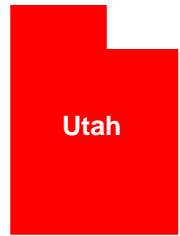




Glencoe

Responsible Healthy Lifestyles  
Health Education Level 6



Utah



# Teen Health

COURSE 1

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STANDARDS	PAGE REFERENCES
<b>Core Standards of the Course</b>	
<b>Healthy Self</b>	
<b>Standard 1: The students will learn ways to improve mental health and manage stress.</b>	
Objective 1: Develop strategies for appropriately and safely expressing emotions.	
a. Recognize the <b>range of emotions, including extremes. *PD</b>	<b>Student Edition:</b> 41-44, 50-52, 204-205 <i>Building Health Skills</i> 54-55 <i>Explain</i> 44 <b>Teacher Wraparound Edition:</b> C 44; WT 51
b. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.	<b>Student Edition:</b> 46, 69-70 <i>Building Health Skills</i> 54-55 <i>Give Examples</i> 49 <b>Teacher Wraparound Edition:</b> DSI 68

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

STANDARDS	PAGE REFERENCES
<p>c. Predict the effect of substance use on emotions and the ability to appropriately manage them.</p>	<p><b>Student Edition:</b>  243, 249-252, 254  <i>Analyze</i> 245  <i>Apply</i> 265  <b>Teacher Wraparound Edition:</b>  HL 47; RC 254</p>
<p><b>Objective 2: Demonstrate acceptance of self and others. *PD</b></p>	
<p>a. Identify the benefits of feeling good about self.</p>	<p><b>Student Edition:</b>  4-7, 11, 32-35  <i>Analyze</i> 35  <i>Explain</i> 11  <i>Hands-On Health</i> 26, 56  <b>Teacher Wraparound Edition:</b>  C 11, 35</p>
<p>b. Recognize the value of other human beings.</p>	<p><b>Student Edition:</b>  6, 36-40, 68-69, 74-75  <i>Developing Good Character</i> 33  <i>Hands-On Health</i> 216  <i>Health Online</i> 69  <b>Teacher Wraparound Edition:</b>  CT 33</p>
<p>c. Predict the outcome of caring about self and others.</p>	<p><b>Student Edition:</b>  6, 11, 32-35, 36-40  <i>Applying Health Skills</i> 15  <i>Developing Good Character</i> 33  <i>Health Skills Activity</i> 53  <b>Teacher Wraparound Edition:</b>  C 35; HSC 38</p>
<p><b>Objective 3: Develop personal assets that help promote resiliency. *PD</b></p>	
<p>a. Identify personal developmental assets; i.e., internal, external.</p>	<p><b>Student Edition:</b>  4-7, 8-11, 12-15, 32-35, 36-40  <i>Applying Health Skills</i> 35  <i>Developing Good Character</i> 33, 68  <i>Explain</i> 11  <i>Hands-On Health</i> 56, 216  <i>List</i> 7  <b>Teacher Wraparound Edition:</b>  C 11; DSI 33</p>

STANDARDS	PAGE REFERENCES
<p>b. Identify opportunities to incorporate additional assets into life.</p>	<p><b>Student Edition:</b>  32-35, 36-40  <i>Applying Health Skills</i> 35  <i>Developing Good Character</i> 33, 68  <i>Hands-On Health</i> 56, 216  <i>Health Online</i> 69  <b>Teacher Wraparound Edition:</b>  WT 37</p>
<p><b>Objective 4: Demonstrate positive strategies for managing stress.</b></p>	
<p>a. Identify situations or circumstances that cause stress.</p>	<p><b>Student Edition:</b>  45-47  <i>Analyze</i> 59  <i>Give Examples</i> 49  <i>Quick Write</i> 45  <i>Synthesize</i> 49  <b>Teacher Wraparound Edition:</b>  TH 46</p>
<p>b. Recognize personal reaction or response to stressful situations.</p>	<p><b>Student Edition:</b>  47-49  <i>Describe</i> 49  <i>Figure</i> 47  <b>Teacher Wraparound Edition:</b>  RS 47</p>
<p>c. Design a personal plan that includes options for managing stress and stressful situations.</p>	<p><b>Student Edition:</b>  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  <b>Teacher Wraparound Edition:</b>  C 49</p>

STANDARDS	PAGE REFERENCES
<b>Substance Abuse Prevention</b>	
<b>Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</b>	
<b>Objective 1: Examine the possible physical effects of substance abuse. *PD</b>	
a. Identify the general physical effects of depressants and stimulants.	<b>Student Edition:</b> 249-252, 253 <i>Analyze</i> 252 <b>Teacher Wraparound Edition:</b> C 255; RC 251; T 254
b. Explain the concept of blood alcohol content.	<b>Student Edition:</b> 243-244 <i>Identify</i> 245 <b>Teacher Wraparound Edition:</b> HL 243
c. Explain the meaning of chemical dependence.	<b>Student Edition:</b> 246-247, 254 <i>Figure</i> 247 <i>Vocabulary</i> 248 <b>Teacher Wraparound Edition:</b> RS 247
<b>Objective 2: Summarize the legal, social, and emotional consequences of substance abuse. *PD</b>	
a. Identify legal age for using some substances and the consequences for underage use.	<b>Student Edition:</b> 245, 253-254 <i>Photo</i> 243 <i>Predict</i> 255 <b>Teacher Wraparound Edition:</b> HL 243
b. Describe how meaningful relationships may suffer as a result of substance use.	<b>Student Edition:</b> 71, 247-248, 254-255 <i>Analyze</i> 248 <b>Teacher Wraparound Edition:</b> DSI 247

STANDARDS	PAGE REFERENCES
Objective 3: Assess the role of <b>positive peer involvement</b> in making healthy choices. *PD	
a. Name the people comprising a personal support system.	<b>Student Edition:</b> 6, 9, 49, 67-69, 73-75 <i>Developing Good Character</i> 68 <i>Hands-On Health</i> 216 <b>Teacher Wraparound Edition:</b> PCSH 18
b. Explore the impact friends have on <i>decision making</i> .	<b>Student Edition:</b> 9, 16-18, 76-77, 228, 257 <i>Analyze</i> 77 <i>Apply</i> 229 <i>Applying Health Skills</i> 77 <i>Building Health Skills</i> 112-113, 260-261 <i>Health Skills Activity</i> 19 <i>List</i> 77 <b>Teacher Wraparound Edition:</b> WT 76, 258
c. <i>Practice Refusal Skills</i> ® in responding to pressure from others	<b>Student Edition:</b> 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>Health Skills Activity</i> 79 <i>Quick Write</i> 78 <i>Time Health News</i> 236 <b>Teacher Wraparound Edition:</b> C 80

STANDARDS	PAGE REFERENCES
<b>Human Development and Relationships</b>	
<b>Standard 3: The students will understand and respect self and others related to human development and relationships.</b>	
<b>Objective 1: Practice ways of showing respect for self and others.</b>	
a. Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.	<b>Student Edition:</b> 32-35, 109, 121-122, 144-150, 154, 275 <i>Advocacy</i> 117 <i>Analyze</i> 275 <i>Applying Health Skills</i> 158 <i>Developing Good Character</i> 33 <i>Hands-On Health</i> 56 <i>Health Skills Activity</i> 34, 209, 276 <i>Quick Write</i> 144 <b>Teacher Wraparound Edition:</b> C 150; CT 109
b. Demonstrate ability to communicate affection appropriately.	<b>Student Edition:</b> 44, 80, 280 <i>Health Skills Activity</i> 209 <i>Identify</i> 44 <i>Recall</i> 80 <i>Summarize</i> 44 <i>Synthesize</i> 219
<b>Objective 2: Summarize changes that accompany puberty. *MP</b>	
a. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.	<b>Student Edition:</b> 41-44, 46, 50-52, 204-205 <i>Building Health Skills</i> 54-55 <i>Explain</i> 44 <i>Give Examples</i> 49 <b>Teacher Wraparound Edition:</b> WT 51, 204
b. Predict ways that relationships may change over time.	<b>Student Edition:</b> 67-70, 73-75, 205, 212-213 <i>Identify</i> 205 <i>Synthesize</i> 72

STANDARDS	PAGE REFERENCES
c. Recognize physical changes that occur during puberty.	<b>Student Edition:</b> 202-204, 207-208 <i>Applying Health Skills</i> 209 <i>Figure</i> 204 <i>Health Online</i> 204 <b>Teacher Wraparound Edition:</b> C 205
d. Practice behaviors that maintain good hygiene.	<b>Student Edition:</b> 144-150, 154 <i>Applying Health Skills</i> 150 <i>Explain</i> 150 <i>Health Skills Activity</i> 209, 276 <i>Quick Write</i> 144 <b>Teacher Wraparound Edition:</b> C 150
<b>Disease Prevention and HIV/AIDS Education</b>	
<b>Standard 4: The students will understand concepts related to health promotion and disease prevention.</b>	
<b>Objective 1: Compare viruses to other microorganisms. (SC)</b>	
a. List several types of microorganisms.	<b>Student Edition:</b> 268-270 <i>Connect to Science</i> 270 <i>Identify</i> 271 <i>Recall</i> 271 <b>Teacher Wraparound Edition:</b> C 271
b. Explain how viruses differ from other microorganisms.	<b>Student Edition:</b> 269-270, 278 <i>Figure</i> 278 <b>Teacher Wraparound Edition:</b> HL 273
<b>Objective 2: Describe the HIV disease continuum.</b>	
a. Explain the progression of the disease beginning with HIV infection.	<b>Student Edition:</b> 278-279 <i>Figure</i> 279 <b>Teacher Wraparound Edition:</b> HL 278

STANDARDS	PAGE REFERENCES
b. Recognize how infected yet symptom-free people can infect others.	<b>Student Edition:</b> 277, 280
c. Explain why opportunistic infections occur in people with weakened immune systems.	<b>Student Edition:</b> 278-279 <i>Recall</i> 281 <b>Teacher Wraparound Edition:</b> HL 278
<b>Objective 3: Demonstrate <i>decision-making and Refusal Skills</i>® for HIV prevention.</b>	
a. List situations that pose a risk for <b>transmission of HIV</b> .	<b>Student Edition:</b> 279-280 <i>Health Skills Activity</i> 281 <i>List</i> 281 <b>Teacher Wraparound Edition:</b> CT 279
b. <i>Identify, avoid, manage, or escape</i> situations involving exposure to body fluids.	The following pages can be used to meet this standard. <b>Student Edition:</b> 280 <b>Teacher Wraparound Edition:</b> HSA 280
<b>Safety and Injury/Violence Prevention</b>	
<b>Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</b>	
<b>Objective 1: Manage abusive situations.</b>	
a. Recognize abusive situations; e.g., physical, emotional, and sexual.	<b>Student Edition:</b> 71, 84-85 <i>Analyze</i> 85 <b>Teacher Wraparound Edition:</b> HSP 71; WT 84
b. Identify sources of responsible <b>help for self and others</b> ; e.g., parents, grandparents, school counselors, health professionals, clergy.	<b>Student Edition:</b> 6, 49, 52, 72, 85, 163-165, 247, 255, 259 <i>Applying Health Skills</i> 72, 167 <i>Health Skills Activity</i> 53 <i>Photo</i> 71 <b>Teacher Wraparound Edition:</b> PCSH 18, 43, 71, 164

STANDARDS	PAGE REFERENCES
<p>Objective 2: Examine <b>emotions</b> that may lead to violence, and determine safe ways to <b>manage</b> them.</p>	
<p>a. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.</p>	<p><b>Student Edition:</b> 46, 69-70 <i>Building Health Skills</i> 54-55 <i>Give Examples</i> 49 <b>Teacher Wraparound Edition:</b> DSI 68</p>
<p>b. Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others.</p>	<p><b>Student Edition:</b> 6, 41-44, 50-52, 82-85, 204-205 <i>Apply</i> 44 <i>Applying Health Skills</i> 85, 304 <i>Building Health Skills</i> 54-55, 86-87 <i>Health Online</i> 43 <i>Quick Write</i> 41 <i>Time Health News</i> 88 <b>Teacher Wraparound Edition:</b> HL 42; HSC 83; HSP 83</p>
<p>c. Predict the effect that substance use may have on emotions and the ability to appropriately manage them.</p>	<p><b>Student Edition:</b> 243, 245, 249-252, 254 <i>Analyze</i> 245 <i>Apply</i> 265 <b>Teacher Wraparound Edition:</b> HL 47; RC 254</p>
<p><b>Nutrition and Fitness</b></p>	
<p><b>Standard 6:</b> The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</p>	
<p>Objective 1: Evaluate <b>food intake and levels of activity</b>. (PE)*NU</p>	
<p>a. Analyze food intake and compare to Dietary Guidelines for Americans.</p>	<p><b>Student Edition:</b> 98-101, 102-107 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113 <i>Figure</i> 99 <i>Hands-On Health</i> 114 <i>Identify</i> 107, 117 <b>Teacher Wraparound Edition:</b> C 107; HOHA 114</p>

STANDARDS	PAGE REFERENCES
b. Modify personal eating and activity plans to promote health and well-being.	<b>Student Edition:</b> 102-107, 108-109 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113 <i>Hands-On Health</i> 114 <i>Health Online</i> 123 <i>Identify</i> 107 <b>Teacher Wraparound Edition:</b> C 107; CP 6
c. Choose activities to maintain or improve fitness.	<b>Student Edition:</b> 121-125, 127 <i>Building Health Skills</i> 136-137 <i>Health Online</i> 123 <i>Health Skills Activity</i> 130 <i>Time Health News</i> 138 <b>Teacher Wraparound Edition:</b> HL 123
d. Examine how weight can be managed in a healthy manner.	<b>Student Edition:</b> 103-107, 108-109 <i>Apply</i> 111 <i>Hypothesize</i> 107 <b>Teacher Wraparound Edition:</b> C 111; HL 123; WT 109
<b>Objective 2: Compare a variety of food preparation techniques. *NU</b>	
a. Explain the impact of food preparation on nutritional content.	<b>Student Edition:</b> 95, 106 <i>Recall</i> 107 <b>Teacher Wraparound Edition:</b> CP 6, 104; HL 106
b. Judge food preparation methods to determine impact on nutritional content.	<b>Student Edition:</b> 95, 106 <i>Recall</i> 107 <b>Teacher Wraparound Edition:</b> CP 6, 104; HL 106
c. Prepare a nutritionally sound snack.	<b>Student Edition:</b> 107 <i>Building Health Skills</i> 113, 289 <i>Give Examples</i> 107 <i>Hypothesize</i> 97

STANDARDS	PAGE REFERENCES
Objective 3: Explain <b>nutritional labeling</b> and identify nutritional content. *NU	
a. Recognize serving size information.	<b>Student Edition:</b> 103 <i>Health Skills Activity</i> 104 <i>Identify</i> 117 <i>Recall</i> 101 <b>Teacher Wraparound Edition:</b> HAS 104
b. Compare similar products and determine nutritional values of each.	<b>Student Edition:</b> 100-101 <i>Health Skills Activity</i> 104 <i>Identify</i> 117 <b>Teacher Wraparound Edition:</b> HAS 104
Objective 4: Recognize the <b>dangers of dysfunctional eating</b> .	
a. Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa.	<b>Student Edition:</b> 108-110 <i>Health Skills Activity</i> 111 <i>Recall</i> 111 <b>Teacher Wraparound Edition:</b> HSC 110
b. Recognize the concept of self-abusive behaviors.	<b>Student Edition:</b> 110 <b>Teacher Wraparound Edition:</b> HSC 110
c. Determine how dysfunctional eating may have negative effects on mental, physical, and social health.	<b>Student Edition:</b> 106-107, 110, 286-287 <b>Teacher Wraparound Edition:</b> CP 6; DSI 286
<b>Consumer and Community Health</b>	
<b>Standard 7: The students will understand the value of service and effective consumer practices.</b>	
Objective 1: Participate in <b>service learning that benefits the environment. (SC)</b>	
a. <i>Identify</i> environmental protection <i>needs</i> .	<b>Student Edition:</b> 318-321 <i>Thinking Critically</i> 321

STANDARDS	PAGE REFERENCES
<p>b. Examine situations where a person or group assists with the protection of the environment.</p>	<p><b>Student Edition:</b>  320-321  <i>Applying Health Skills</i> 321  <i>Building Health Skills</i> 322-323  <i>Hands-On Health</i> 324  <i>Health Online</i> 321  <i>List</i> 321  <b>Teacher Wraparound Edition:</b>  AL 320</p>
<p>c. <i>Plan, implement, and report</i> on environmental service.</p>	<p><b>Student Edition:</b>  320-321  <i>Applying Health Skills</i> 321  <i>Building Health Skills</i> 322-323  <i>Hands-On Health</i> 324  <i>Health Online</i> 321  <i>List</i> 321  <b>Teacher Wraparound Edition:</b>  WS 320</p>
<p><b>Objective 2: Research and summarize the reliability of health resources and information. (LM)</b></p>	
<p>a. Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media.</p>	<p><b>Student Edition:</b>  13, 52, 163-167, 247, 249, 255  <i>Applying Health Skills</i> 167  <i>Evaluate</i> 167  <i>Health Skills Activity</i> 166  <i>Recall</i> 167  <b>Teacher Wraparound Edition:</b>  HSC 13, 79, 83; PCSH 18, 43, 71, 124, 164, 207</p>
<p>b. Determine a standard for reliability in health resources and information.</p>	<p><b>Student Edition:</b>  13  <i>Accessing Information</i> 327  <i>Building Health Skills</i> 168-169, 214-215  <b>Teacher Wraparound Edition:</b>  HSC 13</p>
<p>c. Evaluate the reliability of resources and information based on the established standards.</p>	<p><b>Student Edition:</b>  13  <i>Accessing Information</i> 327  <i>Building Health Skills</i> 168-169, 214-215  <b>Teacher Wraparound Edition:</b>  HSC 13</p>

STANDARDS	PAGE REFERENCES
Objective 3: Determine ways to be a more <b>effective health consumer. (LM)</b>	
a. Recognize media influences on making healthy choices.	<b>Student Edition:</b> 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 <b>Teacher Wraparound Edition:</b> CP 22
b. Predict the reliability of the product or information being considered.	<b>Student Edition:</b> 13 <i>Accessing Information</i> 327 <i>Building Health Skills</i> 168-169, 214-215 <b>Teacher Wraparound Edition:</b> HSC 13