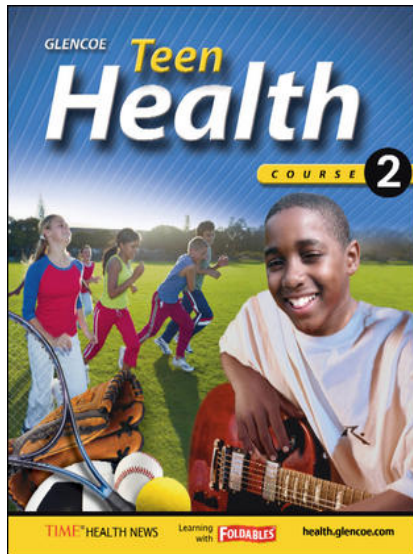




**Glencoe**

Comprehensive Health  
Education Standards  
Grades 6-8



# Teen Health

COURSE 2

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STANDARDS	PAGE REFERENCES
<p><b>STANDARD 1</b> Students comprehend concepts related to health promotion and disease prevention.</p>	
<p><b>ESSENTIALS (Grades 4-8)</b> <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> <li>• <b>1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death</b></li> </ul>	
<p>PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions</p>	<p><b>Student Edition:</b> 4-9, 10-17, 61-62, 116-119, 189-192, 418-421, 448-449, 453-454 <i>Building Health Skills</i> 394-395, 464-465 <i>Describe</i> 193, 421 <i>Developing Good Character</i> 429 <i>Health Skills Activity</i> 410, 420, 457 <i>Time Health News</i> 434 <b>Teacher Wraparound Edition:</b> C 193, 421; HL 420; WT 411</p>

STANDARDS	PAGE REFERENCES
PO 2. Illustrate the harmful effects of use of tobacco, alcohol and other drugs	<b>Student Edition:</b> 230-235, 240, 248-251, 264-271, 275, 279, 282-285, 301-302, 303-308, 312-315, 386-387 <i>Describe</i> 271, 277, 284, 309, 315 <i>Explain</i> 235, 251, 271, 315 <i>Figure</i> 233, 267 <i>Health Skills Activity</i> 309 <i>Predict</i> 281 <i>Time Health News</i> 292 <b>Teacher Wraparound Edition:</b> C 235; HL 234
<ul style="list-style-type: none"> <li>1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence</li> </ul>	
PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected	<b>Student Edition:</b> 4-9, 149-152, 153-155, 159-162, 279-281, 301-302, 366-368 <i>Explain</i> 281 <i>Health Skills Activity</i> 280, 368 <i>Quick Write</i> 149 <b>Teacher Wraparound Edition:</b> HL 145, 150
PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.	<b>Student Edition:</b> <i>Connect to Language Arts</i> 6 <i>Connect to Social Studies</i> 154 <i>Media Watch</i> 212, 246 <b>Teacher Wraparound Edition:</b> CP 246; HL 150
<ul style="list-style-type: none"> <li>1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle</li> </ul>	
PO 1. Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development	<b>Student Edition:</b> 4-9, 10-17, 19-20, 61-62, 77-83, 116-119, 189-192, 418-421, 448-449, 453-454 <i>Building Health Skills</i> 394-395, 464-465 <i>Describe</i> 193, 421 <i>Developing Good Character</i> 62, 429 <i>Health Skills Activity</i> 64, 410, 420, 457 <i>Time Health News</i> 434 <b>Teacher Wraparound Edition:</b> C 193, 421; HL 420; WT 411

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>1CH-E4. Describe how family and peers influence the health of adolescents</li> </ul>	
PO 1. Illustrate how family and peers affect the choices you make regarding health	<b>Student Edition:</b> 21, 179-181, 184-188, 242, 279, 317-318 <i>Applying Health Skills</i> 319 <i>Building Health Skills</i> 320-321 <i>Figure</i> 243, 341 <i>Health Skills Activity</i> 185 <i>Hypothesize</i> 115 <i>List</i> 115 <i>Quick Write</i> 18 <b>Teacher Wraparound Edition:</b> HL 187
<ul style="list-style-type: none"> <li>1CH-E5. Explain how environmental health and personal health are interrelated</li> </ul>	
PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people	<b>Student Edition:</b> 19-20, 146, 253, 508-512 <i>Apply</i> 457 <i>Building Health Skills</i> 518-519 <i>Name</i> 148 <b>Teacher Wraparound Edition:</b> C 512
<ul style="list-style-type: none"> <li>1CH-E6. Describe ways to reduce risks related to adolescent health problems</li> </ul>	
PO 1. Identify personal health behaviors that reduce health problems	<b>Student Edition:</b> 4-9, 10-17, 61-62, 116-119, 189-192, 418-421, 448-449, 453-454 <i>Building Health Skills</i> 394-395, 464-465 <i>Describe</i> 193, 421 <i>Developing Good Character</i> 429 <i>Health Skills Activity</i> 410, 420, 457 <i>Time Health News</i> 434 <b>Teacher Wraparound Edition:</b> C 193, 421; HL 420; WT 411

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems</li> </ul>	
<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><b>Student Edition:</b> 18-19, 21 <i>Hands On Health</i> 396 <i>Synthesize</i> 22</p> <p><b>Teacher Wraparound Edition:</b> HSC 11</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	
<p>PO 1. Classify nutrients and their uses in the body</p>	<p><b>Student Edition:</b> 104-108 <i>Connect to Science</i> 105, 114 <i>Explain</i> 110 <i>Identify</i> 110 <i>List</i> 110 <i>Photo</i> 108</p> <p><b>Teacher Wraparound Edition:</b> WT 106</p>
<p>PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness</p>	<p><b>Student Edition:</b> 111-115, 116-121, 128-130, 131-135 <i>Applying Health Skills</i> 450 <i>Connect to Science</i> 114 <i>Describe</i> 135 <i>Explain</i> 135 <i>Health Skills Activity</i> 120 <i>Vocabulary</i> 121</p> <p><b>Teacher Wraparound Edition:</b> WT 119</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 2</b> Students demonstrate the ability to access accurate health information.</p>	
<p><b>ESSENTIALS (Grades 4-8)</b> Students know and are able to do all of the above and the following:</p>	
<ul style="list-style-type: none"> <li><b>2CH-E1. Obtain and utilize accurate health resources from home, school and community</b></li> </ul>	
<p>PO 1. Apply health information from home, school and community</p>	<p><b>Student Edition:</b> 10-12, 165, 340-346 <i>Accessing Information</i> 33, 57 <i>Applying Health Skills</i> 17, 95, 162, 235, 251, 277, 281, 302, 309, 377, 412 <i>Building Health Skills</i> 432-433 <i>Connect to Language Arts</i> 6 <i>Health Skills Activity</i> 50, 120, 164, 245, 250, 268, 342, 372, 405, 425, 461 <b>Teacher Wraparound Edition:</b> HSC 11</p>
<ul style="list-style-type: none"> <li><b>2CH-E2. Describe how media influences the selection of health information and products (e.g., exercise equipment, cosmetics)</b></li> </ul>	
<p>PO 1. Illustrate how the media affects what you know about health and health products</p>	<p><b>Student Edition:</b> 11-12, 14, 22, 115, 243, 245-247, 278-279, 311 <i>Apply</i> 261 <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 136-137, 256-257 <i>Health Skills Activity</i> 21, 430, 449 <i>List</i> 22 <i>Media Watch</i> 14, 117, 246, 279, 311 <i>Quick Write</i> 242 <b>Teacher Wraparound Edition:</b> HL 21</p>
<ul style="list-style-type: none"> <li><b>2CH-E3. Compare the costs and effectiveness of health products</b></li> </ul>	
<p>PO 1. Describe similar health products' cost and effectiveness in treating health problems</p>	<p><b>Student Edition:</b> 340-344 <i>Analyze</i> 346 <i>Figure</i> 343 <i>Health Skills Activity</i> 342 <i>Quick Write</i> 340 <b>Teacher Wraparound Edition:</b> C 346; RS 343</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>2CH-E4. Describe situations requiring professional health services</li> </ul>	
PO 1. Same as concept	<b>Student Edition:</b> 163-165, 221, 255, 288, 423-425 <i>Connect to Science</i> 160 <i>Explain</i> 255 <i>Health Skills Activity</i> 164 <i>Identify</i> 165 <i>Infer</i> 165 <i>Photo</i> 220, 288 <i>Quick Write</i> 352 <b>Teacher Wraparound Edition:</b> C 165
<ul style="list-style-type: none"> <li>2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR)</li> </ul>	
PO 1. Describe a variety of emergency situations	<b>Student Edition:</b> 486-491, 493-499 <i>Explain</i> 499 <i>Give Examples</i> 499 <i>Quick Write</i> 486 <i>What I Learned</i> 492 <i>Write About It</i> 505 <b>Teacher Wraparound Edition:</b> HL 488
PO 2. List emergency resources	<b>Student Edition:</b> 494-499 <i>Figure</i> 492, 494, 495, 496 <i>Give Examples</i> 499 <i>Health Online</i> 498 <i>Health Skills Activity</i> 491 <b>Teacher Wraparound Edition:</b> HL 496

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 3</b> Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	
<p><b>ESSENTIALS (Grades 4-8)</b> <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> <li><b>3CH-E1. Explain the importance of assuming responsibility for personal health behaviors</b></li> </ul>	
<p>PO1. Illustrate examples of responsible healthy behavior</p>	<p><b>Student Edition:</b> 4-9, 10-17, 61-62, 77-83, 114-115, 116-119, 189-192, 418-421, 448-449, 453-454 <i>Building Health Skills</i> 28-29, 52-53, 166-167, 194-195, 290-291, 320-321, 356-357, 394-395, 464-465 <i>Describe</i> 193, 421 <i>Developing Good Character</i> 429 <i>Health Skills Activity</i> 410, 420, 457 <i>Time Health News</i> 434 <b>Teacher Wraparound Edition:</b> C 193, 421; HL 420; WT 411</p>
<ul style="list-style-type: none"> <li><b>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</b></li> </ul>	
<p>PO 1. Rank personal and family strengths and risks</p>	<p><b>Student Edition:</b> 18-19, 21, 385-386, 391-393 <i>Applying Health Skills</i> 387 <i>Figure</i> 9 <i>Hands On Health</i> 396 <b>Teacher Wraparound Edition:</b> HL 452</p>
<p>PO 2. Develop a plan that would improve health and reduce risks</p>	<p><b>Student Edition:</b> 77-83, 107-109, 111-115, 116-119, 448-449, 453-454 <i>Applying Health Skills</i> 9, 110, 121, 450 <i>Describe</i> 135 <i>Give Examples</i> 9 <i>Health Skills Activity</i> 193, 457 <i>Quick Write</i> 77 <b>Teacher Wraparound Edition:</b> WT 462</p>

STANDARDS	PAGE REFERENCES
PO 3. Explain plan's effectiveness	<b>Student Edition:</b> 61-62, 83 <i>Applying Health Skills</i> 9 <b>Teacher Wraparound Edition:</b> WT 462
<ul style="list-style-type: none"> <li>• <b>3CH-E3. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)</b></li> </ul>	
PO 1. Identify responsible and risky behaviors	<b>Student Edition:</b> 23-27, 48, 190-192, 391-392, 425-426 <i>Developing Good Character</i> 62, 181, 429 <i>Figure</i> 49 <i>Health Skills Activity</i> 193 <i>Identify</i> 193 <i>Quick Write</i> 189 <b>Teacher Wraparound Edition:</b> C 27, 193
<ul style="list-style-type: none"> <li>• <b>3CH-E4. Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations</b></li> </ul>	
PO 1. Identify existing prevention and management strategies regarding personal and family health	<b>Student Edition:</b> 4-9, 10-17, 61-62, 116-119, 189-192, 418-421, 448-449, 453-454 <i>Building Health Skills</i> 28-29, 52-53, 96-97, 136-137, 166-167, 194-195, 222-223, 256-257, 394-395, 464-465 <i>Describe</i> 193, 421 <i>Developing Good Character</i> 429 <i>Health Skills Activity</i> 410, 420, 457 <i>Time Health News</i> 434 <b>Teacher Wraparound Edition:</b> C 193, 421; HL 420; WT 411

STANDARDS	PAGE REFERENCES
PO 2. Identify ways to avoid threatening situations	<p><b>Student Edition:</b>  205, 211-216  <i>Apply</i> 216  <i>Describe</i> 216  <i>Developing Good Character</i> 214  <i>Explain</i> 216  <i>Figure</i> 213, 215  <i>Identify</i> 216  <i>Quick Write</i> 211</p> <p><b>Teacher Wraparound Edition:</b>  WT 214</p>
<ul style="list-style-type: none"> <li>• <b>3CH-E5. Demonstrate strategies to manage stress</b></li> </ul>	
PO 1. Choose five ways to reduce stress	<p><b>Student Edition:</b>  13, 156-158  <i>Building Health Skills</i> 166-167  <i>Connect to Science</i> 13  <i>Explain</i> 158  <i>Health Skills Activity</i> 280, 368, 391  <i>Quick Write</i> 156  <i>Stress Management</i> 171  <i>Time Health News</i> 168</p> <p><b>Teacher Wraparound Edition:</b>  WT 157</p>
<ul style="list-style-type: none"> <li>• <b>3CH-E6. Perform basic safety, first aid and life saving techniques</b></li> </ul>	
PO 1. Apply basic first aid and basic life saving techniques	<p><b>Student Edition:</b>  493-499  <i>Applying Health Skills</i> 499  <i>Describe</i> 499  <i>Explain</i> 499  <i>Figure</i> 494, 495, 496, 497  <i>Health Online</i> 498  <i>Quick Write</i> 493</p> <p><b>Teacher Wraparound Edition:</b>  HL 496</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 4</b> Students analyze the influence of culture, media, technology and other factors on health.</p>	
<p><b>ESSENTIALS (Grades 4-8)</b> <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> <li><b>4CH-E1. Describe health behaviors and the use of health services in different cultures and explain the factors responsible for the differences</b></li> </ul>	
<p>PO 1. Distinguish how different cultures utilize health services</p>	<p><b>Student Edition:</b> 21, 352-355 (can be used to help facilitate this goal) <b>Teacher Wraparound Edition:</b> CP 114</p>
<p>PO 2. Describe the factors responsible for the differences in health care</p>	<p><b>Student Edition:</b> 352-355 <i>Analyze</i> 355 <i>Apply</i> 355 <i>Give Examples</i> 355 <i>Identify</i> 355 <i>Synthesize</i> 355 <b>Teacher Wraparound Edition:</b> C 355</p>
<ul style="list-style-type: none"> <li><b>4CH-E2. Explain how messages from media and other sources influence health behaviors</b></li> </ul>	
<p>PO 1. Identify a variety of media messages and determine how they influence your health</p>	<p><b>Student Edition:</b> 11-12, 14, 22, 115, 243, 245-247, 278-279, 311 <i>Apply</i> 261 <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 136-137, 256-257 <i>Health Skills Activity</i> 21, 430, 449 <i>List</i> 22 <i>Media Watch</i> 14, 117, 246, 279, 311 <i>Quick Write</i> 242 <b>Teacher Wraparound Edition:</b> HL 21</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li><b>4CH-E3. Describe the influence of technology on personal and family health</b></li> </ul>	
PO 1. Describe five ways that technology can hurt or improve your health	<b>Student Edition:</b> 22, 449-450, 456, 508-511 <i>Developing Good Character</i> 274 <i>Time Health News</i> 502 <b>Teacher Wraparound Edition:</b> HL 454, 456
<ul style="list-style-type: none"> <li><b>4CH-E4. Describe how information from peers influences health</b></li> </ul>	
PO 1. Same as concept	<b>Student Edition:</b> 21-22, 114-115, 150, 185-188, 242, 279, 317-318 <i>Advocacy</i> 325 <i>Applying Health Skills</i> 22, 51, 83, 188 <i>Building Health Skills</i> 290-291, 320-321 <i>Comparing and Contrasting</i> 188 <i>Hands On Health</i> 322 <i>Health Skills Activity</i> 288, 430, 499 <b>Teacher Wraparound Edition:</b> HL 187
<b>STANDARD 5</b> <b>Students demonstrate the ability to use interpersonal skills to enhance health.</b>	
<b>ESSENTIALS (Grades 4-8)</b> <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> <li><b>5CH-E1. Demonstrate ways to communicate care, consideration and respect of self and others</b></li> </ul>	
PO 1. Choose five ways you can show respect for self and others	<b>Student Edition:</b> 48, 49, 151, 176, 181, 185-186 <i>Developing Good Character</i> 287 <i>Figure</i> 49 <b>Teacher Wraparound Edition:</b> HL 48

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li><b>5CH-E2. Identify the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health</b></li> </ul>	
PO 1. Identify a minimum of two reasons for conflict among young people	<b>Student Edition:</b> 202-205, 211-214 <i>Identify</i> 205 <i>List</i> 205 <i>Photo</i> 203 <b>Teacher Wraparound Edition:</b> DSI 203
PO 2. Apply two ways to let the other person know that you mean "no" to something you do not want	<b>Student Edition:</b> 16, 192, 286-287, 318 <i>Applying Health Skills</i> 27, 247, 289, 309, 351, 431, 479 <i>Building Health Skills</i> 290-291, 394-395 <i>Health Skills Activity</i> 193, 254, 319 <i>Refusal Skills</i> 199, 261 <b>Teacher Wraparound Edition:</b> WT 16
PO 3. Apply two things you can use to come to an agreement in a conflict and foster health	<b>Student Edition:</b> 16, 202-210 <i>Applying Health Skills</i> 210 <i>Building Health Skills</i> 222-223 <i>Critical Thinking</i> 227 <i>Hands On Health</i> 196 <i>Time Health News</i> 224 <b>Teacher Wraparound Edition:</b> C 210
<ul style="list-style-type: none"> <li><b>5CH-E3. Demonstrate strategies to manage conflict in healthy ways</b></li> </ul>	
PO 1. Determine which ways can control conflict	<b>Student Edition:</b> 16, 202-210 <i>Applying Health Skills</i> 210 <i>Building Health Skills</i> 222-223 <i>Critical Thinking</i> 227 <i>Hands On Health</i> 196 <i>Time Health News</i> 224 <b>Teacher Wraparound Edition:</b> C 210

STANDARDS	PAGE REFERENCES
PO 2. Apply five healthy ways to control conflict	<p><b>Student Edition:</b>  16, 202-210  <i>Applying Health Skills</i> 210  <i>Building Health Skills</i> 222-223  <i>Critical Thinking</i> 227  <i>Hands On Health</i> 196  <i>Time Health News</i> 224</p> <p><b>Teacher Wraparound Edition:</b>  C 210</p>
<p><b>STANDARD 6</b>  Students demonstrate the ability to use goal setting and decision-making skills to enhance health.</p>	
<p><b>ESSENTIALS (Grades 4-8)</b>  <i>Students know and are able to do all of the above and the following:</i></p>	
<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	
PO 1. Describe collaboratively the decision-making process	<p><b>Student Edition:</b>  36-41  <i>Applying Health Skills</i> 193, 285, 346, 474  <i>Building Health Skills</i> 356-357  <i>Health Skills Activity</i> 93, 185, 284, 299, 350, 514</p> <p><b>Teacher Wraparound Edition:</b>  C 41</p>
PO 2. List three alternatives and consequences regarding a health issue	<p><b>Student Edition:</b>  230-235, 267-271, 282-285, 303-309, 312-314, 422-426, 427-431  <i>Building Health Skills</i> 394-395  <i>Connect to Math</i> 283  <i>Explain</i> 235, 271  <i>Figure</i> 233, 267, 423  <i>Give Examples</i> 27  <i>Write About It</i> 437</p> <p><b>Teacher Wraparound Edition:</b>  HL 233</p>

STANDARDS	PAGE REFERENCES
PO 3. Collectively choose which solution best fits the health issue	<b>Student Edition:</b> 26-27, 190-192 <i>Apply</i> 27 <i>Building Health Skills</i> 28-29 <i>Explain</i> 27 <i>Health Online</i> 190 <i>Health Skills Activity</i> 193 <b>Teacher Wraparound Edition:</b> C 193; HL 26
<ul style="list-style-type: none"> <li>6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others</li> </ul>	
PO 1. Identify five (positive or negative) health behaviors that relate to adolescence	<b>Student Edition:</b> 4-9, 190-192, 230-235, 267-271, 282-285, 303-309, 312-314, 422-426, 427-431 <i>Building Health Skills</i> 394-395 <i>Connect to Math</i> 283 <i>Connect to Science</i> 5, 69, 366 <i>Explain</i> 235, 271 <i>Figure</i> 233, 267, 423 <i>Health Skills Activity</i> 69, 461 <i>Write About It</i> 437 <b>Teacher Wraparound Edition:</b> WT 192, 424
PO 2. Explain the consequences of the above health behaviors	<b>Student Edition:</b> 230-235, 267-271, 282-285, 303-309, 312-314, 422-426, 427-431 <i>Building Health Skills</i> 394-395 <i>Connect to Math</i> 283 <i>Explain</i> 235, 271 <i>Figure</i> 233, 267, 423 <i>Give Examples</i> 27 <i>Write About It</i> 437 <b>Teacher Wraparound Edition:</b> HL 233, 234, 239

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities</li> </ul>	
PO 1. Identify three personal health goals	<p><b>Student Edition:</b>            42-45  <i>Applying Health Skills</i> 9, 46, 127, 216, 255, 315, 406  <i>Building Health Skills</i> 52-53, 464-465            Figure 46  <i>Goal Setting</i> 101  <i>Health Skills Activity</i> 43  <i>Quick Write</i> 42</p> <p><b>Teacher Wraparound Edition:</b>            HL 43</p>
PO 2. Correlate the relationship between knowledge of health and personal selected goals	<p><b>Student Edition:</b>            16-17, 42-45  <i>Applying Health Skills</i> 9, 46, 127, 216, 255, 315, 406  <i>Building Health Skills</i> 52-53, 464-465            Figure 46  <i>Goal Setting</i> 101  <i>Health Skills Activity</i> 43</p> <p><b>Teacher Wraparound Edition:</b>            HL 43</p>
<ul style="list-style-type: none"> <li>6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals</li> </ul>	
PO 1. Develop three personal health goals	<p><b>Student Edition:</b>            42-45  <i>Applying Health Skills</i> 9, 46, 127, 216, 255, 315, 406  <i>Building Health Skills</i> 52-53, 464-465            Figure 46  <i>Goal Setting</i> 101  <i>Health Skills Activity</i> 43  <i>Quick Write</i> 42</p> <p><b>Teacher Wraparound Edition:</b>            HL 43</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Design a plan to improve strengths, realize needs, and reduce health risks</p>	<p><b>Student Edition:</b>  77-83, 107-109, 111-115, 116-119, 190-192, 448-449, 453-454  <i>Applying Health Skills</i> 9, 110, 121, 450  <i>Building Health Skills</i> 28-29, 52-53, 166-167, 194-195, 290-291, 320-321, 356-357, 394-395, 464-465  <i>Describe</i> 135  <i>Give Examples</i> 9  <i>Health Skills Activity</i> 193, 410, 420, 457  <i>Quick Write</i> 77  <b>Teacher Wraparound Edition:</b>  WT 462</p>
<p>PO 3. Describe attainment of personal health goals</p>	<p><b>Student Edition:</b>  44-45  <i>Figure</i> 45  <i>Self Check</i> 29, 53, 167, 195, 291, 321, 357, 395, 465  <b>Teacher Wraparound Edition:</b>  HL 43</p>