



Glencoe

Responsible Healthy Lifestyles
Health Education Levels 7-8



Utah



Teen Health

COURSE 3

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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: 63-66
b. Identify situations or circumstances that cause stress.	Student Edition: 64, 105, 137-139 <i>Building Health Skills 72-73</i> Teacher Wraparound Edition: AL 65
c. Describe the stress response and how it influences reactions or performance.	Student Edition: 64-66, 417, 435 Teacher Wraparound Edition: HL 64, 484; WT 65

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

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<p>d. Develop strategies for managing or reducing stress.</p>	<p>Student Edition: 43, 66-68 <i>Building Health Skills</i> 72-73 <i>Time health news</i> 74 <i>Write About It</i> 77 #15; 573 #16 Teacher Wraparound Edition: AL 65; HL 42, 484; RS 64</p>
<p>Objective 2: Apply decision-making skills to address an issue. *PD</p>	
<p>a. Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.</p>	<p>Student Edition: 26-27, 41 <i>Developing Good Character</i> 28 Teacher Wraparound Edition: HL 27; UA 28</p>
<p>b. Analyze decision-making process(es).</p>	<p>Student Edition: 26-30, 112-116, 118-121 <i>Applying Health Skills</i> 158 <i>Building Health Skills</i> 44-45, 326-327, 364-365 <i>Media Watch</i> 205 <i>Write About It</i> 49 #2; 331 #14 Teacher Wraparound Edition: CP 16; CT 361; PC 29; TH 28; WT 115</p>
<p>c. Develop an individual decision-making process.</p>	<p>Student Edition: 26-30, 112-116, 118-121 <i>Applying Health Skills</i> 158 <i>Building Health Skills</i> 44-45, 326-327, 364-365 <i>Media Watch</i> 205 <i>Write About It</i> 49 #2; 331 #14 Teacher Wraparound Edition: CP 16; CT 361; PC 29; TH 28; WT 115</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: 29-30, 32-37, 54-56, 57-62 <i>Developing Good Character</i> 81 <i>Figure 3.1</i> 53</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: 57-62, 80-85 <i>Building Health Skills</i> 470-471 Teacher Wraparound Edition: CT 61; DW 34; HL 59, 60, 64; WT 65</p>

STANDARDS	PAGE REFERENCES
c. Predict how mental/emotional health may be influenced by values, dreams, and goals.	Student Edition: 52-56, 61, 460-465, 466-469 Teacher Wraparound Edition: Ac 74; HC 61
d. Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.	Student Edition: 88-89, 90-93 Teacher Wraparound Edition: HC 61; HL 91; HS 61, 88; HSP 83; PC 53, 81; TH 83
Objective 4: Analyze the correlation between acceptance of responsibility and personal growth and maturity. *TK and PD	
a. Identify characteristics of an emotionally and socially mature person.	Student Edition: 57-62, 66-67, 130-133, 464-465 <i>Building Health Skills</i> 72-73, 470-471 <i>Developing Good Character</i> 34 Teacher Wraparound Edition: AL 58, 59; HAS 60; HS 35, 61; RS 67
b. Describe how developmental assets contribute to personal growth, success, and wellness.	Student Edition: 32-37, 130-132, 462-465, 466-469 <i>Figure 17.3</i> 461 <i>Thinking Critically</i> 475 #13 Teacher Wraparound Edition: CT 468
c. Recognize the difference between immediate and delayed gratification.	The following lessons could be extended to meet this standard. Student Edition: Chapter 1 Lesson 3; Chapter 5 Lesson 4
d. Predict the outcomes of being responsible for one's actions.	Student Edition: 13-17, 28, 114, 119 <i>Applying Health Skills</i> 31 <i>Health Skills Activity</i> 31, 314 Teacher Wraparound Edition: DW 120; HL 15; PC 29
Objective 5: Analyze the impact of body image and other factors on disordered eating.	
a. Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.	Student Edition: 54-55, 260-261 <i>Time health news</i> 272 Teacher Wraparound Edition: Ac 272; AL 261; CP 54, 343; WT 265

STANDARDS	PAGE REFERENCES
b. Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment.	Student Edition: 54-55, 261, 264-265, 455-456 Teacher Wraparound Edition: CP 54; PC 262
c. Explain how self-acceptance impacts eating and exercising patterns.	Student Edition: 54-55, 260-261 <i>Time health news 272</i> Teacher Wraparound Edition: AL 261; CP 54, 343; WT 265
d. Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.	Student Edition: 266-268 <i>Time health news 272</i> Teacher Wraparound Edition: WT 264
e. Identify warning signs and short- and long-term effects of disordered eating.	Student Edition: 266-268 <i>What I Learned 269 #2</i> Teacher Wraparound Edition: RC 268; UA 268
f. Compile resources that can help develop a healthy self and/or assist with disordered eating.	Student Edition: 268 <i>What I Learned 269 #4</i> Teacher Wraparound Edition: AL 267; DW 267; WT 268
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	
a. Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.	Student Edition: 278-279, 308-309, 334-335, 338-343, 345-351, 352-355, 383-387 Teacher Wraparound Edition: AL 346; HSP 348; UA 350; WT 353
b. Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.	Student Edition: 278-279, 323-324, 334-335, 338-343, 345-351, 352-355 <i>Health Skills Activity 336</i> Teacher Wraparound Edition: AL 346; HSP 348; UA 350; WT 353

STANDARDS	PAGE REFERENCES
c. Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.	Student Edition: 288-289, 291-293, 315-316, 336-337 <i>Figure 14.7</i> 357 <i>Thinking Critically</i> 331 #13 Teacher Wraparound Edition: CP 288; HL 336, 347; WT 353
d. Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.	Student Edition: 282-285, 286-290, 291-295, 311-313, 316-318, 335-337, 338-340 Teacher Wraparound Edition: HL 284, 287, 292, 313, 339; WT 312
e. Develop healthy alternatives to substance use.	Student Edition: 281, 325, 360-363 <i>Applying Health Skills</i> 290, 295 <i>Thinking Critically</i> 305 #16 Teacher Wraparound Edition: HS 294, 362
f. Develop a decision-making process to set personal limits related to substance use.	Student Edition: 298-299, 326-327, 360-363, 364-365 <i>Building Health Skills</i> 300-301 <i>Hands-On Health</i> 302 <i>Health Skills Activity</i> 314 <i>Write About It</i> 331 #14 Teacher Wraparound Edition: CT 361
Objective 2: Practice Refusal Skills® and other strategies for maintaining healthy personal limits. *PD	
a. Identify the people comprising a personal support system.	Student Edition: 28, 134-136, 323-324, 359 <i>Building Health Skills</i> 326-327 Teacher Wraparound Edition: CP 348; DW 11, 357; PC 361
b. Generate ways to open a conversation with parent/guardian related to personal limits.	Student Edition: 27-28 <i>Building Health Skills</i> 326-327 <i>Health Skills Activity</i> 314 Teacher Wraparound Edition: DW 11

STANDARDS	PAGE REFERENCES
<p>c. Analyze the influence of an individual's support system on choices related to substance use.</p>	<p>Student Edition: 279-281, 298, 323-324, 326-327 <i>Building Health Skills</i> 300-301, 326-327 <i>Health Skills Activity</i> 314 Teacher Wraparound Edition: DW 357; HL 336; PC 280, 361</p>
<p>d. Describe how peers and peer group norms can help support abstinence from substance use.</p>	<p>Student Edition: 281, 325, 360-363 <i>Applying Health Skills</i> 281 <i>Building Health Skills</i> 326-327 <i>Developing Good Character</i> 309, 342 <i>Health Online</i> 354 <i>Thinking Critically</i> 305 #16 Teacher Wraparound Edition: HSP 354; PC 297; UA 349</p>
<p>e. Assess the importance of positive involvement with others in making healthy choices.</p>	<p>Student Edition: 281, 325, 360-363 <i>Applying Health Skills</i> 281 <i>Building Health Skills</i> 326-327 <i>Developing Good Character</i> 309, 342 <i>Health Online</i> 354 <i>Thinking Critically</i> 305 #16 Teacher Wraparound Edition: HSP 354; PC 297; UA 349</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: 325, 361 <i>Applying Health Skills</i> 281, 325 <i>Building Health Skills</i> 300-301, 326-327, 364-365 <i>Hands-On Health</i> 302 <i>Health Online</i> 354 <i>Health Skills Activity</i> 280 Teacher Wraparound Edition: AL 341; HSP 354; PC 280</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: 39-40, 58-59, 102-107, 108-111, 130-132 <i>Hands-On Health</i> 46 <i>Time health news</i> 124 Teacher Wraparound Edition: CP 39; CT 106
b. Identify criteria for establishing personal boundaries and limits.	Student Edition: 106-107, 118-121 Teacher Wraparound Edition: HL 114
c. Recognize the need to respect the boundaries of self and others.	Student Edition: 106-107, 118-121 Teacher Wraparound Edition: HL 114
d. Generate ways to communicate personal boundaries.	Student Edition: 108-111, 115-116 <i>Building Health Skills</i> 122-123 <i>Hands-On Health</i> 46 <i>Health Skills Activity</i> 117
e. Identify positive ways to express interest in another person.	Student Edition: 106-107, 120-121 <i>Health Skills Activity</i> 105 Teacher Wraparound Edition: CI 121; CP 10
f. Develop ways to manage inappropriate or unwanted comments or advances from others.	Student Edition: <i>Building Health Skills</i> 122-123 <i>Health Skills Activity</i> 117 <i>Thinking Critically</i> 121 #4, 5 <i>Write About It</i> 127 #15
g. Practice respectful, honest ways to accept or decline invitations.	Student Edition: <i>Building Health Skills</i> 122-123 <i>Health Skills Activity</i> 117 <i>Thinking Critically</i> 121 #4, 5 <i>Write About It</i> 127 #15

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: 103, 104, 137-138 <i>Health Skills Activity</i> 105 <i>Write About It</i> 151 #13</p> <p>Teacher Wraparound Edition: CI 107; DW 103; WS 137</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: 105-107, 112-114, 132 <i>Time health news</i> 124</p> <p>Teacher Wraparound Edition: Ac 124; CP 10, 109; CT 119; DW 120</p>
<p>c. Predict the possible impact of loss and grief on self and relationships.</p>	<p>Student Edition: 69-71 <i>Thinking Critically</i> 77 #13 <i>Write About It</i> 77 #16</p> <p>Teacher Wraparound Edition: DG 70</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: 138</p> <p>Teacher Wraparound Edition: DW 103; HL 141; HSP 138; PC 138; RS 138</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: 139, 181, 186, 189-191</p> <p>Teacher Wraparound Edition: WT 181</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 lesson could be extended to meet this standard.</p> <p>Student Edition: Chapter 6, Lesson 1</p>
<p>c. Identify sexual harassment behaviors.</p>	<p>Student Edition: 186 <i>Thinking Critically</i> 187 #4</p> <p>Teacher Wraparound Edition: AL 190; HL 186</p>

STANDARDS	PAGE REFERENCES
d. Develop ways to manage sexual harassment in self and others.	Student Edition: 187, 193-194 <i>Building Health Skills</i> 196-197 <i>Hands-On Health</i> 198 Teacher Wraparound Edition: AL 190; En 187
e. Identify people, resources, and services that may help with personal or relationship issues.	Student Edition: 138, 165-166, 182-183, 192-195 <i>Applying Health Skills</i> 139, 191 Teacher Wraparound Edition: HL 141; HSP 138; PC 138; RS 138; WT 166
Objective 4: Summarize the physical, social, and emotional changes that occur during adolescence.	
a. Identify physical and emotional changes that occur during adolescence.	Student Edition: 8-12, 462-465 <i>What I Learned</i> 12 #3 <i>Write About It</i> 23 #13 Teacher Wraparound Edition: DW 440; UA 462; WT 9
b. Explain the anatomy and physiology of the female and male reproductive systems.	Student Edition: 437-440 <i>What I Learned</i> 441 #2, 4 Teacher Wraparound Edition: AL 439; RS 438, 440
c. Explain how physical changes may affect one emotionally and socially.	Student Edition: 463-465 Teacher Wraparound Edition: HL 60, 464; RS 463; UA 462
Objective 5: Determine how abstinence from sexual activity can enhance the development of relationships. *TK	
a. Identify ways to show interest and express affection for one another.	Student Edition: 106-107, 120-121 <i>Health Skills Activity</i> 105 Teacher Wraparound Edition: CI 121; CP 10
b. Describe the benefits of sexual abstinence.	Student Edition: 16, 118-121, 494-495, 499 <i>Thinking Critically</i> 495 #4 Teacher Wraparound Edition: CT 144; DW 120; UA 121

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c. Predict how sexual activity may compromise both personal and relationship growth.	Student Edition: 16, 118-121, 494-495, 499 <i>Thinking Critically</i> 495 #4 Teacher Wraparound Edition: CT 144; DW 120; UA 121
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.)	Student Edition: 118-121, 494-495, 499 <i>Standardized Test Practice</i> 127 <i>Thinking Critically</i> 495 #4 Teacher Wraparound Edition: CT 144; DW 120; UA 121
e. Predict the impact of adolescent parenting; e.g., on self, child, parent, society.	Student Edition: 143-145 <i>Connect to Math</i> 120 <i>Hands-On Health</i> 148 <i>Write About It</i> 151 #14 Teacher Wraparound Edition: CT 143; HL 144; TH 143
f. Adoption presentation. (Subject to Utah State Law – see below.)	Student Edition: Chapter 6, Lesson 3 could be extended to target this objective.
Utah State Law: <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. Utah State Board of Education Policy: <ul style="list-style-type: none"> • Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors. 	
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	
a. Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.	Student Edition: 416, 420-421, 435, 488-491, 492-495, 496-499, 511-516, 517-521, 522-526, 527-531 <i>Applying Health Skills</i> 510 Teacher Wraparound Edition: CP 509; HL 489, 493, 518; RS 490; UA 509

STANDARDS	PAGE REFERENCES
<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: 480-482, 486 <i>Applying Health Skills</i> 491 <i>Building Health Skills</i> 500-501 <i>Figure 18.3</i> 487 <i>Hands-On Health</i> 502 <i>Health Skills Activity</i> 485 <i>Time health news</i> 398 Teacher Wraparound Edition: CT 484; HL 481, 485; HS 415</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: 421, 435, 508-510, 520-521 <i>Applying Health Skills</i> 436, 441, 526 <i>Building Health Skills</i> 532-533 Teacher Wraparound Edition: DW 439; HL 416, 513, 515, 519; HSP 509, 514</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: 513-515, 519-520, 523, 525-526, 529, 531 <i>Applying Health Skills</i> 441, 510 <i>Figure 19.4</i> 524 <i>Health Skills Activity</i> 516 <i>Thinking Critically</i> 495 #5 Teacher Wraparound Edition: DW 439; HL 515, 523, 530; TH 514, 520</p>
<p>Objective 2: Analyze the impact of HIV disease. *TK</p>	
<p>a. Determine the seriousness of HIV.</p>	<p>Student Edition: 120, 496-497 <i>Thinking Critically</i> 499 #4, 505 #16</p>
<p>b. Describe the general physiology of HIV disease.</p>	<p>Student Edition: 496-497 Teacher Wraparound Edition: CA 498</p>
<p>c. List the modes of transmission.</p>	<p>Student Edition: 497-498 Teacher Wraparound Edition: HS 415; WS 498; WT 498</p>
<p>d. Determine methods or preventing HIV infection.</p>	<p>Student Edition: 499 Teacher Wraparound Edition: HS 415; WS 498; WT 498</p>

STANDARDS	PAGE REFERENCES
<p>e. Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.</p>	<p>The following lesson could be extended to meet this standard. Student Edition: Chapter 18, Lesson 5</p>
<p>Safety and Injury/Violence Prevention</p>	
<p>Standard 5: Students assess how individual behavior affects personal and community health and safety.</p>	
<p>Objective 1: Determine an individual's role and responsibilities in creating a safe and caring community.</p>	
<p>a. Identify the core values, characteristics, and advantages of a safe and caring community.</p>	<p>Student Edition: 12, 32-37, 38-43, 132 <i>Standardized Test Practice</i> 49 <i>Thinking Critically</i> 12 #5 <i>Write About It</i> 48 #13 Teacher Wraparound Edition: HS 33</p>
<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: 32-37, 132, 158, 177-178, 186 <i>Health Skills Activity</i> 133 <i>Standardized Test Practice</i> 49 <i>Thinking Critically</i> 12 #5 <i>Write About It</i> 49 #13 Teacher Wraparound Edition: DG 177; HS 33</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: 178, 544 <i>Developing Good Character</i> 177 <i>Health Skills Activity</i> 31, 133 <i>Time health news</i> 170 Teacher Wraparound Edition: DW 34, 156; HS 162; WT 177</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: 57-59, 69-70, 80-85, 86-87, 160-162, 176-179, 184-187, 188-191 <i>Time health news</i> 170 Teacher Wraparound Edition: CP 54; DW 156; HL 64</p>

STANDARDS	PAGE REFERENCES
<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: 86-87, 139, 176-179, 184-187, 188-191 <i>Time health news</i> 170 Teacher Wraparound Edition: DW 156; HL 178</p>
<p>c. Develop ways to reinforce healthy behavior by self or others.</p>	<p>Student Edition: 179, 183 <i>Building Health Skills</i> 168-169, 196-197 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 88 <i>Write About It</i> 99 #10 Teacher Wraparound Edition: AL 178; HS 182; HSP 157</p>
<p>d. Develop ways to reinforce healthy decisions made by peers.</p>	<p>Student Edition: 179, 183 <i>Building Health Skills</i> 168-169, 196-197 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 88 <i>Write About It</i> 99 #10 Teacher Wraparound Edition: AL 178; HS 182; HSP 157</p>
<p>e. Describe how to access health-related school and community resources.</p>	<p>Student Edition: 179 <i>Applying Health Skills</i> 139, 183 Teacher Wraparound Edition: AL 178; HS 162, 182; HSP 157; PC 138, 157, 185</p>
<p>Objective 3: Determine the impact of suicide and the importance of prevention. *TK</p>	
<p>a. Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.</p>	<p>Student Edition: 86-89</p>
<p>b. Identify suicide warning signs in self and others.</p>	<p>Student Edition: 87 <i>Write About It</i> 99 #10 Teacher Wraparound Edition: AL 87; CI 89</p>
<p>c. Identify factors contributing the suicide risk; e.g., depression, substance use, coping skills, events.</p>	<p>Student Edition: 86-89, 191, 279 <i>Figure 8.2</i> 190 Teacher Wraparound Edition: HL 190</p>

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<p>d. Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.</p>	<p>Student Edition: 87-88, 90-93 <i>Applying Health Skills</i> 89, 93 <i>Write About It</i> 99 #11</p> <p>Teacher Wraparound Edition: AL 87; DW 87; En 89; HS 88; QW 86</p>
<p>Objective 4: Create safety plans to mitigate a variety of risks.</p>	
<p>a. Identify potentially dangerous situations that could result in intentional or unintentional injury.</p>	<p>Student Edition: 222-223, 540-544, 545-549, 550-552 <i>Applying Health Skills</i> 544 <i>Building Health Skills</i> 568-569</p>
<p>b. Identify a person(s) to rely on in risky situations.</p>	<p>Student Edition: 178-179, 183, 187, 193-194, 556 <i>Applying Health Skills</i> 195 <i>Building Health Skills</i> 196-197 <i>Health Skills Activity</i> 553</p> <p>Teacher Wraparound Edition: HL 193</p>
<p>c. List the elements of a safety plan.</p>	<p>Student Edition: 223, 542-544, 545-549, 550-553 <i>Building Health Skills</i> 226-227 <i>Hands-On Health</i> 570 <i>Health Skills Activity</i> 553 <i>Thinking Critically</i> 44 #5 <i>What I Learned</i> 549 #3</p> <p>Teacher Wraparound Edition: AL 541; HS 547; PC 541; TH 543; WS 548</p>
<p>d. Create a personal safety plan related to an identified risk.</p>	<p>Student Edition: 178-179, 550-553 <i>Building Health Skills</i> 226-227 <i>Connect to Science</i> 542 <i>Hands-On Health</i> 570 <i>Health Skills Activity</i> 553 <i>Thinking Critically</i> 44 #5 <i>What I Learned</i> 549 #3</p> <p>Teacher Wraparound Edition: CI 179; HS 547; HSP 547; RS 541; TH 543</p>

STANDARDS	PAGE REFERENCES
Objective 5: Critically analyze media influences regarding violence and safety. *PD	
<p>a. Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.</p>	<p>Student Edition: 41, 279, 324 <i>Media Watch</i> 135, 335 <i>Time health news</i> 272</p> <p>Teacher Wraparound Edition: Ac 170, 272; CP 54, 324, 343; TH 58; WT 264</p>
<p>b. Predict how exposure to media impacts character and choices, both positively and negatively.</p>	<p>Student Edition: 41, 279, 324 <i>Media Watch</i> 135, 240, 335 <i>Time health news</i> 272</p> <p>Teacher Wraparound Edition: Ac 170, 272; CP 324, 343; TH 28, 106; WT 264</p>
<p>c. Analyze the role of personal responsibility related to media influences.</p>	<p>Student Edition: <i>Building Health Skills</i> 271, 396-397 <i>Health Skills Activity</i> 380 <i>Media Watch</i> 240, 335, 348, 374</p> <p>Teacher Wraparound Edition: Ac 170; CP 54, 343; MW 324; TH 41, 106</p>
<p>d. Analyze current trends in media content.</p>	<p>Student Edition: <i>Health Skills Activity</i> 380 <i>Media Watch</i> 335, 348</p> <p>Teacher Wraparound Edition: Ac 170, 272; CP 324, 343; MW 324; TH 58; WT 264</p>
Objective 6: Demonstrate ability to respond effectively in an emergency situation.	
<p>a. Identify emergency number and information to be given.</p>	<p>Student Edition: 556</p> <p>Teacher Wraparound Edition: DG 556; HL 560; TH 556</p>
<p>b. Identify basic first aid for common medical emergencies.</p>	<p>Student Edition: 554-557, 558-562, 563-567</p> <p>Teacher Wraparound Edition: HSP 564; UA 559</p>

STANDARDS	PAGE REFERENCES
<p>c. Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.</p>	<p>Student Edition: 550-552, 554-557, 558-562, 563-567 <i>Applying Health Skills</i> 553 <i>Figure 20.3</i> 548 <i>Thinking Critically</i> 544 #5</p> <p>Teacher Wraparound Edition: AL 560; HSP 564; PC 565</p>
<p>d. List response procedures for a variety of emergency situations.</p>	<p>Student Edition: 554-557, 558-562, 563-567 <i>Hands-On Health</i> 570</p> <p>Teacher Wraparound Edition: AL 560; HSP 564; PC 565; RS 567; TH 556</p>
<p>Nutrition and Fitness</p>	
<p>Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.</p>	
<p>Objective 1: Analyze the benefits of good nutrition and physical fitness.</p>	
<p>a. Explain how following the food guide pyramid can help ensure proper nutrition.</p>	<p>Student Edition: 234-237, 243 <i>Building Health Skills</i> 252-253 <i>Figure 10.3</i> 244 <i>Thinking Critically</i> 247 #4, 5 <i>Write About It</i> 257 #15</p> <p>Teacher Wraparound Edition: En 242; RS 244; TH 244</p>
<p>b. Determine the benefits of eating healthy breakfasts and snacks.</p>	<p>Student Edition: 238-242, 248-251 <i>Building Health Skills</i> 252-253 <i>Hands-On Health</i> 254</p> <p>Teacher Wraparound Edition: AL 249; UA 241; WS 250</p>
<p>c. Determine the benefits of proper food handling and preparation.</p>	<p>Student Edition: 247, 480-481 <i>Hands-On Health</i> 502</p>
<p>d. Critique products or supplements purportedly designed to enhance looks, performance, or general health.</p>	<p>Student Edition: <i>Health Online</i> 263 <i>Health Skills Activity</i> 520 <i>Media Watch</i> 205, 240</p> <p>Teacher Wraparound Edition: En 265; HL 241; TT 252; WT 222, 240, 249</p>

STANDARDS	PAGE REFERENCES	
e. Demonstrate the ability to balance caloric intake with energy expenditure.	Student Edition: 245, 264-265 <i>Building Health Skills</i> 270-271 Teacher Wraparound Edition: AL 245; HSP 263; PC 245	
f. Describe the benefits of physical fitness.	Student Edition: 204-208, 209-212 <i>Write About It</i> 231 #14 Teacher Wraparound Edition: HL 205, 219; QW 209	
g. Record participation in a variety of daily physical activities.	Student Edition: 217 <i>Applying Health Skills</i> 220 <i>Figure 9.2</i> 210; 9.3 211; 9.4 212 <i>Write About It</i> 231 #15 Teacher Wraparound Edition: En 214; HSP 218; RS 210, 217	
Objective 2: Analyze the impact of the seven dietary guidelines on helping prevent diet-related illnesses .		
	a. List the seven dietary guidelines.	Student Edition: 244-247
	b. Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.	Student Edition: 236-237, 238-242, 263, 266-268 <i>Applying Health Skills</i> 237 <i>Thinking Critically</i> 237 #5 Teacher Wraparound Edition: En 242; HL 241
	c. Determine the influence of heredity on illnesses.	Student Edition: 214, 455-456, 509, 512 <i>Health Skills Activity</i> 457 Teacher Wraparound Edition: CP 509; DW 457
	d. Explain why following dietary guidelines may help prevent some illnesses.	Student Edition: 236-237, 238-242, 243-247, 263 <i>Building Health Skills</i> 252-253 <i>Thinking Critically</i> 237 #5 Teacher Wraparound Edition: PC 262; UA 213

STANDARDS	PAGE REFERENCES
e. Explain the impact of unhealthy daily food choices and habits.	Student Edition: 243-247, 248-251, 263, 266-268 <i>What I Learned</i> 269 #2 Teacher Wraparound Edition: CP 213; PC 262; UA 213
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: 379-382, 392-395 <i>Applying Health Skills</i> 85, 187, 237 <i>Building Health Skills</i> 396-397 <i>Media Watch</i> 5 Teacher Wraparound Edition: AL 41; HL 141, 193; HS 88, 298; HSP 40, 138; TH 143, 244, 381
b. Determine media influences on perceptions and choices related to health.	Student Edition: 41, 234, 279 <i>Media Watch</i> 135, 335 <i>Time health news</i> 272 Teacher Wraparound Edition: Ac 170, 272; CP 54, 324, 343; TH 58; WT 264
c. Develop criteria for determining reliability of health information and services.	Student Edition: <i>Building Health Skills</i> 271, 396-397 <i>Health Skills Activity</i> 380 <i>Media Watch</i> 240, 335, 348, 374 Teacher Wraparound Edition: Ac 170; CP 54, 343; MW 324; TH 41, 106
Objective 2: Create an advocacy plan to address a health-related need.	
a. Identify health issues that affect individuals and/or families.	Student Edition: 296-298, 311-313, 320, 488-491, 492-495, 496-499, 508-510, 511-515, 517-521, 522-526 <i>Applying Health Skills</i> 43 Teacher Wraparound Edition: DW 357; HL 320, 321; HS 298

STANDARDS	PAGE REFERENCES
b. Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.	Student Edition: <i>Applying Health Skills</i> 43, 62, 183 Teacher Wraparound Edition: AL 104, 161, 287; HAS 132; HS 182; HSP 27, 70, 223; TH 143
c. Predict the effect of an advocacy plan.	Student Edition: <i>Applying Health Skills</i> 43, 62, 183 Teacher Wraparound Edition: AL 104, 161, 287; HAS 132; HS 182; HSP 27, 70, 223; TH 143