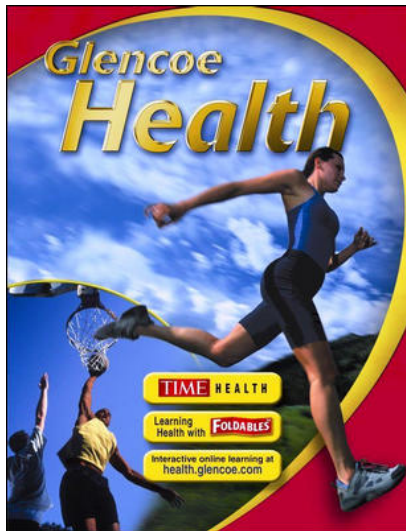




**Glencoe**

Responsible Healthy Lifestyles  
Health Education  
Level 9-12

Utah



# Glencoe Health

© 2007

STANDARDS	PAGE REFERENCES
<b>CORE STANDARDS OF THE COURSE</b>	
<b>Health Self</b>	
<b>Standard 1: Students develop skills and processes that contribute to the development of a healthy self.</b>	
Objective 1: Determine the influence of <b>behavioral choices</b> on mental, social, emotional, physical, and spiritual <b>health</b> . *TK and PD	
a. Explain Maslow's Hierarchy of Needs and resources available to support those needs.	<b>Student Edition:</b> 172-174 <i>Applying Health Skills</i> 177 <i>Writing Critically</i> 195 #1 <b>Teacher Wraparound Edition:</b> D 172; MA 172
b. Analyze the positive and negative effects of environmental factors on mental health.	<b>Student Edition:</b> 175, 225-227, 275-276, 286-289 <i>Thinking Critically</i> 279 #5 <b>Teacher Wraparound Edition:</b> C 279; Ex 226

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
c. Identify the healthy and unhealthy uses of defense mechanisms in daily life.	<p><b>Student Edition:</b>  189, 259-260, 304-305, 336-337  <i>Figure 7.4</i> 190  <i>Hands-On Health</i> 191  <i>Reviewing Facts and Vocabulary</i> 191 #2  <i>Time Health</i> 268</p> <p><b>Teacher Wraparound Edition:</b>  CT 189; D 305; MR 189</p>
d. Describe common mental disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.	<p><b>Student Edition:</b>  210-213, 224-229  <i>Health Skills Application</i> 243 #1  <i>Recalling the Facts</i> 244 #1-3  <i>Time Health</i> 242</p> <p><b>Teacher Wraparound Edition:</b>  CL 225; MA 226; VL 227</p>
e. Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.	<p><b>Student Edition:</b>  178-183, 184, 214-216, 293, 517-519  <i>Real-Life Application</i> 217  <i>Thinking Critically</i> 217 #5</p> <p><b>Teacher Wraparound Edition:</b>  D 215; RC 215</p>
<b>Objective 2: Demonstrate positive strategies for managing stress. *PD</b>	
a. Identify situations or circumstances that cause stress.	<p><b>Student Edition:</b>  198-199  <i>Reviewing Facts and Vocabulary</i> 204 #1</p> <p><b>Teacher Wraparound Edition:</b>  A 199; D 199; HC 203</p>
b. Evaluate personal responses to stressful situations.	<p><b>Student Edition:</b>  31, 199-204, 205-209  <i>Applying Health Skills</i> 32, 285, 497  <i>Hands-On Health</i> 449  <i>Writing Critically</i> 221 #1</p> <p><b>Teacher Wraparound Edition:</b>  CL 208; CLA 201; Di 201; En 204; HC 203; HL 202; MA 190; SW 199, 208; WT 216</p>

STANDARDS	PAGE REFERENCES
c. Develop a variety of healthy ways to reduce or prevent stress.	<p><b>Student Edition:</b>  31, 199-204, 205-209  <i>Applying Health Skills</i> 32, 285, 497  <i>Hands-On Health</i> 449  <i>Writing Critically</i> 221 #1</p> <p><b>Teacher Wraparound Edition:</b>  CL 208; CLA 201; Di 201; En 204; HC 203; HL 202;  MA 190; SW 199, 208; WT 216</p>
d. Design a time-management plan for stress prevention or reduction.	<p><b>Student Edition:</b>  <i>Career Corner</i> 219  <i>Hands-On Health</i> 207  <i>Thinking Critically</i> 209 #5</p>
<b>Objective 3: Analyze the grieving process.</b>	
a. Identify emotions or reactions associated with grief.	<p><b>Student Edition:</b>  238-239, 281-283  <i>Did You Know?</i> 240  <i>Reviewing Facts and Vocabulary</i> 241 #1  <i>Thinking Critically</i> 241 #5</p> <p><b>Teacher Wraparound Edition:</b>  MA 239</p>
b. Determine a variety of healthy ways to express or process these emotions.	<p><b>Student Edition:</b>  170-177, 178-183, 184-187, 188-191, 239-241,  282, 284-285</p> <p><b>Teacher Wraparound Edition:</b>  CC 240; Di 189; DW 176; HM 239; SW 185</p>
c. Determine the role family, friends, schools, and communities can play in helping individuals with grief.	<p><b>Student Edition:</b>  234-237, 241, 293  <i>Applying Health Skills</i> 241  <i>Hands-On Health</i> 240  <i>Parent Involvement</i> 243  <i>School and Community</i> 243</p> <p><b>Teacher Wraparound Edition:</b>  A 239; CC 240; MA 239</p>

STANDARDS	PAGE REFERENCES
<b>Objective 4: Develop a decision-making process to resolve a dilemma.</b>	
a. Determine the influence of values, dreams, and goals on the decision-making process.	<b>Student Edition:</b> 33-36, 37-41, 181, 215-216, 276, 306, 519, 527 <b>Teacher Wraparound Edition:</b> MA 35; RLA 180; SW 38
b. Predict the short- and long-term effects of risks.	<b>Student Edition:</b> 17-21, 320-322, 540-545, 562-567, 568-573, 592-597, 599-600, 605-610 <b>Teacher Wraparound Edition:</b> GS 320; MA 19
c. Evaluate the effects of media on perceptions and decisions.	<b>Student Edition:</b> 15-16, 49, 113, 151 <i>Applying Health Skills</i> 113 <i>Eye on the Media</i> 73 <i>Health Skills Application</i> 139 #1 <i>Time Health</i> 68 <i>Writing Critically</i> 71 #1 <b>Teacher Wraparound Edition:</b> CLA 212, 305, 343; MA 50; MR 62
d. Identify steps in decision making.	<b>Student Edition:</b> 33-34 <i>Applying Health Skills</i> 36, 150, 204 <i>Health Skills Activity</i> 56, 155, 232, 407, 522, 686 <i>Health Skills Application</i> 43 #2, 297 #4, 557 #1 <b>Teacher Wraparound Edition:</b> CI 323; VL 34
e. Weigh ethical implications of decisions.	<b>Student Edition:</b> 33-34 <i>Applying Health Skills</i> 36, 150, 204 <i>Health Skills Activity</i> 56, 155, 232, 407, 522, 686 <i>Health Skills Application</i> 43 #2, 297 #4, 557 #1 <b>Teacher Wraparound Edition:</b> CI 323; VL 34

STANDARDS	PAGE REFERENCES
<b>Substance Abuse Prevention</b>	
<b>Standard 2: Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.</b>	
<b>Objective 1: Determine the individual and societal implications of drug use and non-use. *PD and TK</b>	
a. Identify consequences of illegal and legal/age-restricted drug use.	<b>Student Edition:</b> 589, 591, 592-597, 598-602, 603-610 <i>Recalling the Facts</i> 618 #4, 5 <b>Teacher Wraparound Edition:</b> Ac 594; MA 595, 606; RC 596
b. Identify some common antagonistic and synergistic effects of drug interactions.	<b>Student Edition:</b> 589 <i>Recalling the Facts</i> 618 #2 <b>Teacher Wraparound Edition:</b> HL 589
c. Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.	<b>Student Edition:</b> 540-545, 552, 562-567, 568-573, 578, 594-596, 600, 602, 610 <i>Quick Write</i> 592 <i>Writing Critically</i> 619 #4 <b>Teacher Wraparound Edition:</b> A 596; Di 609; MA 595, 608; RC 606
d. Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.	<b>Student Edition:</b> 494-495, 552, 575-578, 596-597 <i>Did You Know?</i> 494 <i>Health Skills Application</i> 509 #2 <i>Thinking Critically</i> 579 #4 <b>Teacher Wraparound Edition:</b> CLA 20; CT 496, 575; D 552; HL 502; MA 494, 552
e. Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.	<b>Student Edition:</b> 94-95, 119-121, 161, 493, 586-591 <i>Eye on the Media</i> 585 <b>Teacher Wraparound Edition:</b> D 95, 119; HC 564; HL 589; MA 95, 565, 604

STANDARDS	PAGE REFERENCES
<p>f. Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance use.</p>	<p><b>Student Edition:</b>            546-550, 551-555, 566-567, 611-613  <i>Hands-On Health</i> 572, 607  <i>Parent Involvement</i> 581  <i>Real-Life Application</i> 564  <i>Time Health</i> 556, 580</p> <p><b>Teacher Wraparound Edition:</b>            C 567; CT 548, 612; Di 547; En 550, 555, 615;            SL 614</p>
<p><b>Objective 2: Analyze the impact an individual could have in promoting substance abuse prevention, intervention, and treatment. *PD</b></p>	
<p>a. List a variety of activities that could be positive alternatives to substance abuse.</p>	<p><b>Student Edition:</b>            546-550, 551-555, 611-615  <i>Health Skills Activity</i> 566  <i>Health Skills Application</i> 557 #2, 617 #3  <i>Parent Involvement</i> 581  <i>Thinking Critically</i> 610, 615  <i>Time Health</i> 556, 580</p> <p><b>Teacher Wraparound Edition:</b>            CT 548, 612; Di 547; En 550, 555, 615; SL 614</p>
<p>b. Determine ways in which all peers can help with prevention and intervention of substance abuse.</p>	<p><b>Student Edition:</b>            546-550, 551-555, 611-615  <i>Health Skills Activity</i> 566  <i>Health Skills Application</i> 557 #2, 617 #3  <i>Parent Involvement</i> 581  <i>Thinking Critically</i> 610, 615  <i>Time Health</i> 556, 580</p> <p><b>Teacher Wraparound Edition:</b>            CT 548, 612; Di 547; En 550, 555, 615; SL 614</p>
<p>c. Identify benefits of a strong support system.</p>	<p><b>Student Edition:</b>            181, 275-277, 293, 303-306, 517  <i>School and Community</i> 581  <i>Time Health</i> 268</p> <p><b>Teacher Wraparound Edition:</b>            C 279</p>

STANDARDS	PAGE REFERENCES
<p>d. Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.</p>	<p><b>Student Edition:</b>  234-237, 550, 577-578, 614-615  <i>Figure 22.4 579</i>  <i>Health Skills Application 557</i>  <i>Real-Life Application 549</i>  <i>School and Community 581</i></p> <p><b>Teacher Wraparound Edition:</b>  CL 613; CLA 548; CT 548; HL 576</p>
<p>e. Compile a list of community/agency resources available to support individuals impacted by substance abuse.</p>	<p><b>Student Edition:</b>  234-237, 550, 577-578, 614-615  <i>Figure 22.4 579</i>  <i>Health Skills Application 557 #2</i>  <i>Recalling the Facts 582 #12</i>  <i>School and Community 581</i></p> <p><b>Teacher Wraparound Edition:</b>  CL 613; CLA 548; CT 548; HL 576</p>
<p><b>Human Development and Relationships</b></p>	
<p><b>Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.</b></p>	
<p><b>Objective 1: Analyze the influence of differing cultural and societal norms regarding gender roles on behavior, dreams, and goals.</b></p>	
<p>a. Predict how an individual's beliefs regarding gender roles may influence behavior, dreams and goals.</p>	<p><b>Student Edition:</b>  260, 305</p> <p><b>Teacher Wraparound Edition:</b>  CLA 476</p>
<p>b. Identify factors that influence beliefs about gender roles; e.g., age, media, media representation, culture, societal norms.</p>	<p>The following pages can be used to meet this standard.</p> <p><b>Student Edition:</b>  260, 305</p> <p><b>Teacher Wraparound Edition:</b>  CLA 476</p>
<p>c. Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.</p>	<p>The following pages can be used to meet this standard.</p> <p><b>Student Edition:</b>  260, 305</p>

STANDARDS	PAGE REFERENCES
<b>Objective 2: Develop skills that contribute to healthy, dynamic relationships.</b>	
<p>a. Identify characteristics necessary for healthy relationships; e.g., empathy, confidence, trust, individual rights and responsibilities.</p>	<p><b>Student Edition:</b>            28-32, 248-252, 254-261, 278-279, 294-295, 302-306  <i>Figure 10.1</i> 252  <i>Hands-On Health</i> 258  <i>Health Skills Application</i> 297 #1  <i>Real-Life Application</i> 253  <i>Writing Critically</i> 299 #2  <b>Teacher Wraparound Edition:</b>            D 251; HL 249, 284; VL 251</p>
<p>b. Identify skills necessary for healthy relationships; e.g., communication, listening goal-setting.</p>	<p><b>Student Edition:</b>            254-261, 278-279  <i>Health Skills Application</i> 297 #1, 2  <i>Time Health</i> 296  <i>Writing Critically</i> 299 #2  <b>Teacher Wraparound Edition:</b>            CT 278; HL 260</p>
<p>c. Generate ways to open discussions with parents/guardians.</p>	<p><b>Student Edition:</b>            278-279, 294-295  <i>Hands-On Health</i> 277  <i>Health Skills Application</i> 297 #1  <i>Time Health</i> 296  <i>Writing Critically</i> 299 #2  <b>Teacher Wraparound Edition:</b>            MA 296</p>
<p>d. Identify the role of grief and loss in relationships.</p>	<p><b>Student Edition:</b>            238-241, 280-285, 293  <i>Recalling the Facts</i> 24 #12  <b>Teacher Wraparound Edition:</b>            MA 239</p>
<p>e. Develop ways to accept, manage, and/or adapt to changes in relationships.</p>	<p><b>Student Edition:</b>            248-253, 254-261, 262-264, 274-279, 280-285, 302-306, 313-317, 517  <i>Time Health</i> 268, 296  <b>Teacher Wraparound Edition:</b>            CCA 283; CI 282; CLA 259; CT 250; Di 250; HL 284; MA 281</p>

STANDARDS	PAGE REFERENCES
<p><b>Objective 3: Demonstrate the skills needed to manage unhealthy or dangerous relationships or situations.</b></p>	
<p>a. Identify unhealthy behaviors; e.g. coercion, selfishness, obsessions, neediness, control, manipulation, apathy, aggression.</p>	<p><b>Student Edition:</b>            255, 260, 308, 312, 336  <i>Figure 12.1</i> 309  <i>Health Skills Activity</i> 259  <i>Thinking Critically</i> 312 #4  <i>Time Health</i> 354  <b>Teacher Wraparound Edition:</b>            CL 308; CLA 311</p>
<p>b. Predict the possible consequences when there is a wide disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.</p>	<p>The following page references can be used for a discussion targeting this standard.  <b>Student Edition:</b>            316-317, 524-526  <i>Health Minute</i> 317</p>
<p>c. Identify behaviors that lead to sexual harassment and/or aggression.</p>	<p><b>Student Edition:</b>            316-317, 336, 337-338, 345-346, 348-351  <i>After You Read</i> 347  <i>Thinking Critically</i> 340 #1  <i>Time Health</i> 354  <b>Teacher Wraparound Edition:</b>            En 340; MR 346; RC 336</p>
<p>d. Develop strategies for managing sexual harassment/aggression in self and others.</p>	<p><b>Student Edition:</b>            330-334, 336, 338, 345-346, 352  <i>Applying Health Skills</i> 353  <i>Health Skills Application</i> 355 #2  <b>Teacher Wraparound Edition:</b>            RC 336</p>
<p>e. Identify people, resources, and services that may help with personal or relationship issues.</p>	<p><b>Student Edition:</b>            234-237, 291-295, 338-340  <i>Career Corner</i> 297  <b>Teacher Wraparound Edition:</b>            DW 235; HL 293; RC 294; SW 294</p>

STANDARDS	PAGE REFERENCES
<p>Objective 4: Predict how responsibilities related to <b>sexual development</b> and health maintenance change <b>throughout the lifecycle</b>. *TK</p>	
<p>a. Explain reproductive anatomy and physiology of females and males.</p>	<p><b>Student Edition:</b> 468-473, 474-479 <i>Recalling the Facts</i> 482 #2 <i>Time Health</i> 480 <b>Teacher Wraparound Edition:</b> Ac 470; D 476; Ex 475</p>
<p>b. Identify the benefits of sexual abstinence.</p>	<p><b>Student Edition:</b> 20-21, 318-323, 471, 476, 651, 667 <i>Hands-On Health</i> 650 <i>Health Skills Application</i> 325 #4 <i>Real-Life Application</i> 321 <i>Thinking Critically</i> 473 #5 <i>Writing Critically</i> 327 #2 <b>Teacher Wraparound Edition:</b> CLA 656; CT 319; Di 476; En 21; ER 648; SL 321</p>
<p>c. Describe how sexual abstinence contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.</p>	<p><b>Student Edition:</b> 20-21, 318-323, 471, 476, 651, 667 <i>Hands-On Health</i> 650 <i>Health Skills Application</i> 325 #4 <i>Real-Life Application</i> 321 <i>Thinking Critically</i> 473 #5 <i>Writing Critically</i> 327 #2 <b>Teacher Wraparound Edition:</b> CLA 656; CT 319; Di 476; En 21; ER 648; SL 321</p>
<p>d. Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence, disease prevention, contraception/condom use. (Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)</p>	<p><b>Student Edition:</b> 20-21, 318-323, 471, 476, 651, 667 <i>Hands-On Health</i> 650 <i>Health Skills Application</i> 325 #4 <i>Real-Life Application</i> 321 <i>Thinking Critically</i> 473 #5 <i>Writing Critically</i> 327 #2 <b>Teacher Wraparound Edition:</b> CLA 656; CT 319; Di 476; En 21; ER 648; SL 321</p>

STANDARDS	PAGE REFERENCES
<p>e. Explain the importance of health maintenance, including breast and testicular self-exams, pap smears, and annual physical examinations.</p>	<p><b>Student Edition:</b>            473, 477, 479  <i>Hands-On Health</i> 471  <i>Health Minute</i> 472  <i>Health Skills Application</i> 481 #3  <i>Recalling the Facts</i> 482 #8  <b>Teacher Wraparound Edition:</b>            D 477; HL 478; HSP 470</p>
<p>f. Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal changes, prostate and other cancers.</p>	<p><b>Student Edition:</b>            364, 374-375, 379, 391, 393, 398, 408, 425  <i>Time Health</i> 436  <b>Teacher Wraparound Edition:</b>            Ac 368, 408; CLA 392; MA 387, 391, 402, 420</p>
<p>g. Adoption presentation. (Subject to Utah State Law – see below.)</p>	<p><b>Student Edition:</b>            527</p>
<p><b>Utah State Law:</b></p> <ul style="list-style-type: none"> <li>• Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.</li> <li>• An annual presentation on adoption will be given to students in Grades 7-12.</li> </ul> <p><b>Utah State Board of Education Policy:</b></p> <ul style="list-style-type: none"> <li>• Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors.</li> </ul>	
<p><b>Objective 5: Determine the benefits of planning for pregnancy and parenthood.</b></p>	
<p>a. Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.</p>	<p><b>Student Edition:</b>            492-496  <i>Hands-On Health</i> 495  <i>Thinking Critically</i> 491 #5  <b>Teacher Wraparound Edition:</b>            CT 491; Di 487; QW 492</p>
<p>b. Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.</p>	<p><b>Student Edition:</b>            162, 492-497, 552, 575-576, 596-597  <i>Hands-On Health</i> 495  <i>Health Skills Application</i> 509 #2  <i>Thinking Critically</i> 579 #4  <b>Teacher Wraparound Edition:</b>            CT 496, 575; D 552</p>

STANDARDS	PAGE REFERENCES
c. Explain the various stages of fetal development and birth.	<b>Student Edition:</b> 486-491 <i>Recalling the Facts</i> 510 #3 <b>Teacher Wraparound Edition:</b> Ac 489; AR 488; Di 489; MA 489
d. Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.	<b>Student Edition:</b> 487, 494-497, 552, 575-576, 596 <i>Thinking Critically</i> 491 #5; 497 #5 <b>Teacher Wraparound Edition:</b> CL 496; CT 496; Di 487; MA 494
<b>Disease Prevention and HIV/AIDS Education</b>	
<b>Standard 4: Students analyze issues related to health promotion and disease prevention.</b>	
<b>Objective 1: Analyze how non-communicable, chronic illnesses affect individuals, families and society. *TK</b>	
a. Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.	<b>Student Edition:</b> 77, 113, 118, 211-213, 226-227, 228, 408, 423-425, 540-545, 674-680, 681-687, 688-694 <i>Applying Health Skills</i> 422 <i>Time Health</i> 436 <b>Teacher Wraparound Edition:</b> A 683; CCA 685; CLA 426, 691; Ex 425; MA 124, 211, 420; RC 213; VL 227
b. Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.	<b>Student Edition:</b> 77, 113, 118, 211-213, 226-227, 228, 408, 423-425, 540-545, 674-680, 681-687, 688-694 <i>Applying Health Skills</i> 422 <i>Time Health</i> 436 <b>Teacher Wraparound Edition:</b> A 683; CCA 685; CLA 426, 691; Ex 425; MA 124, 211, 420; RC 213; VL 227
c. Explain the positive and negative results of living with health challenges.	<b>Student Edition:</b> 690, 695-699 <i>Health Minute</i> 229 <b>Teacher Wraparound Edition:</b> D 696; En 229; MA 211; MR 228; RC 690; WT 683

STANDARDS	PAGE REFERENCES
<p>d. Determine the benefits of assisting those living with chronic illness for individuals, volunteers, family, and community.</p>	<p><b>Student Edition:</b> 182 <i>After You Read</i> 699 <i>Writing Critically</i> 703 #2</p> <p><b>Teacher Wraparound Edition:</b> A 182; HC 698; HL 532; SL 697; WT 683</p>
<p><b>Objective 2: Analyze the impact of HIV disease, hepatitis, and sexually transmitted infection on self and others. *TK</b></p>	
<p>a. Explain transmission, physiology, and treatments for HIV disease, hepatitis, and sexually transmitted infections.</p>	<p><b>Student Edition:</b> 363, 472, 648-651, 652-656, 658-661, 662-667</p> <p><b>Teacher Wraparound Edition:</b> A 654; CLA 660; HC 655; MA 653</p>
<p>b. Determine methods of prevention; e.g., correct condom use per package instructions. (Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)</p>	<p><b>Student Edition:</b> 6, 17-21, 74-79, 122-129, 546-550, 551-555, 562-567, 612-613, 649-651</p> <p><i>Applying Health Skills</i> 121 <i>Time Health</i> 436, 534</p> <p><b>Teacher Wraparound Edition:</b> CLA 125, 656; Ex 75; Re 651; WT 534</p>
<p>c. Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.</p>	<p><b>Student Edition:</b> 648-651, 656, 658-661, 662-667</p> <p><i>Thinking Critically</i> 657 #5 <i>Time Health</i> 668</p> <p><b>Teacher Wraparound Edition:</b> CL 653; CT 664; DW 659; MA 653</p>
<p><b>Utah State Law:</b></p> <ul style="list-style-type: none"> <li>• Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.</li> <li>• An annual presentation on adoption will be given to students in Grades 7-12.</li> </ul> <p><b>Utah State Board of Education Policy:</b></p> <ul style="list-style-type: none"> <li>• Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors.</li> </ul>	

STANDARDS	PAGE REFERENCES
<b>Safety and Injury/Violence Prevention</b>	
<b>Standard 5: Students determine how individual and group and behaviors impact personal and community health and safety.</b>	
<b>Objective 1: Demonstrate ability to manage conflict peacefully and safely. *PD</b>	
a. Explain the role of conflict in interpersonal relationships.	<b>Student Edition:</b> 262-267, 286-290, 316-317, 335-340, 341-347, 348-353, 570-571 <i>Time Health</i> 354 <b>Teacher Wraparound Edition:</b> Ac 343, 344; CC 342; CCA 337; En 340; Ex 350; RC 336; WT 336
b. Identify warning signs that conflict may be escalating.	<b>Student Edition:</b> 264, 337 <i>Reviewing Facts and Vocabulary</i> 267 #2 <b>Teacher Wraparound Edition:</b> RC 264
c. Develop strategies for dealing safely with conflict.	<b>Student Edition:</b> 30, 264-267, 309-312 <i>Applying Health Skills</i> 267 <i>Hands-On Health</i> 525, 607 <i>Health Skills Activity</i> 304 <b>Teacher Wraparound Edition:</b> Ac 265; CC 250; CLA 311; Di 310; HL 251, 322; RC 266; VL 264
d. Practice conflict-management skills and/or strategies.	<b>Student Edition:</b> 30, 264-267, 309-312 <i>Applying Health Skills</i> 267 <i>Hands-On Health</i> 525, 607 <i>Health Skills Activity</i> 304 <b>Teacher Wraparound Edition:</b> Ac 265; CC 250; CLA 311; Di 310; HL 251, 322; RC 266; VL 264
<b>Objective 2: Identify ways to help self or others when dealing with suicide.</b>	
a. Identify warning signs of suicide.	<b>Student Edition:</b> 230-233 <i>Recalling the Facts</i> 244 #6 <b>Teacher Wraparound Edition:</b> Di 231; HSA 232; Re 233; VL 231

STANDARDS	PAGE REFERENCES
<p>b. Practice skills or strategies that can help prevent a suicide; e.g., questioning skills, communicating with others, asking for help, expressing emotions, referral.</p>	<p><b>Student Edition:</b> 231-233, 234-237 <i>Writing Critically</i> 245 #1 <b>Teacher Wraparound Edition:</b> C 233; CC 232; En 233</p>
<p>c. Compile a list of resources in the school and community to help a person dealing with suicide.</p>	<p><b>Student Edition:</b> 234-237 <i>Applying Health Skills</i> 233 <b>Teacher Wraparound Edition:</b> CLA 231; DW 235</p>
<p><b>Objective 3: Develop strategies for ensuring <i>personal safety</i> in a variety of situations.</b></p>	
<p>a. Identify potentially dangerous situations.</p>	<p><b>Student Edition:</b> 134-137, 316, 330-334, 335-340, 341-347, 565, 706-713, 714-718, 719-724 <i>Time Health</i> 354, 760 <b>Teacher Wraparound Edition:</b> C 347; CL 342; Ex 608; HC 333, 338; SW 397</p>
<p>b. Identify person(s) to rely on in risky situations.</p>	<p><b>Student Edition:</b> 334, 338, 339-340 <b>Teacher Wraparound Edition:</b> CI 717; HC 333, 338; PC 339</p>
<p>c. Create safety plans to address a variety of potential risks; e.g., automobile, recreational, natural disasters, assault, rape, confrontations, domestic and other violence.</p>	<p><b>Student Edition:</b> 93-97, 313-317, 319-323, 330-334, 337-340, 341-347, 706-713, 714-718, 719-724 <i>Hands-On Health</i> 572 <b>Teacher Wraparound Edition:</b> CT 709; MA 707; SL 331</p>
<p><b>Objective 4: Analyze the process of creating a <i>safe and caring environment</i> for citizens.</b></p>	
<p>a. Identify common values, rules, and responsibilities of various communities; e.g., nonviolence, respect, responsibility, honest, civility, cooperation, compassion.</p>	<p><b>Student Edition:</b> 37-41, 181, 215-216, 252-253, 276, 306, 517, 527 <i>Character Check</i> 173, 334, 751 <i>Figure 2.3</i> 34 <i>Real-Life Application</i> 180 <b>Teacher Wraparound Edition:</b> A 41; HL 251; SW 38; VL 251</p>

STANDARDS	PAGE REFERENCES
<p>b. Identify ways a community cares for itself; e.g., Neighborhood Watch, city and school clean-up, law enforcement, community mobilization, health resources and services, volunteerism.</p>	<p><b>Student Edition:</b> 291-295, 338, 781 <i>Parent Involvement</i> 43, 269, 297, 355, 535, 581 <i>School and Community</i> 69, 139, 297, 437, 535, 557</p> <p><b>Teacher Wraparound Edition:</b> HC 333, 338, 564; PC 339</p>
<p>c. Compile a list of community/agency resources that contribute to a safe and caring community; e.g., public safety and health, recreational opportunities, mental health services.</p>	<p><b>Student Edition:</b> 62-63, 64-67, 213, 234-237, 614-615, 656, 664-665, 756 <i>Figure 22.4</i> 579 <i>Real-Life Application</i> 293 <i>School and Community</i> 69</p> <p><b>Teacher Wraparound Edition:</b> Ac 65; CLA 231; En 63; HC 740; HL 31; MA 66</p>
<p><b>Nutrition and Fitness</b></p>	
<p><b>Standard 6: Students plan to incorporate healthy nutritional and fitness behaviors.</b></p>	
<p><b>Objective 1: Evaluate nutrient density and balance of individual food intake. *NU</b></p>	
<p>a. Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.</p>	<p><b>Student Edition:</b> 114-121, 159-160 <i>Health Skills Application</i> 139 #2 <i>Recalling the Facts</i> 140 #5, 6</p> <p><b>Teacher Wraparound Edition:</b> C 121; CL 117; MA 115, 117, 118; RC 119</p>
<p>b. Evaluate various types of foods using the food labels.</p>	<p><b>Student Edition:</b> 113-121, 122-129, 130-133, 151-152 <i>Hands-On Health</i> 153 <i>Recalling the Facts</i> 140 #9 <i>Writing Critically</i> 167 #1</p> <p><b>Teacher Wraparound Edition:</b> CC 152; CL 117; HL 131; QD 115</p>
<p>c. Compare individual nutrient intake and Recommended Daily Allowances (RDA).</p>	<p><b>Student Edition:</b> 113-121, 122-129, 130-133, 151-152 <i>Hands-On Health</i> 153 <i>Recalling the Facts</i> 140 #9 <i>Writing Critically</i> 167 #1</p> <p><b>Teacher Wraparound Edition:</b> CC 152; CL 117; HL 131; QD 115</p>

STANDARDS	PAGE REFERENCES
d. Identify low-nutrient foods.	<b>Student Edition:</b> 126, 148 <i>Hands-On Health</i> 118 <i>Parent Involvement</i> 139 <i>Thinking Critically</i> 129 #4 <b>Teacher Wraparound Edition:</b> CC 159; CLA 125; HL 131
e. Identify nutrient-dense foods that are enjoyable and cost effective.	<b>Student Edition:</b> 128-129, 148 <b>Teacher Wraparound Edition:</b> CC 159; CLA 125; HL 128; HSP 125
<b>Objective 2: Design a personal peak performance plan to include proper nutrition, physical activity, and healthy behaviors. *TK</b>	
a. Identify the five components of fitness and how to attain each.	<b>Student Edition:</b> 80-86, 87-92, 93-97 <i>Applying Health Skills</i> 92 <i>Hands-On Health</i> 35 <i>Health Skills Application</i> 23 #1 <i>Time Health</i> 104 <b>Teacher Wraparound Edition:</b> CLA 81; CT 78; HC 84; HL 90; SW 75; TP 80
b. Compute the proper amounts of exercise, rest, and nutrition to provide peek personal performance.	<b>Student Edition:</b> 74-79, 80-86, 87-92, 93-97, 98-103, 110-113, 122-129, 144-150, 157-163 <i>Hands-On Health</i> 118 <i>Recalling the Facts</i> 107 #7 <i>Time Health</i> 104, 164 <b>Teacher Wraparound Edition:</b> GS 75; HC 84; HL 76, 90; SW 75
c. Determine how fast food could be included in the plan.	<b>Student Edition:</b> 129 <b>Teacher Wraparound Edition:</b> CLA 125; HSP 125
d. Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.	<b>Student Edition:</b> 78-79, 94-95, 123, 144-150, 151-156, 227 <i>Writing Critically</i> 167 #1 <b>Teacher Wraparound Edition:</b> CT 154; En 156; HL 123, 153; HSP 152; MA 95, 124, 148; MR 149; WT 78, 154

STANDARDS	PAGE REFERENCES
e. Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.	<p><b>Student Edition:</b> 74-79, 145, 148-150, 204, 208, 396, 426, 498-503, 679, 680, 682-685 <i>Hands-On Health</i> 191, 678</p> <p><b>Teacher Wraparound Edition:</b> CLA 685; Di 88; Ex 75; HL 675; MA 77; RC 149; VL 679</p>
f. Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.	<p><b>Student Edition:</b> 110-113, 114-121, 122-129, 130-137, 145, 148-149, 157-163 <i>Parent Involvement</i> 139, 165 <i>Time Health</i> 164</p> <p><b>Teacher Wraparound Edition:</b> CI 148; CLA 125, 161; CT 125; SW 119; VL 124</p>
<b>Objective 3: Analyze the relationship between a healthy sense of self and eating patterns. *TK</b>	
a. Identify characteristics of a healthy self and body.	<p><b>Student Edition:</b> 4-8, 10-16, 75-77, 178-183</p> <p><b>Teacher Wraparound Edition:</b> Di 181; MA 13, 180</p>
b. Compare body image and body acceptance and the influence of one on the other.	<p><b>Student Edition:</b> 32, 144, 151, 154-156, 178-183 <i>Health Skills Application</i> 165 #1 <i>Time Health</i> 68, 192</p> <p><b>Teacher Wraparound Edition:</b> CC 147; CLA 112, 516; CT 147; HSP 147</p>
c. Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.	<p><b>Student Edition:</b> 32, 144, 151, 154-156, 178-183 <i>Health Skills Application</i> 165 #1 <i>Time Health</i> 68, 192</p> <p><b>Teacher Wraparound Edition:</b> CC 147; CLA 112, 516; CT 147; HSP 147</p>
d. Explain the potential impact of negative body image and acceptance; e.g., fad dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.	<p><b>Student Edition:</b> 151-156</p> <p><b>Teacher Wraparound Edition:</b> CT 154; En 156; HSP 147</p>
e. Develop strategies for improving body image and acceptance.	<p>The following pages may be extended to meet this standard.</p> <p><b>Student Edition:</b> 75-76, 178-183</p>

STANDARDS	PAGE REFERENCES
f. Identify warning signs and short- and long-term effects of disordered eating.	<b>Student Edition:</b> 153-156, 227 <i>Health Skills Application</i> 165 #2 <i>Thinking Critically</i> 229 #5 <b>Teacher Wraparound Edition:</b> CT 154; En 156; WT 154
g. Identify ways to help someone who is experiencing disordered eating.	<b>Student Edition:</b> 156, 227 <i>Health Skills Activity</i> 155 <i>Thinking Critically</i> 229 #5 <b>Teacher Wraparound Edition:</b> HC 155; WT 154
<b>Consumer and Community Health</b>	
<b>Standard 7: Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.</b>	
<b>Objective 1: Determine how fads and trends may influence health.</b>	
a. Identify health-related fads and trends.	<b>Student Edition:</b> 15-16, 49, 113, 151-152 <i>Eye on the Media</i> 73 <i>Hands-On Health</i> 153 <i>Health Skills Application</i> 139 #1 <i>Time Health</i> 68 <i>Writing Critically</i> 71 #1 <b>Teacher Wraparound Edition:</b> CC 152; CL 50; CLA 212; HL 153; MA 50; MR 62
b. Summarize how fads and trends have influenced health in the past.	The following pages may be extended to meet this standard. <b>Student Edition:</b> 151-152 <b>Teacher Wraparound Edition:</b> CC 147
c. Predict how fads and trends may influence in the future.	The following pages may be extended to meet this standard. <b>Student Edition:</b> 151-152

STANDARDS	PAGE REFERENCES
Objective 2: Create and implement an <b>advocacy plan</b> to address an unmet health need.	
a. Identify various professions that contribute to, or advocate for, health.	<p><b>Student Edition:</b>  <i>Career Corner</i> 23, 43, 69, 105, 139, 165, 193, 219, 243, 557  <i>Health Skills Activity</i> 522</p> <p><b>Teacher Wraparound Edition:</b>            CI 102; SW 6, 58, 91, 145, 208, 294</p>
b. Identify health needs, opportunities to be proactive, related community resources, and available services.	<p><b>Student Edition:</b>  <i>Hands-On Health</i> 66, 76, 780  <i>Health Skills Application</i> 105 #3, 557 #4, 581 #3, 669 #3, 731 #1, 761 #1  <i>School and Community</i> 193, 381, 581, 731, 783  <i>Time Health</i> 556, 580, 782</p> <p><b>Teacher Wraparound Edition:</b>            HC 338, 778</p>
c. Practice advocacy skills and methods.	<p><i>Hands-On Health</i> 66, 76, 780  <i>Health Skills Application</i> 105 #3, 557 #4, 581 #3, 669 #3, 731 #1, 761 #1  <i>School and Community</i> 193, 381, 581, 731, 783  <i>Time Health</i> 556, 580, 782</p> <p><b>Teacher Wraparound Edition:</b>            HC 338, 778</p>
d. Reflect on results of the action process.	<p>Students could reflect on their experiences after completing:</p> <p><b>Student Edition:</b>  <i>School and Community</i> 193, 381, 581, 731, 783</p>