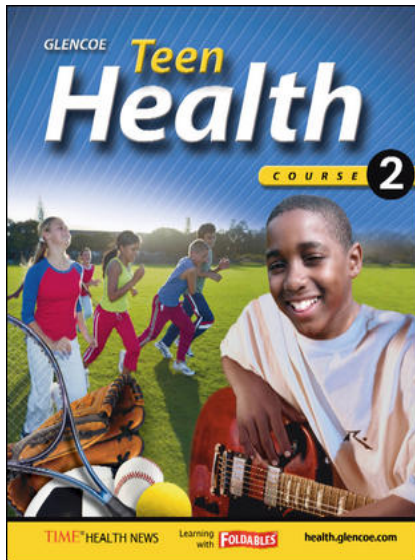




Glencoe

Responsible Healthy Lifestyles
Health Education Levels 7-8

Utah



Teen Health

COURSE 2

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STANDARDS	PAGE REFERENCES
Core Standards of the Course	
Healthy Self	
Standard 1: Students develop skills and processes that contribute to the development of a healthy self.	
Objective 1: Use strategies for managing stressful situations. *PD	
a. Distinguish between eustress and distress.	After defining these terms, the following pages can be used to meet this standard. Student Edition: 156-157 Teacher Wraparound Edition: CP 15
b. Identify situations or circumstances that cause stress.	Student Edition: 13, 156-157 <i>Applying Health Skills</i> 158 <i>Time Health News</i> 168 Teacher Wraparound Edition: CT 157; WT 157

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

STANDARDS	PAGE REFERENCES
c. Describe the stress response and how it influences reactions or performance.	<p>Student Edition: 157 <i>Connect to Science</i> 13 <i>Describe</i> 158 <i>Time Health News</i> 168</p> <p>Teacher Wraparound Edition: UA 157</p>
d. Develop strategies for managing or reducing stress.	<p>Student Edition: 157 <i>Building Health Skills</i> 166-167 <i>Explain</i> 158 <i>Figure</i> 158 <i>Health Skills Activity</i> 280, 368, 391 <i>Quick Write</i> 156 <i>Time Health News</i> 168</p> <p>Teacher Wraparound Edition: WT 157</p>
<p>Objective 2: Apply decision-making skills to address an issue. *PD</p>	
a. Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.	<p>Student Edition: 18-22, 39-41, 114-115, 150, 179 <i>Analyze</i> 426 <i>Analyzing Information</i> 199 <i>Applying Health Skills</i> 22, 41, 51, 83, 155, 183, 188, 205 <i>Health Skills Activity</i> 21, 430, 449 <i>List</i> 22 <i>Quick Write</i> 18, 242</p> <p>Teacher Wraparound Edition: C 22</p>
b. Analyze decision-making process(es).	<p>Student Edition: 36-41 <i>Applying Health Skills</i> 193, 285, 346, 474 <i>Building Health Skills</i> 356-357 <i>Figure</i> 37 <i>Health Skills Activity</i> 93, 185, 284, 299, 350, 514 <i>Identify</i> 41 <i>List</i> 41 <i>Quick Write</i> 36</p> <p>Teacher Wraparound Edition: AL 39</p>

STANDARDS	PAGE REFERENCES
<p>c. Develop an individual decision-making process.</p>	<p>Student Edition: 36-41 <i>Applying Health Skills</i> 193, 285, 346, 474 <i>Building Health Skills</i> 356-357 <i>Figure 37</i> <i>Health Skills Activity</i> 93, 185, 284, 299, 350, 514 <i>Identify</i> 41 <i>List</i> 41 <i>Quick Write</i> 36 Teacher Wraparound Edition: AL 39</p>
<p>Objective 3: Analyze factors that impact mental/emotional health. *TK</p>	
<p>a. Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose.</p>	<p>Student Edition: 6, 27, 37, 42-45, 47-51, 144-148, 149-152, 189-192 <i>Explain</i> 148 <i>Figure 38</i> <i>List</i> 148, 152 <i>Quick Write</i> 149 Teacher Wraparound Edition: C 148</p>
<p>b. Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.</p>	<p>Student Edition: 159-162 <i>Connect to Science</i> 160 <i>Distinguish</i> 162 <i>List</i> 162 Teacher Wraparound Edition: DSI 161</p>
<p>c. Predict how mental/emotional health may be influenced by values, dreams, and goals.</p>	<p>Student Edition: 27, 144-148, 149-152, 191 <i>Identify</i> 148 <i>List</i> 148 Teacher Wraparound Edition: C 148</p>

STANDARDS	PAGE REFERENCES
<p>d. Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.</p>	<p>Student Edition: 163-165 <i>Applying Health Skills</i> 162 <i>Health Skills Activity</i> 164 <i>List</i> 165 Teacher Wraparound Edition: C 165; PCSH 164</p>
<p>Objective 4: Analyze the correlation between acceptance of responsibility and personal growth and maturity. *TK and PD</p>	
<p>a. Identify characteristics of an emotionally and socially mature person.</p>	<p>Student Edition: 6-7, 27, 47-51, 144-148, 149-152, 176, 180-181, 185, 189-190, 205 <i>Building Health Skills</i> 194-195 <i>Developing Good Character</i> 181 Teacher Wraparound Edition: WT 147</p>
<p>b. Describe how developmental assets contribute to personal growth, success, and wellness.</p>	<p>Student Edition: 6-7, 27, 37, 47-51, 146-147, 149-152 <i>Apply</i> 51 <i>Explain</i> 152 <i>Hypothesize</i> 51 <i>List</i> 152 Teacher Wraparound Edition: WT 147</p>
<p>c. Recognize the difference between immediate and delayed gratification.</p>	<p>Student Edition: 42-44, 191-192 <i>Describe</i> 193</p>
<p>d. Predict the outcomes of being responsible for one's actions.</p>	<p>Student Edition: 47-51, 181, 189-192 <i>Developing Good Character</i> 181 Teacher Wraparound Edition: HL 48</p>
<p>Objective 5: Analyze the impact of body image and other factors on disordered eating.</p>	
<p>a. Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.</p>	<p>Student Edition: 128 <i>Analyzing Influences</i> 141 Teacher Wraparound Edition: HL 129; HSP 134</p>

STANDARDS	PAGE REFERENCES
<p>b. Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment.</p>	<p>Student Edition: 18-19, 108-109, 134-135 <i>Infer</i> 135 Teacher Wraparound Edition: C 135</p>
<p>c. Explain how self-acceptance impacts eating and exercising patterns.</p>	<p>Student Edition: 129 Teacher Wraparound Edition: HL 129, 133</p>
<p>d. Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.</p>	<p>Student Edition: 128-129, 132-133 Teacher Wraparound Edition: HL 133; HSP 134</p>
<p>e. Identify warning signs and short- and long-term effects of disordered eating.</p>	<p>Student Edition: 132-133 <i>Restate</i> 135 Teacher Wraparound Edition: HL 133</p>
<p>f. Compile resources that can help develop a healthy self and/or assist with disordered eating.</p>	<p>Student Edition: 132-133 <i>Apply</i> 135 <i>Applying Health Skills</i> 135 Teacher Wraparound Edition: PCSH 132</p>

STANDARDS	PAGE REFERENCES
Substance Abuse Prevention	
Standard 2: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.	
Objective 1: Analyze the results of individual choice and consequences related to drug use and/or non-use. *PD	
<p>a. Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.</p>	<p>Student Edition: 88-89, 230-235, 247, 278-281, 298-302, 303-308, 313, 347-348 <i>Analyze</i> 315 <i>Applying Health Skills</i> 302 <i>Connect to Science</i> 265, 307 <i>Describe</i> 281 <i>Photo</i> 242 <i>Quick Write</i> 303 Teacher Wraparound Edition: C 302; HL 305, 308; WT 265</p>
<p>b. Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.</p>	<p>Student Edition: 88-89, 242-243, 280-281, 298-299, 303-308, 313 <i>Analyze</i> 302 <i>Evaluate</i> 302 <i>Explain</i> 302 <i>Health Skills Activity</i> 299 <i>List</i> 315 Teacher Wraparound Edition: C 302; HL 301, 305; WT 299</p>
<p>c. Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.</p>	<p>Student Edition: 244-245, 270-271, 298-301, 350 <i>Analyze</i> 302 <i>Describe</i> 247 <i>Evaluate</i> 302 Teacher Wraparound Edition: CP 244</p>

STANDARDS	PAGE REFERENCES
<p>d. Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.</p>	<p>Student Edition: 230-235, 240, 264-270, 282-285, 301-302, 303-308, 312-315 <i>Applying Health Skills</i> 235, 309 <i>Describe</i> 309, 315 <i>Explain</i> 235, 271, 315 <i>Figure</i> 233, 267 <i>Health Skills Activity</i> 309 <i>List</i> 302 <i>Time Health News</i> 292 Teacher Wraparound Edition: HL 232, 233, 234, 267, 304</p>
<p>e. Develop healthy alternatives to substance use.</p>	<p>Student Edition: 289 <i>Analyze</i> 289 <i>Apply</i> 281 <i>Applying Health Skills</i> 281 <i>Describe</i> 319 <i>Health Skills Activity</i> 280, 288 Teacher Wraparound Edition: C 289</p>
<p>f. Develop a decision-making process to set personal limits related to substance use.</p>	<p>Student Edition: 252-255, 286-289, 317-318 <i>Applying Health Skills</i> 41 <i>Figure</i> 40 <i>Health Skills Activity</i> 299, 350 Teacher Wraparound Edition: HL 40</p>

STANDARDS	PAGE REFERENCES
<p>Objective 2: Practice Refusal Skills® and other strategies for maintaining healthy personal limits. *PD</p>	
<p>a. Identify the people comprising a personal support system.</p>	<p>Student Edition: 22, 50, 165, 179-181, 183, 184-185, 188, 214, 221 <i>Advocacy</i> 325 <i>Analyze</i> 199 <i>Apply</i> 183 <i>Applying Health Skills</i> 51 <i>Building Health Skills</i> 28-29, 166-167 <i>Developing Good Character</i> 181 <i>Explain</i> 183 <i>Figure 7</i>, 9, 146, 147, 163, 180 <i>Health Skills Activity</i> 164 <i>Infer</i> 188 <i>Write About It</i> 325 Teacher Wraparound Edition: C 181, 183; QW 47</p>
<p>b. Generate ways to open a conversation with parent/guardian related to personal limits.</p>	<p>Student Edition: 287-288 <i>Health Online</i> 190 Teacher Wraparound Edition: HSC 191</p>
<p>c. Analyze the influence of an individual's support system on choices related to substance use.</p>	<p>Student Edition: 179-181, 183, 184-185, 188, 287 <i>Advocacy</i> 325 <i>Apply</i> 183 <i>Applying Health Skills</i> 51 <i>Building Health Skills</i> 28-29 <i>Health Skills Activity</i> 288 <i>Write About It</i> 325 Teacher Wraparound Edition: HSC 287</p>

STANDARDS	PAGE REFERENCES
<p>d. Describe how peers and peer group norms can help support abstinence from substance use.</p>	<p>Student Edition: 188, 317, 368 <i>Advocacy</i> 325 <i>Apply</i> 255 <i>Building Health Skills</i> 320-321 <i>Developing Good Character</i> 429 <i>Figure</i> 314, 316 <i>Health Skills Activity</i> 284 <i>Reading Check</i> 311 <i>Thinking Critically</i> 188 Teacher Wraparound Edition: WT 192</p>
<p>e. Assess the importance of positive involvement with others in making healthy choices.</p>	<p>Student Edition: 21-22, 37, 188, 317, 368 <i>Advocacy</i> 325 <i>Apply</i> 255 <i>Applying Health Skills</i> 22, 41 <i>Building Health Skills</i> 28-29, 320-321 <i>Developing Good Character</i> 429 <i>Figure</i> 314, 316 <i>Health Skills Activity</i> 39, 284 <i>Reading Check</i> 311 <i>Thinking Critically</i> 188 Teacher Wraparound Edition: WT 192</p>
<p>f. Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills. ©</p>	<p>Student Edition: 16, 22, 187, 192, 286-287, 317-318 <i>Applying Health Skills</i> 27, 247, 289, 309, 351, 431, 479 <i>Building Health Skills</i> 290-291, 394-395 <i>Explain</i> 193, 319 <i>Figure</i> 187 <i>Health Skills Activity</i> 193, 254, 314 <i>Quick Write</i> 316 <i>Refusal Skills</i> 199, 261 Teacher Wraparound Edition: HL 187</p>

STANDARDS	PAGE REFERENCES
Human Development and Relationships	
Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.	
Objective 1: Demonstrate healthy expressions regarding interpersonal relationships. *TK	
a. Identify qualities of and ways to build healthy relationships with self and with others.	Student Edition: 6-7, 146-148, 149-152, 174-177, 179-181, 183, 184-187 <i>Applying Health Skills</i> 152 <i>Developing Good Character</i> 181 <i>Figure</i> 180, 186 <i>Infer</i> 183 <i>Synthesize</i> 177 Teacher Wraparound Edition: TH 7
b. Identify criteria for establishing personal boundaries and limits.	Student Edition: 25, 27, 36-39, 189-192, 214, 426 <i>Apply</i> 393 <i>Health Online</i> 190 Teacher Wraparound Edition: C 193
c. Recognize the need to respect the boundaries of self and others.	Student Edition: 189, 192, 214, 426 <i>Apply</i> 393 <i>Health Online</i> 190
d. Generate ways to communicate personal boundaries.	Student Edition: <i>Apply</i> 393
e. Identify positive ways to express interest in another person.	Student Edition: 192, 426 <i>Photo</i> 192
f. Develop ways to manage inappropriate or unwanted comments or advances from others.	Student Edition: 214, 218 <i>Apply</i> 393
g. Practice respectful, honest ways to accept or decline invitations.	The following page can be used to help meet this standard. Student Edition: <i>Apply</i> 393

STANDARDS	PAGE REFERENCES
Objective 2: Develop ways to manage and/or adapt to changes in relationships.	
<p>a. Determine how relationships can and do change; e.g., friend moving away, new friends and/or family members, breakups, siblings leaving or returning home, people aging, death.</p>	<p>Student Edition: 154-155, 181-183 <i>Apply</i> 155 <i>Explain</i> 155 <i>Figure</i> 182 <i>Identify</i> 183 Teacher Wraparound Edition: C 155; DSI 391; WT 181</p>
<p>b. Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.</p>	<p>Student Edition: 14, 20-22, 37, 39, 179, 203 <i>Figure</i> 38 Teacher Wraparound Edition: C 22; CP 37</p>
<p>c. Predict the possible impact of loss and grief on self and relationships.</p>	<p>Student Edition: 154-155, 181-183 <i>Explain</i> 155 <i>Figure</i> 182 <i>List</i> 155 Teacher Wraparound Edition: C 155; DSI 391</p>
<p>d. Determine healthy ways people accept, manage, or adapt to changes in relationships; e.g., talking with a parent, talking with a trusted friend, therapy, journals, exercise, assertiveness. Develop healthy, positive ways to end a friendship or a relationship.</p>	<p>Student Edition: 181-183 <i>Figure</i> 182 Teacher Wraparound Edition: WS 367</p>
Objective 3: Demonstrate the ability to manage unhealthy or dangerous relationships or situations. *TK	
<p>a. Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.</p>	<p>Student Edition: 203-204, 211-214</p>
<p>b. Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships.</p>	<p>The following pages can be used to help meet this standard. Student Edition: 214 <i>Analyze</i> 216</p>

STANDARDS	PAGE REFERENCES
c. Identify sexual harassment behaviors.	<p>The following pages can be used to help meet this standard.</p> <p>Student Edition: 214, 218 <i>Apply</i> 393</p>
d. Develop ways to manage sexual harassment in self and others.	<p>The following pages can be used to help meet this standard.</p> <p>Student Edition: 214 <i>Apply</i> 393</p>
e. Identify people, resources, and services that may help with personal or relationship issues.	<p>Student Edition: 154-155, 163-165, 181-182, 206-209, 221 <i>Health Skills Activity</i> 164 <i>List</i> 165 Teacher Wraparound Edition: C 165; PCSH 164, 208</p>
<p>Objective 4: Summarize the physical, social, and emotional changes that occur during adolescence.</p>	
a. Identify physical and emotional changes that occur during adolescence.	<p>Student Edition: 364-367, 389 <i>Figure</i> 365 <i>Identify</i> 369 <i>Quick Write</i> 364 Teacher Wraparound Edition: CP 365</p>
b. Explain the anatomy and physiology of the female and male reproductive systems.	<p>Student Edition: 374-376, 378-382 <i>Analyze</i> 382 <i>Apply</i> 377 <i>Explain</i> 377, 382 <i>Figure</i> 375, 379, 380 <i>Health Skills Activity</i> 377, 381 <i>Synthesize</i> 382 Teacher Wraparound Edition: C 377; DSI 375; WT 379</p>
c. Explain how physical changes may affect one emotionally and socially.	<p>Student Edition: 364-368</p>

STANDARDS	PAGE REFERENCES
<p>Objective 5: Determine how abstinence from sexual activity can enhance the development of relationships. *TK</p>	
<p>a. Identify ways to show interest and express affection for one another.</p>	<p>Student Edition: 192, 426 <i>Health Online</i> 190</p>
<p>b. Describe the benefits of sexual abstinence.</p>	<p>Student Edition: 189-192, 425-426 <i>Describe</i> 193 <i>Figure</i> 191 Teacher Wraparound Edition: C 193</p>
<p>c. Predict how sexual activity may compromise both personal and relationship growth.</p>	<p>Student Edition: 191-192, 426 <i>Figure</i> 191</p>
<p>d. Explain why abstinence is the best method for preventing early and/or unintended pregnancy and sexually transmitted infections. (Contraceptive information is subject to Utah State law and State Board of Education policy – see below.)</p>	<p>Student Edition: 189-192, 425-426 Teacher Wraparound Edition: WT 192</p>
<p>e. Predict the impact of adolescent parenting; e.g., on self, child, parent, society.</p>	<p>The following pages can be used to help meet this standard. Student Edition: 192, 425</p>
<p>f. Adoption presentation. (Subject to Utah State Law – see below.)</p>	<p>The following pages can be used to help meet this standard. Student Edition: 192</p>
<p>Utah State Law:</p> <ul style="list-style-type: none"> • Prior written parental consent must be obtained before including any aspect of contraception in the curriculum. • An annual presentation on adoption will be given to students in Grades 7-12. <p>Utah State Board of Education Policy:</p> <ul style="list-style-type: none"> • Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors. 	

STANDARDS	PAGE REFERENCES
Disease Prevention and HIV/AIDS Education	
Standard 4: Students summarize issues related to health promotion and disease prevention.	
Objective 1: Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each. *TK	
<p>a. Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.</p>	<p>Student Edition: 402-406, 407-412, 413-417, 422-426, 427-431, 440-445, 446-450, 451-456, 458-463 <i>Building Health Skills</i> 432-433 <i>Connect to Science</i> 404 <i>Connect to Social Studies</i> 416 <i>Figure</i> 403 <i>Time Health News</i> 434 Teacher Wraparound Edition: HL 405, 414, 415</p>
<p>b. Identify methods of prevention for communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behaviors.</p>	<p>Student Edition: 107, 189-192, 418-421, 425-426, 431 <i>Applying Health Skills</i> 406, 417 <i>Health Skills Activity</i> 410, 420 <i>Identify</i> 421 <i>Interpret</i> 437 <i>Quick Write</i> 418 Teacher Wraparound Edition: C 421; WT 411</p>
<p>c. Identify methods for reducing the risks on non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balance diet, regular check-ups, coping skills.</p>	<p>Student Edition: 61, 107-108, 440, 443, 448-449, 453-454 <i>Building Health Skills</i> 464-465 <i>Figure</i> 61 <i>Health Skills Activity</i> 457 Teacher Wraparound Edition: WT 448</p>
<p>d. Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.</p>	<p>Student Edition: 443-445, 448-450, 453-456, 459-463 <i>Applying Health Skills</i> 463 <i>Describe</i> 457, 463 <i>Health Online</i> 459 <i>Hypothesize</i> 445, 463 Teacher Wraparound Edition: C 463</p>

STANDARDS	PAGE REFERENCES
Objective 2: Analyze the impact of HIV disease. *TK	
a. Determine the seriousness of HIV.	Student Edition: 427-431 <i>Analyze</i> 431 Teacher Wraparound Edition: RS 428
b. Describe the general physiology of HIV disease.	Student Edition: 427-431 <i>Describe</i> 431 <i>Figure</i> 428 Teacher Wraparound Edition: RS 428
c. List the modes of transmission.	Student Edition: 427-429 <i>Give Examples</i> 431 Teacher Wraparound Edition: AV 428
d. Determine methods of preventing HIV infection.	Student Edition: 431 <i>Developing Good Character</i> 429 <i>Photo</i> 431
e. Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.	The following pages can be used to help meet this standard. Student Edition: 427-431 Teacher Wraparound Edition: CP 429
Safety and Injury/Violence Prevention	
Standard 5: Students assess how individual behavior affects personal and community health and safety.	
Objective 1: Determine an individual's role and responsibilities in creating a safe and caring community.	
a. Identify the core values, characteristics, and advantages of a safe and caring community.	Student Edition: 19-20, 48 Teacher Wraparound Edition: HSC 38

STANDARDS	PAGE REFERENCES
<p>b. Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.</p>	<p>Student Edition: 203-205, 211-216 <i>Developing Good Character</i> 214 <i>Figure</i> 210, 213, 215 <i>Identify</i> 216 <i>Quick Write</i> 211 <i>Vocabulary</i> 205 Teacher Wraparound Edition: C 216</p>
<p>c. Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.</p>	<p>Student Edition: 214-216, 479, 482 <i>Developing Good Character</i> 20, 214 <i>Photo</i> 479 <i>Quick Write</i> 211 <i>Synthesize</i> 479 <i>Time Health News</i> 502 Teacher Wraparound Edition: C 216; HL 215</p>
<p>Objective 2: Practice assertive communication, problem-solving, and conflict-management skills.</p>	
<p>a. Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.</p>	<p>Student Edition: 154, 203-205 <i>Figure</i> 219 <i>Health Skills Activity</i> 368</p>
<p>b. Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse.</p>	<p>Student Edition: 211-216, 217-219 <i>Analyze</i> 216 Teacher Wraparound Edition: HL 219</p>
<p>c. Develop ways to reinforce healthy behavior by self or others.</p>	<p>Student Edition: 10-17, 51, 76, 116-121, 126, 146-148, 151-152, 154-155, 179-181, 189-192 <i>Applying Health Skills</i> 9, 76 <i>Developing Good Character</i> 62 <i>Figure</i> 9 Teacher Wraparound Edition: HL 190</p>

STANDARDS	PAGE REFERENCES
d. Develop ways to reinforce healthy decisions made by peers.	Student Edition: 188, 192 <i>Applying Health Skills</i> 247, 271 <i>Building Health Skills</i> 28-29, 320-321 <i>Connect to Language Arts</i> 6 <i>Developing Good Character</i> 284 <i>Health Skills Activity</i> 39, 234, 288 <i>Time Health News</i> 98 Teacher Wraparound Edition: WS 6; WT 192
e. Describe how to access health-related school and community resources.	Student Edition: 11, 353-355 <i>Accessing Information</i> 361 <i>Applying Health Skills</i> 281 <i>Health Skills Activity</i> 164 Teacher Wraparound Edition: HSC 300; HSP 11; PCSH 64
Objective 3: Determine the impact of suicide and the importance of prevention. *TK	
a. Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.	The following pages can be used to help meet this standard. Student Edition: 161-162
b. Identify suicide warning signs in self and others.	Student Edition: <i>Explain</i> 162 <i>Figure</i> 162 Teacher Wraparound Edition: C 162
c. Identify factors contributing the suicide risk; e.g., depression, substance use, coping skills, events.	Student Edition: 161 Teacher Wraparound Edition: C 162
d. Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.	Student Edition: 161, 163-165 <i>Explain</i> 162

STANDARDS	PAGE REFERENCES
Objective 4: Create <i>safety plans</i> to mitigate a variety of risks.	
a. Identify potentially dangerous situations that could result in intentional or unintentional injury.	Student Edition: 78-79, 91-94, 472-474, 475-479, 480-485, 486-492 <i>Analyze</i> 474, 485 <i>Figure</i> 473, 484, 485 <i>Health Skills Activity</i> 93 <i>Quick Write</i> 472, 486 Teacher Wraparound Edition: WT 481
b. Identify a person(s) to rely on in risky situations.	Student Edition: 482, 483 <i>Interpret</i> 505 Teacher Wraparound Edition: PCSH 92
c. List the elements of a safety plan.	Student Edition: 474, 477, 482, 483, 488, 490 <i>Figure</i> 478, 484, 485, 492 <i>Give Examples</i> 479 <i>Health Skills Activity</i> 491 <i>Quick Write</i> 486 Teacher Wraparound Edition: HL 483, 487, 491
d. Create a personal safety plan related to an identified risk.	Student Edition: 477 <i>Building Health Skills</i> 500-501 <i>Suggest</i> 101 <i>Write About It</i> 505 Teacher Wraparound Edition: WT 477
Objective 5: Critically analyze <i>media influences</i> regarding violence and safety. *PD	
a. Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.	Student Edition: 11, 14, 22, 39-41, 115, 150, 243, 245-246, 311, 341-343 <i>Applying Health Skills</i> 205 <i>Building Health Skills</i> 136-137, 256-257 <i>Media Watch</i> 212, 246, 311 <i>Quick Write</i> 242 Teacher Wraparound Edition: HL 21, 342

STANDARDS	PAGE REFERENCES
b. Predict how exposure to media impacts character and choices, both positively and negatively.	Student Edition: 11, 14, 22, 39-41, 115, 150, 243, 245-246, 311, 341-343 <i>Applying Health Skills</i> 205 <i>Building Health Skills</i> 136-137, 256-257 <i>Media Watch</i> 212, 246, 311 <i>Quick Write</i> 242 Teacher Wraparound Edition: HL 21, 342
c. Analyze the role of personal responsibility related to media influences.	Student Edition: 22, 41, 342 <i>Apply</i> 22 <i>Media Watch</i> 279 Teacher Wraparound Edition: HSC 279
d. Analyze current trends in media content.	Student Edition: 22, 39-41, 243, 245-246, 311 <i>Applying Health Skills</i> 155, 183 <i>Building Health Skills</i> 136-137, 256-257 <i>Media Watch</i> 212, 246, 311 <i>Quick Write</i> 242 Teacher Wraparound Edition: CP 246
Objective 6: Demonstrate ability to respond effectively in an emergency situation.	
a. Identify emergency number and information to be given.	Student Edition: 482, 493 <i>Applying Health Skills</i> 485 <i>Figure</i> 478 <i>Health Online</i> 498
b. Identify basic first aid for common medical emergencies.	Student Edition: 493-499 <i>Describe</i> 499 <i>Figure</i> 494, 495, 496 <i>Quick Write</i> 493 Teacher Wraparound Edition: HL 496, 497; PCSH 92; WT 498

STANDARDS	PAGE REFERENCES
c. Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.	Student Edition: 94-95, 475-479, 486-491 <i>Explain</i> 95 <i>Figure</i> 478, 492 <i>Health Skills Activity</i> 491 <i>Quick Write</i> 475, 486 Teacher Wraparound Edition: HL 487
d. List response procedures for a variety of emergency situations.	Student Edition: 94-95, 475-479, 486-491, 493-499 <i>Describe</i> 499 <i>Explain</i> 95 <i>Figure</i> 478, 492, 494, 495, 496 <i>Health Skills Activity</i> 491 <i>Quick Write</i> 475, 486, 493 Teacher Wraparound Edition: HL 487, 496
Nutrition and Fitness	
Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.	
Objective 1: Analyze the benefits of good nutrition and physical fitness.	
a. Explain how following the food guide pyramid can help ensure proper nutrition.	Student Edition: 111-112 <i>Explain</i> 115 <i>Figure</i> 112, 117 <i>Identify</i> 115 Teacher Wraparound Edition: CP 20; HL 113
b. Determine the benefits of eating healthy breakfasts and snacks.	Student Edition: 117-119 <i>Analyze</i> 121 <i>Health Online</i> 119 Teacher Wraparound Edition: HL 120
c. Determine the benefits of proper food handling and preparation.	Student Edition: 120-121 <i>Explain</i> 121 Teacher Wraparound Edition: AL 120

STANDARDS	PAGE REFERENCES
d. Critique products or supplements purportedly designed to enhance looks, performance, or general health.	Student Edition: 88-89 <i>Connect to Science</i> 114 <i>Media Watch</i> 117 Teacher Wraparound Edition: CT 88; HL 88; WT 106
e. Demonstrate the ability to balance caloric intake with energy expenditure.	Student Edition: 87, 112-114 <i>Figure</i> 113 Teacher Wraparound Edition: RS 113; UA 113
f. Describe the benefits of physical fitness.	Student Edition: 60-62 <i>Evaluate</i> 65 <i>Figure</i> 61 <i>Restate</i> 65 Teacher Wraparound Edition: RS 61
g. Record participation in a variety of daily physical activities.	Student Edition: 64-65, 83 <i>Justify</i> 83 Teacher Wraparound Edition: TH 78
Objective 2: Analyze the impact of the seven dietary guidelines on helping prevent diet-related illnesses .	
a. List the seven dietary guidelines.	Student Edition: 104-109, 111-114 <i>Figure</i> 117 <i>List</i> 110 Teacher Wraparound Edition: HL 112, 113
b. Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.	Student Edition: 105-107 <i>Connect to Science</i> 105
c. Determine the influence of heredity on illnesses.	Student Edition: 18-19 Teacher Wraparound Edition: HL 19; WT 462

STANDARDS	PAGE REFERENCES
d. Explain why following dietary guidelines may help prevent some illnesses.	Student Edition: 107-108, 112-114, 116-119, 448, 453, 460 <i>Analyze</i> 115 Teacher Wraparound Edition: HL 447; WT 448
e. Explain the impact of unhealthy daily food choices and habits.	Student Edition: 107-108, 446, 453, 459 <i>Connect to Science</i> 447 Teacher Wraparound Edition: HL 447; WT 448
Consumer and Community Health	
Standard 7: Students evaluate basic health information needed to advocate for personal, peer, and family health.	
Objective 1: Evaluate the reliability of health information and services based on established criteria.	
a. Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.	Student Edition: 11, 21 <i>Assessing Information</i> 33 <i>Applying Health Skills</i> 17, 95, 162, 235, 279, 281, 302, 377, 393 <i>Building Health Skills</i> 356-357, 432-433, 518-519 <i>Figure</i> 344 <i>Health Skills Activity</i> 21, 120, 245, 250, 269, 309, 342, 461, 483 Teacher Wraparound Edition: HSP 11
b. Determine media influences on perceptions and choices related to health.	Student Edition: 11, 14, 22, 39-41, 115, 150, 243, 245-246, 311, 341-343 <i>Applying Health Skills</i> 205 <i>Building Health Skills</i> 136-137, 256-257 <i>Media Watch</i> 212, 246, 311 <i>Quick Write</i> 242 Teacher Wraparound Edition: HL 21, 342

STANDARDS	PAGE REFERENCES
<p>c. Develop criteria for determining reliability of health information and services.</p>	<p>Student Edition: 10-12, 22 <i>Applying Health Skills</i> 17, 95, 162, 235, 377 <i>Building Health Skills</i> 356-357, 432-433, 518-519 Figure 344 <i>Health Skills Activity</i> 21, 245, 250, 269, 309, 342 Teacher Wraparound Edition: HSP 11</p>
<p>Objective 2: Create an <i>advocacy plan</i> to address a health-related need.</p>	
<p>a. Identify health issues that affect individuals and/or families.</p>	<p>Student Edition: 17, 20, 131-135, 156, 265, 284, 301-302, 308, 312-315, 402-404, 422-425, 446-448, 451-453, 508-512 Teacher Wraparound Edition: WT 134, 157, 265, 424, 510</p>
<p>b. Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.</p>	<p>Student Edition: 17, 513-516 <i>Applying Health Skills</i> 90, 115, 158, 165, 271, 319, 426, 431, 485, 512, 517 <i>Building Health Skills</i> 28-29, 320-321 Figure 515, 516, 517 <i>Give Examples</i> 517 <i>Hands-On Health</i> 520 <i>Health Online</i> 514 <i>Health Skills Activity</i> 514 List 517 <i>Quick Write</i> 513 Teacher Wraparound Edition: HSC 514</p>
<p>c. Predict the effect of an advocacy plan.</p>	<p>Student Edition: <i>Self Check</i> 29, 321 <i>Skill Summary</i> 29, 321 Teacher Wraparound Edition: TT 320</p>