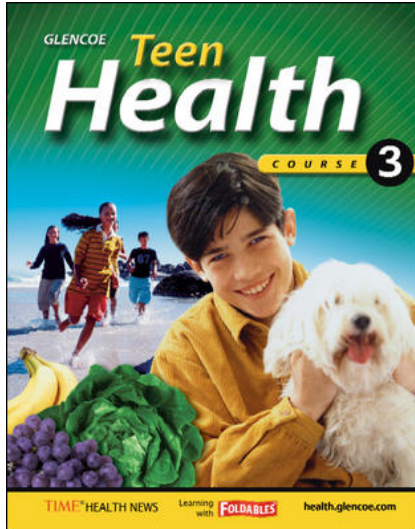




**Glencoe**

Comprehensive Health  
Education Standards  
Grades 6-8



# Teen Health

**COURSE 3**

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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> 4-7, 13-17, 118-120, 204-206, 243-246, 286-290, 311-313, 338-344, 480-482, 494-495, 509 <i>Applying Health Skills</i> 17, 163, 251, 290 <i>Building Health Skills</i> 226-227, 470-471, 568-569, 586-587 <i>Figure</i> 14, 42 <i>Hands-On Health</i> 20, 302 <i>Health Skills Activity</i> 11, 207, 516</p> <p><b>Teacher Wraparound Edition:</b> HL 15</p>

STANDARDS	PAGE REFERENCES
PO 2. Illustrate the harmful effects of use of tobacco, alcohol and other drugs	<p><b>Student Edition:</b>            282-285, 286-290, 311-313, 319-321, 336-337, 338-344, 345-351, 352-355</p> <p><i>Describe</i> 314  <i>Figure</i> 312, 339, 343, 347, 351, 353, 354  <i>Hands-On Health</i> 366  <i>Thinking Critically</i> 314, 351, 355  <i>What I Learned</i> 290, 314</p> <p><b>Teacher Wraparound Edition:</b>            HL 284, 289, 292</p>
<ul style="list-style-type: none"> <li><b>1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence</b></li> </ul>	
PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected	<p><b>Student Edition:</b>            5-6, 52-56, 57-62, 463-465</p> <p><i>Building Health Skills</i> 470-471  <i>Describe</i> 7  <i>Health Skills Activity</i> 60  <i>List</i> 7</p> <p><b>Teacher Wraparound Edition:</b>            HL 55</p>
PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.	<p><b>Student Edition:</b>  <i>Connect to Science</i> 54  <i>Hands-On Health</i> 254</p> <p><b>Teacher Wraparound Edition:</b>            TH 58</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li><b>1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle</b></li> </ul>	
<p>PO 1. Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development</p>	<p><b>Student Edition:</b>  4-7, 13-17, 118-120, 204-206, 243-246, 286-290, 311-313, 338-344, 480-482, 494-495, 509, 576-580, 581-584  <i>Applying Health Skills</i> 17, 163, 251, 290  <i>Building Health Skills</i> 226-227, 470-471, 568-569, 586-587  <i>Connect to Science</i> 577  <i>Figure</i> 14, 42  <i>Hands-On Health</i> 20, 302  <i>Health Online</i> 579  <i>Health Skills Activity</i> 11, 207, 516, 585  <i>Thinking Critically</i> 585  <i>Time Health News</i> 588  <i>Write About It</i> 591  <b>Teacher Wraparound Edition:</b>  HL 15</p>
<ul style="list-style-type: none"> <li><b>1CH-E4. Describe how family and peers influence the health of adolescents</b></li> </ul>	
<p>PO 1. Illustrate how family and peers affect the choices you make regarding health</p>	<p><b>Student Edition:</b>  12, 105, 112-114, 235, 279, 323-324  <i>Building Health Skills</i> 18-19, 122-123  <i>Figure</i> 114, 235  <i>Photo</i> 113  <i>Quick Write</i> 112  <i>Time Health News</i> 124  <i>Vocabulary</i> 107, 325  <b>Teacher Wraparound Edition:</b>  C 325</p>
<ul style="list-style-type: none"> <li><b>1CH-E5. Explain how environmental health and personal health are interrelated</b></li> </ul>	
<p>PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people</p>	<p><b>Student Edition:</b>  36-37, 54, 456, 510, 576-580  <i>Apply</i> 43  <i>Applying Health Skills</i> 580  <i>Describe</i> 510  <i>Evaluate</i> 510  <b>Teacher Wraparound Edition:</b>  C 580; HL 577</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li><b>1CH-E6. Describe ways to reduce risks related to adolescent health problems</b></li> </ul>	
PO 1. Identify personal health behaviors that reduce health problems	<p><b>Student Edition:</b>            4-7, 13-17, 118-120, 204-206, 243-246, 286-290, 311-313, 338-344, 456, 480-482, 494-495, 509  <i>Applying Health Skills</i> 17, 163, 251, 290  <i>Building Health Skills</i> 226-227, 470-471, 568-569, 586-587  <i>Figure</i> 14, 42  <i>Hands-On Health</i> 20, 302  <i>Health Skills Activity</i> 11, 207, 516</p> <p><b>Teacher Wraparound Edition:</b>            HL 15</p>
<ul style="list-style-type: none"> <li><b>1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems</b></li> </ul>	
PO 1. Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life	<p><b>Student Edition:</b>            455-456, 513, 515  <i>Applying Health Skills</i> 417  <i>Health Skills Activity</i> 457, 516</p> <p><b>Teacher Wraparound Edition:</b>            DSI 457</p>
<ul style="list-style-type: none"> <li><b>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</b></li> </ul>	
PO 1. Classify nutrients and their uses in the body	<p><b>Student Edition:</b>            234-235, 236-237, 238-242  <i>Analyze</i> 237  <i>Figure</i> 241  <i>Hypothesize</i> 242  <i>List</i> 242  <i>Recall</i> 237</p> <p><b>Teacher Wraparound Edition:</b>            WT 240</p>
PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness	<p><b>Student Edition:</b>            244-246, 248-251, 260-265  <i>Applying Health Skills</i> 251  <i>Building Health Skills</i> 252-253, 270-271  <i>Describe</i> 265  <i>Identify</i> 265</p> <p><b>Teacher Wraparound Edition:</b>            PCSH 262</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 2</b>  <b>Students demonstrate the ability to access accurate health information.</b></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>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>  41, 245-246  <i>Accessing Information</i> 23, 275  <i>Applying Health Skills</i> 85, 139, 187, 214, 237, 247, 441, 454, 510, 516, 549, 580  <i>Building Health Skills</i> 396-397, 442-443  <i>Figure</i> 246  <b>Teacher Wraparound Edition:</b>  TH 41</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>  41, 177, 261, 324, 380  <i>Applying Health Skills</i> 158  <i>Figure</i> 41  <i>Health Skills Activity</i> 380, 520  <i>Media Watch</i> 5, 113, 205, 240, 324, 335, 348, 374  <i>Time Health News</i> 272  <b>Teacher Wraparound Edition:</b>  CP 324</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>  379-381, 388-391  <i>Building Health Skills</i> 396-397  <i>Connect to Math</i> 381  <i>Health Skills Activity</i> 380  <i>Photo</i> 379  <i>Thinking Critically</i> 382  <i>What I Learned</i> 382  <b>Teacher Wraparound Edition:</b>  TH 381</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li><b>2CH-E4. Describe situations requiring professional health services</b></li> </ul>	
PO 1. Same as concept	<p><b>Student Edition:</b>            90-93, 138-139, 180, 182, 185, 193-195, 317, 356-359  <i>Applying Health Skills</i> 195  <i>Decision Making</i> 99  <i>Health Online</i> 139  <i>Identify</i> 93  <i>Photo</i> 91</p> <p><b>Teacher Wraparound Edition:</b>            TH 83</p>
<ul style="list-style-type: none"> <li><b>2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR)</b></li> </ul>	
PO 1. Describe a variety of emergency situations	<p><b>Student Edition:</b>            550-552, 558-562, 563-567  <i>Identify</i> 553  <i>Name</i> 562  <i>Quick Write</i> 563</p> <p><b>Teacher Wraparound Edition:</b>            DSI 551; WT 559</p>
PO 2. List emergency resources	<p><b>Student Edition:</b>  <i>Applying Health Skills</i> 553, 567  <i>Describe</i> 553  <i>Developing Good Character</i> 556  <i>Figure</i> 555, 566  <i>Hands-On Health</i> 570  <i>Health Skills Activity</i> 553</p> <p><b>Teacher Wraparound Edition:</b>            C 557; HL 560; TH 556</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 3</b>  <b>Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b></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>PO 1. Illustrate examples of responsible healthy behavior.</p>	<p><b>Student Edition:</b>  4-7, 13-17, 118-120, 204-206, 243-246, 286-290, 311-313, 338-344, 480-482, 494-495, 509  <i>Applying Health Skills</i> 17, 163, 251, 290  <i>Building Health Skills</i> 226-227, 470-471, 568-569, 586-587  <i>Figure</i> 14, 42  <i>Hands-On Health</i> 20, 302  <i>Health Skills Activity</i> 11, 207, 516  <b>Teacher Wraparound Edition:</b>  HL 15</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>  13-17, 55, 455-456, 513, 515  <i>Applying Health Skills</i> 417  <i>Hands-On Health</i> 20  <i>Health Skills Activity</i> 457, 516  <b>Teacher Wraparound Edition:</b>  DSI 457</p>

STANDARDS	PAGE REFERENCES
PO 2. Develop a plan that would improve health and reduce risks	<p><b>Student Edition:</b>            4-7, 13-17, 118-120, 204-206, 243-246, 286-290, 311-313, 338-344, 480-482, 494-495, 509, 576-580, 581-584</p> <p><i>Applying Health Skills</i> 17, 163, 251, 290  <i>Building Health Skills</i> 226-227, 470-471, 568-569, 586-587  <i>Connect to Science</i> 577  <i>Figure 14</i>, 42  <i>Hands-On Health</i> 20, 302  <i>Health Online</i> 579  <i>Health Skills Activity</i> 11, 207, 516, 585  <i>Thinking Critically</i> 585  <i>Time Health News</i> 588  <i>Write About It</i> 591</p> <p><b>Teacher Wraparound Edition:</b>            HL 15</p>
PO 3. Explain plan's effectiveness	<p><b>Student Edition:</b>            204-206  <i>Health Skills Activity</i> 207</p> <p><b>Teacher Wraparound Edition:</b>            WT 467</p>
<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	<p><b>Student Edition:</b>            13-17, 35, 118-121, 136-137, 143-144, 311-313, 338-344, 352-355, 492, 494-495, 540-544, 545-549</p> <p><i>Apply</i> 17, 139  <i>Applying Health Skills</i> 7  <i>Developing Good Character</i> 9  <i>Identify</i> 355  <i>Photo</i> 136  <i>Quick Write</i> 13</p> <p><b>Teacher Wraparound Edition:</b>            CP 16; WT 137</p>

STANDARDS	PAGE REFERENCES
<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> 118-121, 222-223, 480-482, 494-495 <i>Analyze</i> 482 <i>Applying Health Skills</i> 225 <i>Building Health Skills</i> 226-227, 500-501 <i>Hands-On Health</i> 502 <i>Health Skills Activity</i> 481 <b>Teacher Wraparound Edition:</b> HL 481
PO 2. Identify ways to avoid threatening situations	<b>Student Edition:</b> 176-179, 180-183, 184-187 <i>Building Health Skills</i> 196-197 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 186 <i>List</i> 183 <b>Teacher Wraparound Edition:</b> WT 177
<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	<b>Student Edition:</b> 63-68 <i>Apply</i> 68 <i>Applying Health Skills</i> 68 <i>Building Health Skills</i> 72-73 <i>Connect to Science</i> 64 <i>Health Skills Activity</i> 66, 161, 464 <i>Stress Management</i> 77, 464 <i>Time News Health</i> 74 <b>Teacher Wraparound Edition:</b> C 68

STANDARDS	PAGE REFERENCES
<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	<b>Student Edition:</b> 554-557, 558-562, 563-567 <i>Analyze</i> 557, 562 <i>Apply</i> 567 <i>Applying Health Skills</i> 562 <i>Developing Good Character</i> 556 <i>Figure</i> 555, 560, 564, 566 <i>Hands-On Health</i> 570 <i>List</i> 557 <b>Teacher Wraparound Edition:</b> C 557, 567
<b>STANDARD 4</b> <b>Students analyze the influence of culture, media, technology and other factors on 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>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>	
PO 1. Distinguish how different cultures utilize health services	<b>Teacher Wraparound Edition:</b> CP 92
PO 2. Describe the factors responsible for the differences in health care	<b>Student Edition:</b> 388-391, 392-395 <i>Analyze</i> 395 <i>Evaluate</i> 391 <i>List</i> 391 <b>Teacher Wraparound Edition:</b> C 391
<ul style="list-style-type: none"> <li><b>4CH-E2. Explain how messages from media and other sources influence health behaviors</b></li> </ul>	
PO 1. Identify a variety of media messages and determine how they influence your health	<b>Student Edition:</b> 41, 177, 261, 324, 380 <i>Applying Health Skills</i> 158 <i>Figure</i> 41 <i>Health Skills Activity</i> 380, 520 <i>Media Watch</i> 5, 113, 205, 240, 324, 335, 348, 374 <i>Time Health News</i> 272 <b>Teacher Wraparound Edition:</b> CP 324

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> 514, 519-520 <i>Building Health Skills</i> 396-397 <i>Connect to Science</i> 235, 425, 578 <i>Give Examples</i> 521 <b>Teacher Wraparound Edition:</b> TH 83, 514, 520
<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> 12, 105, 112-114, 279, 323 <i>Building Health Skills</i> 18-19, 122-123 <i>Figure</i> 114 <i>Photo</i> 113 <i>Quick Write</i> 112 <i>Time Health News</i> 124 <i>Vocabulary</i> 107, 325 <b>Teacher Wraparound Edition:</b> HL 114; WT 115
<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> 34, 132, 163 <i>Applying Health Skills</i> 133 <i>Developing Good Character</i> 34, 467 <i>Health Skills Activity</i> 133 <b>Teacher Wraparound Edition:</b> HSC 132

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> 159-162, 184-187 <i>Evaluate</i> 163 <i>Recall</i> 163, 187 <i>Synthesize</i> 163 <i>Time Health News</i> 170 <b>Teacher Wraparound Edition:</b> HL 160
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> 115-116, 361 <i>Building Health Skills</i> 44-45, 364-365 <i>Health Online</i> 12 <i>Health Skills Activity</i> 117, 280, 298 <i>Quick Write</i> 323 <i>Reading Check</i> 361 <i>Refusal Skills</i> 127, 305 <i>Time Health News</i> 124 <b>Teacher Wraparound Edition:</b> TH 116
PO 3. Apply two things you can use to come to an agreement in a conflict and foster health	<b>Student Edition:</b> 40, 162-163, 164-167 <i>Applying Health Skills</i> 167 <i>Building Health Skills</i> 168-169 <i>Developing Good Character</i> 160 <i>Figure</i> 166, 167 <i>Health Skills Activity</i> 161 <i>List</i> 163 <i>Photo</i> 160, 162 <i>Quick Write</i> 167 <i>Thinking Critically</i> 167 <b>Teacher Wraparound Edition:</b> C 167

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>5CH-E3. Demonstrate strategies to manage conflict in healthy ways</li> </ul>	
PO 1. Determine which ways can control conflict	<p><b>Student Edition:</b>            40, 162-163, 164-167  <i>Applying Health Skills</i> 167  <i>Building Health Skills</i> 168-169  <i>Developing Good Character</i> 160  <i>Figure</i> 166, 167  <i>Health Skills Activity</i> 161  <i>List</i> 163  <i>Photo</i> 160, 162  <i>Quick Write</i> 167  <i>Thinking Critically</i> 167</p> <p><b>Teacher Wraparound Edition:</b>            C 167</p>
PO 2. Apply five healthy ways to control conflict	<p><b>Student Edition:</b>            40, 162-163, 164-167  <i>Applying Health Skills</i> 167  <i>Building Health Skills</i> 168-169  <i>Developing Good Character</i> 160  <i>Figure</i> 166, 167  <i>Health Skills Activity</i> 161  <i>List</i> 163  <i>Photo</i> 160, 162  <i>Quick Write</i> 167  <i>Thinking Critically</i> 167</p> <p><b>Teacher Wraparound Edition:</b>            C 167</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 6</b>  <b>Students demonstrate the ability to use goal setting and decision-making skills to enhance health.</b></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>	
<p>PO 1. Describe collaboratively the decision-making process</p>	<p><b>Student Edition:</b>  26-28  <i>Apply</i> 49, 281  <i>Applying Health Skills</i> 31, 359  <i>Building Health Skills</i> 196-197, 300-301  <i>Decision Making</i> 49, 305, 331  <i>Developing Good Character</i> 28  <i>Hands-On Health</i> 302  <i>Photo</i> 27  <i>Quick Write</i> 26  <i>Recall</i> 31  <b>Teacher Wraparound Edition:</b>  C 31</p>
<p>PO 2. List three alternatives and consequences regarding a health issue</p>	<p><b>Student Edition:</b>  145, 282-285, 286-290, 311-313, 319-321, 336-337, 338-344, 345-351, 352-355, 492-495, 496-499, 509  <i>Decision Making</i> 151  <i>Describe</i> 314  <i>Figure</i> 312, 339, 343, 347, 351, 353, 354  <i>Hands-On Health</i> 366  <i>List</i> 310  <b>Teacher Wraparound Edition:</b>  HL 284, 289, 494</p>

STANDARDS	PAGE REFERENCES
PO 3. Collectively choose which solution best fits the health issue	<p><b>Student Edition:</b>            66-68, 70-71, 87-89, 90-93, 162-163, 164-167, 184-187  <i>Applying Health Skills</i> 68, 71, 163, 167  <i>Building Health Skills</i> 168-169  <i>Explain</i> 71  <i>Health Skills Activity</i> 60, 66, 88, 186  <i>List</i> 163, 187</p> <p><b>Teacher Wraparound Edition:</b>            HL 119</p>
<ul style="list-style-type: none"> <li><b>6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others</b></li> </ul>	
PO 1. Identify five (positive or negative) health behaviors that relate to adolescence	<p><b>Student Edition:</b>            8-12, 15-17, 119-121, 261-265, 266-268, 373-378, 441, 492-495  <i>Apply</i> 441  <i>Applying Health Skills</i> 269, 441  <i>Explain</i> 17  <i>Hands-On Health</i> 20  <i>Health Skills Activity</i> 11, 407, 426, 430  <i>Photo</i> 431</p> <p><b>Teacher Wraparound Edition:</b>            HL 15</p>
PO 2. Explain the consequences of the above health behaviors	<p><b>Student Edition:</b>            145, 282-285, 286-290, 311-313, 319-321, 336-337, 338-344, 345-351, 352-355, 492-495, 496-499, 509  <i>Decision Making</i> 151  <i>Describe</i> 314  <i>Figure</i> 312, 339, 343, 347, 351, 353, 354  <i>Hands-On Health</i> 366  <i>List</i> 310</p> <p><b>Teacher Wraparound Edition:</b>            HL 284, 289, 494</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li><b>6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities</b></li> </ul>	
PO 1. Identify three personal health goals	<p><b>Student Edition:</b>            29-30, 215  <i>Applying Health Skills</i> 121, 145, 220, 299, 351, 432, 469, 499, 557, 585  <i>Building Health Skills</i> 122-123, 252-253, 326-327, 500-501, 532-533  <i>Figure</i> 216  <i>Goal Setting</i> 231  <i>Time Health News</i> 228</p> <p><b>Teacher Wraparound Edition:</b>            C 31</p>
PO 2. Correlate the relationship between knowledge of health and personal selected goals	<p><b>Student Edition:</b>            26-27, 54  <i>Applying Health Skills</i> 121, 145, 220, 299, 351, 432, 469, 499, 557, 585</p> <p><b>Teacher Wraparound Edition:</b>            C 31; PCSH 29</p>
<ul style="list-style-type: none"> <li><b>6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals</b></li> </ul>	
PO 1. Develop three personal health goals	<p><b>Student Edition:</b>            29-30, 215-220  <i>Applying Health Skills</i> 121, 145, 220, 299, 351, 432, 469, 499, 557, 585  <i>Building Health Skills</i> 122-123, 252-253, 326-327, 500-501, 532-533  <i>Figure</i> 216  <i>Goal Setting</i> 231  <i>Time Health News</i> 228</p> <p><b>Teacher Wraparound Edition:</b>            C 31</p>

STANDARDS	PAGE REFERENCES
PO 2. Design a plan to improve strengths, realize needs, and reduce health risks	<p><b>Student Edition:</b>            4-7, 13-17, 118-120, 204-206, 243-246, 286-290, 311-313, 338-344, 480-482, 494-495, 509, 576-580, 581-584</p> <p><i>Applying Health Skills</i> 17, 163, 251, 290  <i>Building Health Skills</i> 226-227, 470-471, 568-569, 586-587  <i>Connect to Science</i> 577  <i>Figure 14</i>, 42  <i>Hands-On Health</i> 20, 302  <i>Health Online</i> 579  <i>Health Skills Activity</i> 11, 207, 516, 585  <i>Thinking Critically</i> 585  <i>Time Health News</i> 588  <i>Write About It</i> 591</p> <p><b>Teacher Wraparound Edition:</b>            HL 15</p>
PO 3. Describe attainment of personal health goals	<p><b>Student Edition:</b>            30  <i>Hypothesize</i> 31  <i>Identify</i> 31  <i>Self-Check</i> 19, 45, 73, 95, 123, 147, 169, 196, 227, 253, 271, 301, 327</p> <p><b>Teacher Wraparound Edition:</b>            C 31</p>