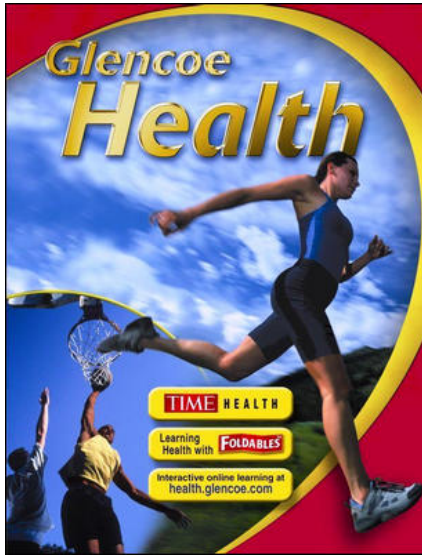




Glencoe

Comprehensive Health
Education Standards
Grades 9-12



Glencoe Health

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STANDARDS	PAGE REFERENCES
<p>STANDARD 1 Students comprehend concepts related to health promotion and disease prevention.</p>	
<p>PROFICIENCY (Grades 9-12) Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> • 1CH-P1. Explain how behavior impacts health maintenance and disease prevention (e.g., ability to prevent homicide, suicide, accident and illness) 	
<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>Student Edition: 6, 17-21, 74-79, 128-129, 540-545, 562-567, 592-597, 649-651 <i>Applying Health Skills</i> 121 <i>Time Health</i> 436 Teacher Wraparound Edition: CLA 125; Ex 75</p>
<p>PO 2. Identify personal stress management techniques</p>	<p>Student Edition: 31, 199-204, 204, 205-209 <i>Applying Health Skills</i> 32, 285, 497 <i>Hands-On Health</i> 449 <i>Writing Critically</i> 221 #1 Teacher Wraparound Edition: CL 208; CLA 201; Di 201; En 204; HC 203; MA 190; SW 199, 208; WT 216</p>

STANDARDS	PAGE REFERENCES
PO 3. Formulate methods of prevention for each of the identified causes of death among teens	Student Edition: 230-233, 342-347, 706-713, 714-718, 719-724 Teacher Wraparound Edition: CI 233; MA 595; SL 720
PO 4. Identify teen death statistics	Student Edition: 720
<ul style="list-style-type: none"> • 1CH-P2. Explain the interrelationships among the mental, emotional, psychological and physical realities that occur throughout the life cycle 	
PO 1. Identify the different stages of the human life cycle (conception, prenatal, infant, toddler, preschool, school)	Student Edition: 486-491, 504-507, 514-519, 520-523 <i>Writing Critically</i> 511 #1 Teacher Wraparound Edition: CLA 506; F 485
PO 2. Identify the characteristics and developmental needs related to each stage of the life cycle	Student Edition: 77-79, 94, 122-129, 148-150, 162-163, 487-491, 492-497, 507, 520-523, 529-533 Teacher Wraparound Edition: MA 475, 494, 505
PO 3. Relate the principles of healthy living to each stage of the life cycle	Student Edition: 77-79, 94, 122-129, 148-150, 162-163, 487-491, 492-497, 507, 520-523, 529-533 Teacher Wraparound Edition: MA 475, 494, 505
<ul style="list-style-type: none"> • 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 	
PO 1. Identify personal health behaviors that promote and/or detract from the functioning of body systems	Student Edition: 20, 74-78, 390-393, 396-398, 406-408, 423-425, 432-433, 447-448, 471, 476-477 <i>Applying Health Skills</i> 545 <i>Time Health</i> 436 Teacher Wraparound Edition: 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)	Student Edition: 20, 74-78, 160-163, 207-208, 390-393, 406-408, 422-423, 432-433, 447-448 <i>Health Skills Activity</i> 434 <i>Time Health</i> 436 Teacher Wraparound Edition: CLA 392; HC 396; MA 420; RC 424

STANDARDS	PAGE REFERENCES
PO 3. Construct a personalized continuum of health behaviors that range from more healthy to less healthy and defend rationale	<p>Student Edition: 6, 17-21, 74-79, 122-129, 540-545, 562-567, 592-597, 649-651 <i>Applying Health Skills</i> 121 <i>Time Health</i> 30</p> <p>Teacher Wraparound Edition: CLA 125; CT 20; Ex 75</p>
PO 4. Determine strategies to reduce health risk for more healthy behavior	<p>Student Edition: 6, 17-21, 74-78, 178-183, 216-217, 308-312, 567, 611-615 <i>Hands-On Health</i> 607 <i>Time Health</i> 436</p> <p>Teacher Wraparound Edition: Di 595; HC 564; SL 613</p>
<ul style="list-style-type: none"> 1CH-P4. Explain how the family, peers and community influence the health of individuals 	
PO 1. Describe how problem solving skills relate to the influence that family, peers and the community have on a person's health	<p>Student Edition: 8-9, 32, 48-53, 64-67, 151-152 <i>Eye on the Media</i> 73 <i>Time Health</i> 68, 380, 410, 436</p> <p>Teacher Wraparound Edition: CC 152; CLA 364; HL 52; MR 62</p>
PO 2. Develop a plan of how the family, peers and the community influence a person's attitudes, beliefs and feelings about health	<p>Student Edition: 6, 12-16, 31, 77, 111-113, 146-147, 593-594 <i>Health Skills Application</i> 165 #1</p> <p>Teacher Wraparound Edition: C 16; Di 594</p>
PO 3. Rank order from most to least influential group (family, peers, community) that impacts a person's health	<p>Student Edition: 6, 12-16, 31, 77, 111-113, 146-147, 593-594 <i>Health Skills Application</i> 165 #1</p> <p>Teacher Wraparound Edition: C 16; Di 594</p>
<ul style="list-style-type: none"> 1CH-P5. Explain how environmental health influences the community and the functions of local, state and federal resources in addressing health issues 	
PO 1. Summarize major environmental health concerns	<p>Student Edition: 433, 552-555, 766-771, 772-776, 777-781</p> <p>Teacher Wraparound Edition: CLA 769; HC 682, 778; HL 14; MA 767, 770; SW 768</p>

STANDARDS	PAGE REFERENCES
PO 2. List the roles and functions of agencies that address areas of environmental concern	Student Edition: 766, 768, 777-781 <i>Real-Life Application</i> 770 <i>Thinking Critically</i> 771 #4 <i>Time Health</i> 556, 782 Teacher Wraparound Edition: C 781; HC 682, 782; HL 14, 779; MA 775; QD 768
<ul style="list-style-type: none"> • 1CH-P6. Identify the physiological effects of drug usage 	
PO 1. Describe major physiological effects of different classes of drugs such as the following: depressants, stimulants, hallucinogens, and inhalants	Student Edition: 94-95, 161, 351, 540-545, 562-567, 568-573, 592-597, 598-602, 603-610 Teacher Wraparound Edition: Di 95; MA 95
PO 2. Cite effects of drug usage on the unborn child at various stages of development	Student Edition: 494-495, 552, 575-576, 596-598 <i>Health Skills Application</i> 509 #2 <i>Thinking Critically</i> 578 #4 Teacher Wraparound Edition: CLA 20; CT 496, 575; Di 552; HL 502; MA 494
PO 3. List specific communicable diseases which may be transmitted by substance abuse behaviors	Student Edition: 552, 565, 594, 596, 605, 608 Teacher Wraparound Edition: CLA 588; RC 596
<ul style="list-style-type: none"> • 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 	
PO 1. Identify the effect of substance abuse on the individual	Student Edition: 20, 540-545, 562-567, 568-573, 594-596, 610 <i>Writing Critically</i> 619 #1 Teacher Wraparound Edition: Di 609; MA 608; RC 606
PO 2. Describe the relationship between family members in a substance-abusing household	Student Edition: 283, 577, 578, 596 <i>Thinking Critically</i> 599 #5 Teacher Wraparound Edition: CI 578; CT 577; HL 576

STANDARDS	PAGE REFERENCES
PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost	Student Edition: 578, 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	Student Edition: 343, 351, 565, 578 <i>Recalling the Facts</i> 347 #3, 357 #11 Teacher Wraparound Edition: CL 342; MA 351, 595
<ul style="list-style-type: none"> • 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 	
PO 1. Describe male and female reproductive organs and understand the location and basic function of each (to include menstrual cycle)	Student Edition: 468-473, 474-479 Teacher Wraparound Edition: Ac 470; VL 475
PO 2. Describe the association of conception to the fertility cycle	Student Edition: 474-475, 476, 486 <i>Reviewing the Facts</i> 479 #2 Teacher Wraparound Edition: MA 475
PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost	Student Edition: 578, 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)	Student Edition: 320, 492-493, 527 <i>Thinking Critically</i> 528 #4 Teacher Wraparound Edition: CI 500; CT 493; HC 493; HL 502; MA 475
<ul style="list-style-type: none"> • 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 	
PO 1. Illustrate the process of human digestion <ol style="list-style-type: none"> Describe how nutrients are released, absorbed, utilized and excreted by the body Classify dietary nutrients as to their function in producing energy, in growth or in the maintenance/repair of body tissue 	Student Edition: 114-121, 442-446 <i>Health Skills Application</i> 139 #2 Teacher Wraparound Edition: CT 117; Di 117; Ex 119, 132; RC 120

STANDARDS	PAGE REFERENCES
<p>PO 2. Predict how excesses or deficiencies of nutrients impact on health and disease</p> <p>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)</p> <p>b) Identify the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.</p>	<p>Student Edition: 126, 144-150, 151-156, 157-159, 391, 423-424, 674-675, 679, 684, 691-693</p> <p>Teacher Wraparound Edition: CLA 392, 426; GS 147; MA 118; SW 145</p>
<p>PO 3. Identify the most common errors made which result in food-borne infections (person to food, equipment to food, and food to food)</p>	<p>Student Edition: 134-137, 625 <i>Applying Health Skills</i> 626 <i>Health Skills Application</i> 139 #4 <i>Recalling the Facts</i> 140 #11</p> <p>Teacher Wraparound Edition: CI 135; GS 625; HC 135; MA 136</p>
<p>PO 4. Identify those behaviors which are characteristically associated with anorexia and bulimia</p> <p>a) Identify the psychosocial factors that lead to eating disorders</p> <p>b) Identify the harmful effects of eating disorders</p> <p>c) Critique the differences between a fad diet and a well-balanced diet</p>	<p>Student Edition: 151-156, 227 <i>Writing Critically</i> 167 #1</p> <p>Teacher Wraparound Edition: CT 154; En 156; WT 154</p>
<p>PO 5. Describe the influence of advertising, peer pressure and food fads on proper diet, food selection and eating habits</p>	<p>Student Edition: 113, 151-152 <i>Eye on the Media</i> 109, 143</p> <p>Teacher Wraparound Edition: CCA 133; CLA 112; HL 146, 153, 310</p>
<p>• 1CH-P10. Explain the association of personal risk factors of chronic and communicable diseases, risk reduction and disease prevention components</p>	
<p>PO 1. Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases</p>	<p>Student Edition: 374-375, 379, 391-393, 398, 408-409, 425-427, 433-435, 622-626, 635-641, 648-651, 652-657, 658-661, 674-680, 681-683, 691-694</p> <p>Teacher Wraparound Edition: HC 631</p>

STANDARDS	PAGE REFERENCES
PO 2. Describe how race, culture and hereditary factors impact disease susceptibility <ul style="list-style-type: none"> a) List environmental influences that affect disease susceptibility b) Describe the impact of fitness, diet, rest and other lifestyle issues related to disease 	Student Edition: 74-78, 86, 202-209, 540-545, 649, 679-680, 682-685 Teacher Wraparound Edition: 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"> a) Identify methods of early recognition of health problems b) Identify their responsibility as active participants in treatment and rehabilitation 	Student Edition: 471, 476-477, 587, 625-626, 633-634, 678-679, 685-687 <i>Recalling the Facts</i> 644 #6 <i>School and Community</i> 643 <i>Time Health</i> 642 Teacher Wraparound Edition: CLA 632; CT 638; Di 477; HC 631; SW 587
STANDARD 2 Students demonstrate the ability to access accurate health information.	
PROFICIENCY (Grades 9-12) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> • 2CH-P1. Explain the effectiveness of health information from home, school and community 	
PO 1. Compile documents that are sources of health given in the home, at the school and from community health agencies	Student Edition: 32, 291-294 <i>Applying Health Skills</i> 137, 233, 579 <i>Health Skills Application</i> 243 #3 <i>Parent Involvement</i> 219, 243 <i>School and Community</i> 69 Teacher Wraparound Edition: CI 578; CLA 231; HC 236; VL 292
PO 2. Evaluate each document for its age appropriateness, content and its ability to influence health behavior	Student Edition: 9, 32, 151-152 <i>Eye on the Media</i> 561 <i>Time Health</i> 68 Teacher Wraparound Edition: HL 52, 501; MA 50, 548

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 2CH-P2. Evaluate factors (e.g., peer pressure, media) that influence personal selection of health products and services 	
<p>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</p>	<p>Student Edition: 49-53, 533 <i>Health Skills Application</i> 162 #1, 219 #4, 325 #2, 355 #1, 411 #3, 437 #1, 535 #1 <i>Writing Critically</i> 71 #1</p> <p>Teacher Wraparound Edition: RC 49; TPK 48; VL 49</p>
<ul style="list-style-type: none"> 2CH-P3. Describe situations requiring professional health services and the cost and accessibility of health care services 	
<p>PO 1. Select a health situation requiring professional health services</p>	<p>Student Edition: 54-59, 291-295, 737-740, 742-748, 749-754, 755-759</p> <p>Teacher Wraparound Edition: Di 738; MA 55, 751</p>
<p>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</p>	<p>Student Edition: 54-59 <i>Parent Involvement</i> 69 <i>Recalling the Facts</i> 70 #4 <i>School and Community</i> 69</p> <p>Teacher Wraparound Edition: CC 569; CI 494; HC 57</p>
<ul style="list-style-type: none"> 2CH-P4. Demonstrate how to access appropriate organizations (e.g., paramedics, law enforcement and physicians) useful in reducing threatening situations 	
<p>PO 1. Same as concept</p>	<p>Student Edition: 232, 235, 291-295, 737, 747-748</p> <p>Teacher Wraparound Edition: CLA 231; Ex 745; HC 740; HM 292; MA 747, 751</p>
<ul style="list-style-type: none"> 2CH-P5. Identify the licensing and certification standards for health professions 	
<p>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)</p>	<p>Student Edition: <i>Career Corner</i> 23, 43, 69, 105, 139, 165, 297, 355, 437, 481, 509, 535, 557, 643</p> <p>Teacher Wraparound Edition: Ac 55; SW 518, 578</p>

STANDARDS	PAGE REFERENCES
	<ul style="list-style-type: none"> 2CH-P6. Explain the role of local, state, federal and international agencies in providing health services and protecting and informing consumers
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)	Student Edition: 62-63, 64-67 Teacher Wraparound Edition: Ac 65; En 63; HC 740; MA 66; SC 69
STANDARD 3 Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	
PROFICIENCY (Grades 9-12) <i>Students know and are able to do all of the above and the following:</i>	
	<ul style="list-style-type: none"> 3CH-P1. Describe the role of individual responsibility for health enhancement and wellness
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)	Student Edition: 10-12, 20, 74-78, 178-183, 318-323, 546-547, 566-567, 592-597 <i>Hands-On Health</i> 607 <i>Time Health</i> 436 Teacher Wraparound Edition: CLA 607; Ex 75
	<ul style="list-style-type: none"> 3CH-P2. Conduct a personal health assessment to determine strategies for health enhancement, risk reduction and stress management
PO 1. Conduct a personal health assessment	Student Edition: 80-83, 146 <i>Applying Health Skills</i> 9 <i>Hands-On Health</i> 678 Teacher Wraparound Edition: HC 679; MA 19; VL 124
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)	Student Edition: 34-36, 87-92, 148-149 <i>Hands-On Health</i> 678 <i>Health Skills Application</i> 105 #2, 139 #2 <i>Parent Involvement</i> 165 Teacher Wraparound Edition: CLA 632; HC 679; MA 148

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 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) 	
PO 1. Identify the decision-making process	Student Edition: 33-34 <i>Applying Health Skills</i> 36, 150, 204 <i>Health Skills Activity</i> 56, 155, 232 <i>Health Skills Application</i> 43 #2, 297 #4, 557 #1 Teacher Wraparound Edition: CI 323
PO 2. Identify the short-term and long-term consequences of responsible and risky/harmful behaviors	Student Edition: 17-21, 320-322, 540-545, 562-567, 568-573, 592-597, 599-600, 605-610 Teacher Wraparound Edition: 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)	Student Edition: 17-21, 320-322, 540-545, 562-567, 568-573 <i>After You Read</i> 79, 121 Teacher Wraparound Edition: CLA 607; CT 20; RC 18
<ul style="list-style-type: none"> 3CH-P4. Develop injury prevention and management strategies to improve and maintain personal, family and community health 	
PO 1. Describe responsible and safe behavior (personal, family and community) such as driving, sports, recreation, interpersonal relationships	Student Edition: 93-97, 313-317, 319-323, 330-334, 337-340, 341-347, 706-713, 714-718, 719-724 Teacher Wraparound Edition: CT 709; MA 707; SL 331
PO 2. Construct self-protection techniques to use in various personal, family, social/community environments	Student Edition: 316, 330-334, 337-340, 341-347, 706-713, 714-718, 719-724, 726-729 Teacher Wraparound Edition: Ex 332; MA 331, 707
<ul style="list-style-type: none"> 3CH-P5. Perform advanced first aid procedures 	
PO 1. Demonstrate basic first aid procedures for unconsciousness, shock, fractures, burns, cuts, choking, poisoning, etc.	Student Edition: 736-741, 747-748, 749-754, 755-759 <i>Thinking Critically</i> 763 #1, #2 Teacher Wraparound Edition: HSA 739; MA 747, 751

STANDARDS	PAGE REFERENCES
PO 2. Demonstrate correct CPR procedures	Student Edition: 742-746 <i>Recalling the Facts 762 #5</i> Teacher Wraparound Edition: GS 744; MA 744
<ul style="list-style-type: none"> • 3CH-P6. Explain how to survive in adverse environmental situations 	
PO 1. Develop a plan for surviving in adverse environmental situations (e.g., extreme weather conditions)	Student Edition: 98-100, 725-729 <i>Health Skills Application 731 #4</i> <i>Writing Critically 733 #2</i> Teacher Wraparound Edition: CI 729; HL 100; MA 99, 726
STANDARD 4 Students analyze the influence of culture, media, technology and other factors on health.	
PROFICIENCY (Grades 9-12) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> • 4CH-P1. Explain how cultural diversity enriches and challenges health behaviors 	
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)	Student Edition: 14, 112 <i>Applying Health Skills 16</i> Teacher Wraparound Edition: CC 89, 126; Di 14; DW 525; RC 128
<ul style="list-style-type: none"> • 4CH-P2. Describe the impact of media and technology on personal, family and community health 	
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	Student Edition: 15-16, 49, 77 <i>Thinking Critically 79 #4</i> Teacher Wraparound Edition: HL 76; MA 50, 77

STANDARDS	PAGE REFERENCES
<p>STANDARD 5 Students demonstrate the ability to use interpersonal skills to enhance health.</p>	
<p>PROFICIENCY (Grades 9-12) Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> • 5CH-P1. Select ways to communicate care, consideration and respect of self and others to enhance health 	
<p>PO 1. Demonstrate the ability to:</p> <ol style="list-style-type: none"> send clear and direct messages, verbally and nonverbally listen to others, receiving and understanding their communication ask for clarification when needed respond verbally and nonverbally 	<p>Student Edition: 28-30, 254-261 <i>Applying Health Skills</i> 306 <i>Health Skills Activity</i> 186 <i>Health Skills Application</i> 43 #1 Teacher Wraparound Edition: CL 257; CLA 30; HL 260, 284; MA 256, 257</p>
<p>PO 2. Demonstrate effective techniques, including refusal skills, for handling conflict and solving problems</p>	<p>Student Edition: 30, 260, 262-267, 322-323, 611-615 <i>Hands-On Health</i> 607 <i>Health Skills Activity</i> 304, 601 Teacher Wraparound Edition: CL 260; CLA 30</p>
<p>PO 3. Demonstrate effective techniques for resisting negative peer pressure, while maintaining positive interpersonal relationships</p>	<p>Student Edition: 262-267, 322-323, 547, 611-615 <i>Hands-On Health</i> 607 <i>Health Skills Activity</i> 553, 566 <i>Health Skills Application</i> 325 #3, 535 #2 <i>Time Health</i> 534 Teacher Wraparound Edition: HL 29</p>
<ul style="list-style-type: none"> • 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 	
<p>PO 1. Explain conflict and its root causes</p>	<p>Student Edition: 262-263, 304-305, 307-308, 335-340, 341-347 <i>After You Read</i> 267 <i>Recalling the Facts</i> 270 #6 Teacher Wraparound Edition: Ac 265; VL 263</p>

STANDARDS	PAGE REFERENCES
PO 2. Explain effective conflict resolution techniques	Student Edition: 30, 264-267, 309-312 <i>Hands-On Health</i> 525 <i>Health Skills Activity</i> 304 Teacher Wraparound Edition: 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	Student Edition: 30 <i>Applying Health Skills</i> 267 <i>Hands-On Health</i> 525, 607 Teacher Wraparound Edition: CC 250; CLA 30, 311; HL 322; RC 266
STANDARD 6 Students demonstrate the ability to use goal setting and decision-making skills to enhance health.	
PROFICIENCY (Grades 9-12) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> • 6CH-P1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults 	
PO 1. Demonstrate at least one effective strategy for reducing the probability of involvement in a risk behavior	Student Edition: 30, 316, 322-323, 546-547, 611-615 <i>Applying Health Skills</i> 312 <i>Hands-On Health</i> 311 <i>Real-Life Application</i> 321 Teacher Wraparound Edition: CLA 311, 715; HL 265, 322
<ul style="list-style-type: none"> • 6CH-P2. Describe health issues that require collaborative decision-making 	
PO 1. Prepare a discussion analyzing health issues that require a collaborative decision (e.g., communicable disease, violence, environmental issues, sexual involvement)	Student Edition: 289-290, 314-323 <i>Applying Health Skills</i> 657 <i>Hands-On Health</i> 650 <i>Health Skills Activity</i> 657, 666 <i>Health Skills Application</i> 669 #4 <i>Time Health</i> 354 Teacher Wraparound Edition: CLA 593; CT 319

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 6CH-P3. Explain immediate and long-term impact of health decisions on the individual 	
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)	Student Edition: 74-79, 147, 151-156, 320-322, 540-545, 568-573, 592-597, 603-610, 649-651 <i>Health Skills Application</i> 325 #4 Teacher Wraparound Edition: SL 320
<ul style="list-style-type: none"> 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 	
PO 1. Construct a health and wellness personal activities log for at least one week	Student Edition: <i>Hands-On Health</i> 118 Teacher Wraparound Edition: CLA 104; CT 115, 116; Di 77
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	Student Edition: 34-36, 87-92, 148 <i>Applying Health Skills</i> 92, 121 <i>Health Skills Activity</i> 8 <i>Health Skills Application</i> 105 #2, 139 #2, 381 #2 Teacher Wraparound Edition: CLA 632; HC 679
STANDARD 7 Students demonstrate the ability to advocate for personal, family and community health.	
PROFICIENCY (Grades 9-12) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> 7CH-P1. Describe the effectiveness of communication methods for accurately expressing health information and ideas 	
PO 1. Select a variety of communication modalities/methods (e.g., visual, verbal, written) for those most effective at presenting health information and ideas	Student Edition: <i>Applying Health Skills</i> 41, 591, 615, 651 <i>Hands-On Health</i> 554 Teacher Wraparound Edition: CLA 593; HC 655; HL 544; SL 120, 547
<ul style="list-style-type: none"> 7CH-P2. Research and present information about health issues 	
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)	Student Edition: 206-209 <i>Applying Health Skills</i> 41, 209, 591, 615, 651 <i>Hands-On Health</i> 554 Teacher Wraparound Edition: CLA 593; En 615; HC 655; SL 120, 547

STANDARDS	PAGE REFERENCES
	<ul style="list-style-type: none"> 7CH-P3. Utilize strategies to overcome barriers when communicating information about health issues
<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>Student Edition: <i>Applying Health Skills</i> 41, 591, 615 <i>Hands-On Health</i> 554 <i>Real-Life Application</i> 19, 549 <i>Time Health</i> 580</p> <p>Teacher Wraparound Edition: DW 320; En 615; HC 655; WT 534</p>
	<ul style="list-style-type: none"> 7CH-P4. Demonstrate the ability to influence and support others in making positive health choices
<p>PO 1. Participate in a peer mediation, peer education, peer leadership, or peer counseling program, or create one on your campus</p>	<p>Student Edition: <i>Applying Health Skills</i> 41, 597, 615 <i>Hands-On Health</i> 153, 554 <i>Real-Life Application</i> 19 <i>Time to Think</i> 354</p> <p>Teacher Wraparound Edition: HC 655; SL 120</p>
<p>PO 2. Participate in a school or community services learning activity</p>	<p>Student Edition: 40 <i>Parent Involvement</i> 43, 269 <i>School and Community</i> 69, 139, 557 <i>Time to Think</i> 354</p> <p>Teacher Wraparound Edition: CI 7; HC 333; SL 120, 331</p>
	<ul style="list-style-type: none"> 7CH-P5. Demonstrate the ability to work cooperatively when advocating for healthy communities
<p>PO 1. Participate as a volunteer for a school/community health promotion program</p>	<p>Student Edition: <i>Parent Involvement</i> 43, 269, 297, 355, 535, 581 <i>School and Community</i> 69, 139, 297, 437, 535</p> <p>Teacher Wraparound Edition: HC 517</p>