



Glencoe

Comprehensive Health
Education Standards
Grades 6-8



Teen Health

COURSE 1

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STANDARDS	PAGE REFERENCES
<p>STANDARD 1 Students comprehend concepts related to health promotion and disease prevention.</p>	
<p>ESSENTIALS (Grades 4-8) Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> 1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death 	
<p>PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions</p>	<p>Student Edition: 4-7, 11, 121-122, 132-135, 148-149, 164, 272-275, 277-280, 285-287 <i>Applying Health Skills</i> 7, 135, 252 <i>Evaluate</i> 281 <i>Hands-On Health</i> 276 <i>Health Skills Activity</i> 276 <i>Quick Write</i> 132 <i>Time Health News</i> 290 <i>What I Learned</i> 7</p> <p>Teacher Wraparound Edition: C 135, 287</p>

STANDARDS	PAGE REFERENCES
PO 2. Illustrate the harmful effects of use of tobacco, alcohol and other drugs	Student Edition: 222-223, 226, 242-245, 246-248, 249-252, 253-254 <i>Evaluate</i> 245 <i>Figure</i> 224-225 <i>List</i> 226 <i>Quick Write</i> 242, 249 <i>Recall</i> 245 Teacher Wraparound Edition: WT 225
<ul style="list-style-type: none"> 1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence 	
PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected	Student Edition: 4-7, 11, 32-35, 36-40, 41-44, 62-66, 75-77, 80 <i>Applying Health Skills</i> 44 <i>Building Health Skills</i> 54-55, 86-87 <i>Developing Good Character</i> 33 <i>Explain</i> 11 <i>Hands-On Health</i> 26, 56 Teacher Wraparound Edition: RS 5; WT 76
PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.	Student Edition: <i>Health Skills Activity</i> 34 <i>Media Watch</i> 34, 40, 228
<ul style="list-style-type: none"> 1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle 	
PO 1. Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development	Student Edition: 126-131, 320-321 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113, 288-289, 322-323 <i>Figure</i> 129 <i>Hands-On Health</i> 26 <i>Health Online</i> 5, 100 <i>List</i> 131 <i>Synthesize</i> 29 Teacher Wraparound Edition: C 107, 131

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 1CH-E4. Describe how family and peers influence the health of adolescents 	
<p>PO 1. Illustrate how family and peers affect the choices you make regarding health</p>	<p>Student Edition: 9, 75-77, 103, 228, 257 <i>Apply</i> 11 <i>Building Health Skills</i> 234-235 <i>Developing Good Character</i> 9, 68, 243 <i>Explain</i> 80 <i>Health Skills Activity</i> 257 <i>List</i> 77 <i>Quick Write</i> 8</p> <p>Teacher Wraparound Edition: WT 76, 258</p>
<ul style="list-style-type: none"> 1CH-E5. Explain how environmental health and personal health are interrelated 	
<p>PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people</p>	<p>Student Edition: 9, 106-107, 108-110, 121-122, 126-131, 277-280, 283, 318-321 <i>Analyze</i> 111 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113, 288-289, 322-323 <i>Figure</i> 129 <i>Hands-On Health</i> 26 <i>Health Online</i> 5, 100 <i>List</i> 107, 131 <i>Synthesize</i> 29</p> <p>Teacher Wraparound Edition: C 107, 131</p>
<ul style="list-style-type: none"> 1CH-E6. Describe ways to reduce risks related to adolescent health problems 	
<p>PO 1. Identify personal health behaviors that reduce health problems</p>	<p>Student Edition: 4-7, 11, 121-122, 132-135, 148-149, 164, 272-275, 277-280, 285-287 <i>Applying Health Skills</i> 7, 135, 252 <i>Evaluate</i> 281 <i>Hands-On Health</i> 276 <i>Health Skills Activity</i> 276 <i>Quick Write</i> 132 <i>Time Health News</i> 290 <i>What I Learned</i> 7</p> <p>Teacher Wraparound Edition: C 135, 287</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems 	
<p>PO 1. Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life</p>	<p>Student Edition: 4-7, 8, 12-15, 121-122, 210, 275, 282-287 <i>Describe</i> 287 <i>Health Skills Activity</i> 276 <i>Photo</i> 283 <i>Quick Write</i> 282 <i>Synthesize</i> 287</p> <p>Teacher Wraparound Edition: CP 283; DSI 286; HL 123</p>
<ul style="list-style-type: none"> 1CH-E8. Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness 	
<p>PO 1. Classify nutrients and their uses in the body</p>	<p>Student Edition: 94-97 <i>Figure</i> 96 <i>Recall</i> 97</p> <p>Teacher Wraparound Edition: HL 96</p>
<p>PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness</p>	<p>Student Edition: 98-101, 102-107, 108-110 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113 <i>Figure</i> 99 <i>Hands-On Health</i> 114 <i>Health Online</i> 100 <i>Identify</i> 117 <i>Recall</i> 107</p> <p>Teacher Wraparound Edition: CP 104; WT 109</p>

STANDARDS	PAGE REFERENCES
<p>STANDARD 2 Students demonstrate the ability to access accurate health information.</p>	
<p>ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> • 2CH-E1. Obtain and utilize accurate health resources from home, school and community 	
<p>PO 1. Apply health information from home, school and community</p>	<p>Student Edition: 13, 155-158 <i>Accessing Information</i> 327 <i>Applying Health Skills</i> 72, 162 <i>Building Health Skills</i> 168-169, 214-215 <i>Figure</i> 13, 156 <i>Health Skills Activity</i> 14, 257 <i>List</i> 158 Teacher Wraparound Edition: HSC 13</p>
<ul style="list-style-type: none"> • 2CH-E2. Describe how media influences the selection of health information and products (e.g., exercise equipment, cosmetics) 	
<p>PO 1. Illustrate how the media affects what you know about health and health products</p>	<p>Student Edition: 10, 155, 229 <i>Applying Health Skills</i> 101, 111 <i>Building Health Skills</i> 168-169 <i>Evaluate</i> 311 <i>Health Skills Activity</i> 14, 34, 157 <i>Media Watch</i> 40, 63, 134, 228 Teacher Wraparound Edition: CP 22</p>
<ul style="list-style-type: none"> • 2CH-E3. Compare the costs and effectiveness of health products 	
<p>PO 1. Describe similar health products' cost and effectiveness in treating health problems</p>	<p>Student Edition: 156-158 <i>Applying Health Skills</i> 158 <i>Figure</i> 157 <i>Recall</i> 158 <i>Synthesize</i> 158 Teacher Wraparound Edition: RS 157; TH 156</p>

STANDARDS	PAGE REFERENCES
	<ul style="list-style-type: none"> 2CH-E4. Describe situations requiring professional health services
PO 1. Describe situations requiring professional health services	Student Edition: 50-53, 163-165, 247, 255 <i>Analyze</i> 53 <i>Apply</i> 281 Teacher Wraparound Edition: HSC 52
	<ul style="list-style-type: none"> 2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR)
PO 1. Describe a variety of emergency situations	Student Edition: 134-135, 308-311, 312-317 <i>What I Learned</i> 311 Teacher Wraparound Edition: C 311, 317
PO 2. List emergency resources	Student Edition: 134-135, 312-317 <i>Applying Health Skills</i> 311 <i>Quick Write</i> 308, 312 Teacher Wraparound Edition: C 317
STANDARD 3 Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>	
	<ul style="list-style-type: none"> 3CH-E1. Explain the importance of assuming responsibility for personal health behaviors
PO 1. Illustrate examples of responsible healthy behavior	Student Edition: <i>Applying Health Skills</i> 44, 252 <i>Building Health Skills</i> 54-55, 112-113, 194-195 <i>Developing Good Character</i> 9, 109, 243, 301 <i>Hands-On Health</i> 26, 56 <i>Health Skills Activity</i> 19 Teacher Wraparound Edition: PCSH 18

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 3CH-E2. Identify strengths of, and risks to, one's personal and family health (e.g., heart disease, diabetes, high blood pressure) and implement strategies to improve or maintain both 	
PO 1. Rank personal and family strengths and risks	Student Edition: 8-9, 127, 282-287 <i>Apply</i> 135 <i>Figure</i> 127 <i>Hands-On Health</i> 26, 216 <i>Quick Write</i> 282 Teacher Wraparound Edition: CP 283; DSI 5, 286
PO 2. Develop a plan that would improve health and reduce risks	Student Edition: 126-131, 320-321 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113, 288-289, 322-323 <i>Figure</i> 129 <i>Hands-On Health</i> 26 <i>Health Online</i> 5, 100 <i>List</i> 131 <i>Synthesize</i> 29 Teacher Wraparound Edition: C 107, 131
<ul style="list-style-type: none"> 3CH-E3. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs) 	
PO 1. Identify responsible and risky behaviors	Student Edition: 4-7, 16-17, 44, 80, 103-107, 110, 121-122, 246, 282-284 <i>Applying Health Skills</i> 44 <i>Describe</i> 29 <i>Hands-On Health</i> 26, 114, 216 <i>Health Skills Activity</i> 299 <i>Recall</i> 80 Teacher Wraparound Edition: C 44; WT 284

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 3CH-E4. Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations 	
PO 1. Identify existing prevention and management strategies regarding personal and family health	Student Edition: 80, 82-85, 132-135, 296-298, 300-304 <i>Analyze</i> 85 <i>Applying Health Skills</i> 85 <i>Health Skills Activity</i> 299 <i>Injury Prevention</i> 141 <i>Quick Write</i> 32 <i>Recall</i> 135 <i>Time Health News</i> 86 Teacher Wraparound Edition: C 85; WT 84
PO 2. Identify ways to avoid threatening situations	Student Edition: 84-85, 304 <i>Analyze</i> 85 <i>Evaluate</i> 85 <i>Photo</i> 85 <i>Time Health News</i> 88 Teacher Wraparound Edition: WT 84
<ul style="list-style-type: none"> 3CH-E5. Demonstrate strategies to manage stress 	
PO 1. Choose five ways to reduce stress	Student Edition: 45-49, 122 <i>Applying Health Skills</i> 49 <i>Figure</i> 47 <i>Health Skills Activity</i> 48 <i>Identify</i> 49 <i>Quick Write</i> 45 <i>Stress Management</i> 59 Teacher Wraparound Edition: C 49

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 3CH-E6. Perform basic safety, first aid and life saving techniques 	
PO 1. Apply basic first aid and basic life saving techniques	Student Edition: 312-317 <i>Apply</i> 317 <i>Figure</i> 313, 314, 315 <i>List</i> 317 <i>Quick Write</i> 312 Teacher Wraparound Edition: HL 315
STANDARD 4 Students analyze the influence of culture, media, technology and other factors on health.	
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> 4CH-E1. Describe health behaviors and the use of health services in different cultures and explain the factors responsible for the differences 	
PO 1. Distinguish how different cultures utilize health services	This standard can be met as an extension to teacher/class discussion of health services.
PO 2. Describe the factors responsible for the differences in health care	Student Edition: 163-167 <i>Advocacy</i> 173 <i>Reading Check</i> 167 <i>Recall</i> 167 Teacher Wraparound Edition: DSI 166; HL 165
<ul style="list-style-type: none"> 4CH-E2. Explain how messages from media and other sources influence health behaviors 	
PO 1. Identify a variety of media messages and determine how they influence your health	Student Edition: 10, 155, 229 <i>Applying Health Skills</i> 101, 111 <i>Building Health Skills</i> 168-169 <i>Evaluate</i> 311 <i>Health Skills Activity</i> 14, 34, 157 <i>Media Watch</i> 40, 63, 134, 228 Teacher Wraparound Edition: CP 22

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 4CH-E3. Describe the influence of technology on personal and family health 	
PO 1. Describe five ways that technology can hurt or improve your health	Student Edition: 10, 160-162, 275, 283 <i>Describe 11</i> <i>Figure 275</i> Teacher Wraparound Edition: TH 10
<ul style="list-style-type: none"> 4CH-E4. Describe how information from peers influences health 	
PO 1. Describe how information from peers influences health	Student Edition: 9, 76-77, 228, 257 <i>Analyze 77</i> <i>Apply 11</i> <i>Applying Health Skills 77</i> <i>Building Health Skills 24-25</i> <i>Figure 228</i> <i>List 77</i> <i>Recall 229</i> Teacher Wraparound Edition: WT 76
STANDARD 5 Students demonstrate the ability to use interpersonal skills to enhance health.	
ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> 5CH-E1. Demonstrate ways to communicate care, consideration and respect of self and others 	
PO 1. Choose five ways you can show respect for self and others	Student Edition: 6, 32-35, 36-40, 44, 75, 78-80 <i>Applying Health Skills 35</i> <i>Give Examples 35</i> <i>Hands-On Health 56</i> <i>Health Skills Activity 34</i> <i>Quick Write 32</i> Teacher Wraparound Edition: C 35, 40

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 5CH-E2. Identify the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health 	
PO 1. Identify a minimum of two reasons for conflict among young people	Student Edition: 81-82, 84 Teacher Wraparound Edition: RS 82
PO 2. Apply two ways to let the other person know that you mean "no" to something you do not want	Student Edition: 78-80, 230-231, 257 <i>Applying Health Skills</i> 259 <i>Building Health Skills</i> 234-235 <i>Evaluate</i> 233 <i>Figure</i> 231 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 79 <i>Quick Write</i> 78 <i>Time Health News</i> 236 Teacher Wraparound Edition: C 80
PO 3. Apply two things you can use to come to an agreement in a conflict and foster health	Student Edition: 82-83 <i>Applying Health Skills</i> 85 <i>Building Health Skills</i> 86-87 <i>List</i> 85 <i>Time Health News</i> 88 Teacher Wraparound Edition: HSC 83; HSP 83
<ul style="list-style-type: none"> 5CH-E3. Demonstrate strategies to manage conflict in healthy ways 	
PO 1. Determine which ways can control conflict	Student Edition: 82-83 <i>Applying Health Skills</i> 85 <i>Building Health Skills</i> 86-87 <i>List</i> 85 <i>Time Health News</i> 88 Teacher Wraparound Edition: HSC 83; HSP 83

STANDARDS	PAGE REFERENCES
PO 2. Apply five healthy ways to control conflict	<p>Student Edition: 82-83 <i>Applying Health Skills</i> 85 <i>Building Health Skills</i> 86-87 List 85 <i>Time Health News</i> 88</p> <p>Teacher Wraparound Edition: HSC 83; HSP 83</p>
<p>STANDARD 6 Students demonstrate the ability to use goal setting and decision-making skills to enhance health.</p> <p>ESSENTIALS (Grades 4-8) <i>Students know and are able to do all of the above and the following:</i></p> <ul style="list-style-type: none"> • 6CH-E1. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively 	
PO 1. Describe collaboratively the decision-making process	<p>Student Edition: 16-18 <i>Analyze</i> 19 <i>Applying Health Skills</i> 19 <i>Building Health Skills</i> 112-113, 260-261 <i>Explain</i> 19 <i>Health Skills Activity</i> 19 <i>Recall</i> 19</p> <p>Teacher Wraparound Edition: PCSH 18</p>
PO 2. List three alternatives and consequences regarding a health issue	<p>Student Edition: 5-7, 16-18, 277-280, 283 <i>Building Health Skills</i> 112-113, 260-261 <i>Evaluate</i> 281 <i>Vocabulary</i> 19</p> <p>Teacher Wraparound Edition: RS 283</p>
PO 3. Collectively choose which solution best fits the health issue	<p>Student Edition: 17-18, 44, 80, 280 <i>Applying Health Skills</i> 19 <i>Building Health Skills</i> 112-113, 260-261 <i>Media Watch</i> 17</p> <p>Teacher Wraparound Edition: HSP 283; QW 16</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others 	
<p>PO 1. Identify five (positive or negative) health behaviors that relate to adolescence</p>	<p>Student Edition: 4-7, 41, 44, 80, 227-228, 230-231, 245, 256-258, 277, 280 <i>Applying Health Skills</i> 44, 248 <i>Building Health Skills</i> 260-261, 288-289 <i>Health Skills Activity</i> 209 <i>Hypothesize</i> 7 <i>List</i> 281 Teacher Wraparound Edition: CP 6; HL 208</p>
<p>PO 2. Explain the consequences of the above health behaviors</p>	<p>Student Edition: 16, 246-248, 253-254, 277-280 <i>Evaluate</i> 281 <i>Predict</i> 255 <i>Vocabulary</i> 19, 226, 248, 255, 281 Teacher Wraparound Edition: C 255</p>
<ul style="list-style-type: none"> 6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities 	
<p>PO 1. Identify three personal health goals</p>	<p>Student Edition: 20-23, 126-131 <i>Applying Health Skills</i> 23, 131 <i>Describe</i> 23 <i>Developing Good Character</i> 22 <i>Goal Setting</i> 29 <i>Quick Write</i> 20 <i>Recall</i> 23 <i>Synthesize</i> 29 Teacher Wraparound Edition: TH 21</p>
<p>PO 2. Correlate the relationship between knowledge of health and personal selected goals</p>	<p>Student Edition: 20-23, 121-125, 126-131 <i>Apply</i> 125 <i>Applying Health Skills</i> 131 <i>Hypothesize</i> 23 Teacher Wraparound Edition: TH 21</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals 	
<p>PO 1. Develop three personal health goals</p>	<p>Student Edition: 20-23, 126-131 <i>Applying Health Skills</i> 23, 131 <i>Describe</i> 23 <i>Developing Good Character</i> 22 <i>Goal Setting</i> 29 <i>Quick Write</i> 20 <i>Recall</i> 23 <i>Synthesize</i> 29 Teacher Wraparound Edition: TH 21</p>
<p>PO 2. Design a plan to improve strengths, realize needs, and reduce health risks</p>	<p>Student Edition: 126-131, 320-321 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113, 288-289, 322-323 <i>Figure</i> 129 <i>Hands-On Health</i> 26 <i>Health Online</i> 5, 100 <i>List</i> 131 <i>Synthesize</i> 29 Teacher Wraparound Edition: C 107, 131</p>
<p>PO 3. Describe attainment of personal health goals</p>	<p>Student Edition: 23 <i>Applying Health Skills</i> 23 <i>Building Health Skills</i> 136-137, 288-289 Teacher Wraparound Edition: TT 136</p>