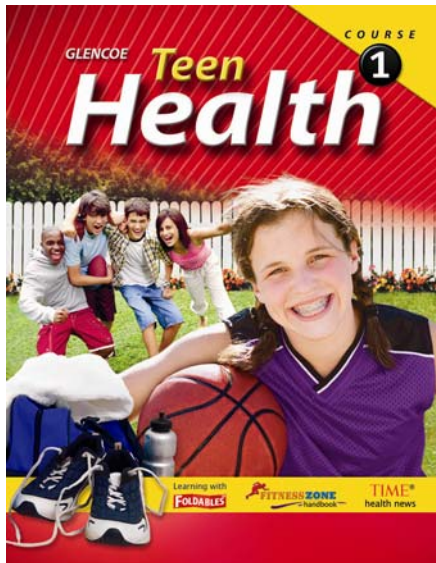




Glencoe

Health Content Expectations
Grade Six



COURSE
1

Teen
Health

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STANDARDS	PAGE REFERENCES
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
<p>1.1 Analyze the benefits of healthy eating and being physically active.</p>	<p>Student Edition: 4-7, 11, 94-97, 98-101, 102-107, 108-111, 120-125, 126-131, 132-135 <i>Building Health Skills</i> 112-113, 136-137 <i>Hands-On Health</i> 114 <i>Health Skills Activity</i> 104, 111, 122, 130 <i>Start-Up Activities</i> 3, 93, 119 Teacher Wraparound Edition: RS 2</p>
<p>1.2 Identify the causes of foodborne illness.</p>	<p>Student Edition: 268-271, 272-276 <i>Developing Good Character</i> 273 <i>Health Skills Activity</i> 276 <i>Reading Check</i> 271 <i>Start-Up Activities</i> 267 Teacher Wraparound Edition: APK 268, 272; GR 268; RC 271</p>

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

STANDARDS	PAGE REFERENCES
<p>1.3 Explain how weight management is influenced by healthy eating and being physically active.</p>	<p>Student Edition: 102-107, 108-111, 120-125 <i>Building Health Skills</i> 112-113 <i>Developing Good Character</i> 109 <i>Go Online</i> 123 <i>Guide to Reading</i> 120 <i>Hands-On Health</i> 114 <i>Health Skills Activity</i> 111, 122 <i>Quick Write</i> 108</p> <p>Teacher Wraparound Edition: APK 108; DGC 109; HHA 114; HL 123; HSA 110; QW 108; WTWK 109</p>
<p>Standard 3: Health Behaviors</p>	
<p>1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one’s age in order to achieve health benefits.</p>	<p>Student Edition: 98-101, 105, 120 <i>Go Online</i> 100 <i>Guide to Reading</i> 98</p> <p>Teacher Wraparound Edition: AL 99, 121; APK 98; RS 99; TH 99</p>
<p>1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.</p>	<p>Student Edition: 102-107, 108-111, 124, 126-131 <i>Building Health Skills</i> 112-113, 136-137 <i>Developing Good Character</i> 109 <i>Go Online</i> 123 <i>Health Skills Activity</i> 104, 111, 122, 130 <i>Start-Up Activities</i> 119 <i>What Teens Think</i> 103, 124</p> <p>Teacher Wraparound Edition: CP 104; DGC 109; HSA 110, 122, 130; WTT 103, 124</p>
<p>1.6 Describe environmental influences that encourage or discourage physical activity.</p>	<p>Student Edition: 120-125 <i>Go Online</i> 123 <i>Health Skills Activity</i> 122 <i>What Teens Think</i> 124</p> <p>Teacher Wraparound Edition: AL 124; HL 123; HSA 122</p>

STANDARDS	PAGE REFERENCES
<p>1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.</p>	<p>Student Edition: 98-101, 120-125, 126-131 <i>Building Health Skills</i> 112-113, 136-137 <i>Go Online</i> 100, 123 <i>Guide to Reading</i> 98 <i>Health Skills Activity</i> 122, 130 <i>What Teens Think</i> 124</p> <p>Teacher Wraparound Edition: AL 99, 121, 124; APK 98; GO 100; HL 123; RS 99; TH 99; WTT 124</p>
<p>1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.</p>	<p>Student Edition: 102-107, 108-111, 120-125, 126-131 <i>Building Health Skills</i> 112-113, 136-137 <i>Developing Good Character</i> 109, 128 <i>Health Skills Activity</i> 104, 111, 130</p> <p>Teacher Wraparound Edition: DGC 109; HSA 110; PCSH 100</p>
RECOMMENDED	
Standard 1: Core Concepts	
<p>1.9 Describe the relationship of self perception, body image, body weight, and physical activity.</p>	<p>Student Edition: 32-35, 108-111 <i>Developing Good Character</i> 109 <i>Health Skills Activity</i> 34, 111 <i>Start-Up Activities</i> 31</p> <p>Teacher Wraparound Edition: APK 108; CT 33, 109; FZ 34; HSA 34, 110; WTWK 109</p>
Standard 4: Influences	
<p>1.10 Analyze how one's own perception of weight influences healthy eating and being physically active.</p>	<p>Student Edition: 108-111 <i>Developing Good Character</i> 109 <i>Health Skills Activity</i> 111</p> <p>Teacher Wraparound Edition: APK 108; CT 109; FZ 34; HSA 110; WTWK 109</p>

STANDARDS	PAGE REFERENCES
STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS	
Standard 1: Core Concepts	
<p>2.1 Explain the short- and long-term effects of alcohol and marijuana use.</p>	<p>Student Edition: 242-245, 246-248, 249-252, 253-255 <i>Developing Good Character</i> 243 <i>What Teens Think</i> 251</p> <p>Teacher Wraparound Edition: AL 243, 247; APK 242, 249, 253; DGC 243; DSI 247; FZ 243; HSP 247, 250; WS 244; WTT 251; WTWK 244</p>
<p>2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.</p>	<p>Student Edition: General information about tobacco is found in 222-226, 227-229, 230-233 <i>Health Skills Activity</i> 232 <i>Start-Up Activities</i> 221</p> <p>Teacher Wraparound Edition: AL 224, 225; HSA 232</p>
<p>2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.</p>	<p>Student Edition: 227-229, 245, 253 <i>What Teens Think</i> 223, 251</p> <p>Teacher Wraparound Edition: CP 228; HL 254; PCSH 250; WTT 223, 251; WTWK 225</p>
<p>2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.</p>	<p>Student Edition: 230-233, 256-259 <i>Building Health Skills</i> 234-235, 260-261 <i>Go Online</i> 224, 258 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 232, 257 <i>TIME health news</i> 236</p> <p>Teacher Wraparound Edition: AL 258; APK 256; HSA 232, 257; WTWK 258</p>
<p>2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.</p>	<p>Student Edition: 242-245, 246-248, 249-252, 253-255 <i>Developing Good Character</i> 243 <i>What Teens Think</i> 251</p> <p>Teacher Wraparound Edition: AL 243, 247, 254; APK 242, 249, 253; DSI 247; FZ 243; HSP 247, 250; WS 244</p>

STANDARDS	PAGE REFERENCES
Standard 2: Access Information	
<p>2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.</p>	<p>Student Edition: 13-14 <i>Health Skills Activity 14</i></p> <p>Teacher Wraparound Edition: AL 225, 254; DSI 247; HSP 247, 250; PCSH 250</p>
Standard 3: Health Behaviors	
<p>2.7 Make a commitment to be alcohol, tobacco and drug free.</p>	<p>Student Edition: 256-259 <i>Building Health Skills 260-261</i> <i>Go Online 258</i> <i>Hands-On Health 262</i> <i>Health Skills Activity 257</i></p> <p>Teacher Wraparound Edition: APK 256; HSA 257; WTWK 258</p>
<p>2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.</p>	<p>Student Edition: 243-244, 249-252</p> <p>Teacher Wraparound Edition: AL 243</p>
<p>2.9 Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.</p>	<p>Student Edition: 78-79, 257 <i>Developing Good Character 243</i> <i>Quick Write 78</i></p> <p>The following activities can be adapted to specifically meet this standard. <i>Hands-On Health 262</i> <i>Health Skills Activity 79</i></p> <p>Teacher Wraparound Edition: F 78; QW 78; T 79; TT 79</p>

STANDARDS	PAGE REFERENCES
Standard 4: Influences	
<p>2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.</p>	<p>Student Edition: 227-229, 246-248 <i>Go Online</i> 258 <i>Reading Check</i> 228 <i>Start-Up Activities</i> 221, 241 <i>TIME health news</i> 236 <i>What Teens Think</i> 223</p> <p>Teacher Wraparound Edition: A 236; AL 223; APK 227; CP 228; RC 228; WTT 223; WTWK 244, 258</p>
Standard 7: Social Skills	
<p>2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.</p>	<p>Student Edition: 227-229, 230-233, 256-259 <i>Building Health Skills</i> 234-235, 260-261 <i>Go Online</i> 258 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 232, 257 <i>Start-Up Activities</i> 221</p> <p>Teacher Wraparound Edition: APK 230; TH 232; WTWK 258</p>
<p>2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.</p>	<p>Student Edition: 256-259 <i>Building Health Skills</i> 234-235, 260-261 <i>Go Online</i> 258 <i>Hands-On Health</i> 262</p> <p>Teacher Wraparound Edition: HHA 262; IHH 262; WTWK 258</p>
RECOMMENDED	
Standard 1: Core Concepts	
<p>2.13 Describe the negative health effects of caffeine, tobacco, and diet pills on rest, stress, athletic performance, and weight management.</p>	<p>Student Edition: 222-226, 242-245, 249-252</p> <p>Teacher Wraparound Edition: AL 225; FZ 223, 243; RS 224; WTWK 109</p>

STANDARDS	PAGE REFERENCES
Standard 4: Influences	
<p>2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.</p>	<p>Student Edition: 245, 248, 249-250, 254-255, 256-259 <i>Building Health Skills</i> 260-261 <i>Hands-On Health</i> 262 <i>What Teens Think</i> 251</p> <p>Teacher Wraparound Edition: TT 260; WTT 251</p>
<p>2.15 Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.</p>	<p>Student Edition: 227-229, 230-233, 255, 256-259 <i>Building Health Skills</i> 260-261 <i>Developing Good Character</i> 231, 243 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 232</p> <p>Teacher Wraparound Edition: DGC 231, 243; DSI 231, 247; HHA 262; HSP 247; TH 232; TT 260; WTWK 258</p>
Standard 8: Advocacy	
<p>2.16 Apply effective persuasion skills for encouraging others not to use tobacco, alcohol, and other drugs.</p>	<p>Student Edition: <i>Building Health Skills</i> 234-235, 260-261 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 232, 257 <i>TIME health news</i> 236</p> <p>Teacher Wraparound Edition: A 236; AL 223, 224, 247, 254, 258; CP 228; HHA 262; HSA 232, 257; HSC 257; HSP 250; M 236; TA 236; TH 232; WS 231</p>
STRAND 3: SAFETY	
Standard 1: Core Concepts	
<p>3.1 Explain how safety belts help passengers to stay safe.</p>	<p>Student Edition: 11, 303 <i>Start-Up Activities</i> 295</p> <p>Teacher Wraparound Edition: HI 295</p>
<p>3.2 Describe safety hazards related to using the Internet.</p>	<p>Student Edition: <i>Health Skills Activity</i> 64</p> <p>Teacher Wraparound Edition: AL 64; HSA 64; TH 64</p>

STANDARDS	PAGE REFERENCES
3.3 Describe appropriate and inappropriate touch.	Student Edition: 71-72, 82-85 Teacher Wraparound Edition: HSC 70; PCSH 71; UA 71, 84
3.4 Explain the importance of respecting personal space and boundaries.	Personal space can be discussed as part of bullying behavior. Student Edition: <i>TIME health news</i> 88
3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	Student Edition: 71-72 Teacher Wraparound Edition: HSC 70
Standard 2: Access Information	
3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.	Student Edition: 70-71, 78-79, 82-85 <i>Health Skills Activity</i> 64, 70 <i>Reading Check</i> 72 <i>TIME health news</i> 88 Teacher Wraparound Edition: HSA 64, 70; HSC 70; PCSH 71; RC 72
Standard 3: Health Behaviors	
3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.	Student Edition: 84-85, 296-299, 300-304, 305-307 <i>Health Skills Activity</i> 299, 302 <i>Start-Up Activities</i> 295 Teacher Wraparound Edition: AL 298; APK 300; DSI 303; HSA 298; HSC 301; UA 84; WTWK 84
3.8 Describe strategies to avoid unsafe situations.	Student Edition: 81-85, 300-304, 305-307 <i>Building Health Skills</i> 86 <i>Developing Good Character</i> 301 <i>Health Skills Activity</i> 302 <i>TIME health news</i> 88 Teacher Wraparound Edition: AL 301; DGC 301; HSA 302; TF 88; UA 84; WTWK 84

STANDARDS	PAGE REFERENCES
<p>3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.</p>	<p>Student Edition: 84-85, 303-304 Teacher Wraparound Edition: AL 84; DSI 303; HSC 301; UA 84</p>
<p>3.10 Describe the procedure for reporting the presence of weapons at school.</p>	<p>Student Edition: 303-304 Teacher Wraparound Edition: CA 303; DSI 303</p>
<p>3.11 Demonstrate the ability to escape safety hazards in public places.</p>	<p>Student Edition: 81-85, 302, 304 <i>Building Health Skills</i> 86 Teacher Wraparound Edition: CA 303; DSI 303; PCSH 302</p>
<p>3.12 Apply school rules and procedures to hypothetical school crisis situations.</p>	<p>Teacher Wraparound Edition: CA 303; DSI 303; HSC 83; PCSH 302</p>
<p>3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.</p>	<p>Student Edition: 71-72, 78-79, 84-85 <i>Health Skills Activity</i> 79 <i>TIME health news</i> 88 Teacher Wraparound Edition: HSA 79; HSC 70; PCSH 71; UA 71</p>
<p>3.14 Apply strategies to stay safe when using the Internet.</p>	<p>Student Edition: <i>Health Skills Activity</i> 64 Teacher Wraparound Edition: AL 64; HSA 64; TH 64</p>
<p>Standard 4: Influences</p>	
<p>3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.</p>	<p>Student Edition: 303 <i>Reading Check</i> 303 Teacher Wraparound Edition: RS 303</p>

STANDARDS	PAGE REFERENCES
RECOMMENDED	
Standard 8: Advocacy	
3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.	Student Edition: 243, 303 <i>Developing Good Character</i> 243 <i>Reading Check</i> 303 Teacher Wraparound Edition: DGC 243; RS 303
3.17 Advocate for others to stay safe when using the Internet.	Student Edition: <i>Health Skills Activity</i> 64 Teacher Wraparound Edition: AL 64; HSA 64; TH 64
STRAND 4: SOCIAL AND EMOTIONAL HEALTH <i>(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)</i>	
Standard 1: Core Concepts	
4.1 Describe some common causes of stress, and the health effects of stress.	Student Edition: 45-49 <i>Building Health Skills</i> 54-55 <i>Health Skills Activity</i> 48 Teacher Wraparound Edition: HL 47, 48; HSA 48; HSP 46; TH 46; UA 48
Standard 2: Access Information	
4.2 Analyze the importance of getting help from an adult when it is needed.	Student Edition: 70, 72, 79 <i>Health Skills Activity</i> 64 <i>TIME health news</i> 88 Teacher Wraparound Edition: HSA 64; HSC 70, 83; PCSH 71; TF 88
4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help.	Student Edition: 16-19, 22-23, 73-77 <i>Building Health Skills</i> 24-25 <i>Health Skills Activity</i> 19 Teacher Wraparound Edition: DSI 17; HSA 18; HSP 75; PCSH 18, 71; WTWK 74, 76

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
<p>4.4 Demonstrate the ability to use practical strategies to manage strong feelings.</p>	<p>Student Edition: 41-44, 50-53 <i>Building Health Skills</i> 54 <i>Go Online</i> 43 <i>Health Skills Activity</i> 53 <i>Quick Write</i> 41</p> <p>Teacher Wraparound Edition: GO 43; HL 42; HSA 52; HSC 52; HSP 42; PCSH 43; QW 41; WTKW 51</p>
Standard 5: Goal Setting	
<p>4.5 Use practical strategies to develop a personal plan for stress management.</p>	<p>Student Edition: 45-49 <i>Building Health Skills</i> 54 <i>Health Skills Activity</i> 48 <i>Quick Write</i> 45</p> <p>Teacher Wraparound Edition: APK 45; HL 47, 48; HSA 48; QW 45; TH 46</p>
Standard 6: Decision Making	
<p>4.6 Describe the decision making and problem solving steps.</p>	<p>Student Edition: 16-19 <i>Building Health Skills</i> 24 <i>Health Skills Activity</i> 19 <i>Media Watch</i> 17</p> <p>Teacher Wraparound Edition: APK 16; DSI 17; HSA 18; MW 17; PCSH 18</p>
<p>4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.</p>	<p>Student Edition: 16-19 <i>Health Skills Activity</i> 19 <i>Media Watch</i> 17</p> <p>Teacher Wraparound Edition: APK 16; DSI 17; HSA 18; MW 17; PCSH 18</p>

STANDARDS	PAGE REFERENCES
Standard 7: Social Skills	
<p>4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.</p>	<p>Student Edition: 81-85 <i>Building Health Skills</i> 86-87 <i>Developing Good Character</i> 82 <i>What Teens Think</i> 83</p> <p>Teacher Wraparound Edition: DGC 82; HSC 83; HSP 83; RS 82; TT 86; UA 84; WTT 83; WTWK 84</p>
<p>4.9 Demonstrate the ability to use the steps of conflict resolution.</p>	<p>Student Edition: 82-85 <i>Building Health Skills</i> 86-87 <i>What Teens Think</i> 83</p> <p>Teacher Wraparound Edition: HSC 83; HSP 83; WTT 83; WTWK 84</p>
<p>4.10 Demonstrate effective listening strategies.</p>	<p>Student Edition: 65-66 <i>Health Skills Activity</i> 70</p> <p>Teacher Wraparound Edition: HL 65; HSA 70</p>
<p>4.11 Demonstrate the ability to use assertive communication skills appropriately.</p>	<p>Student Edition: 65-66 <i>Health Skills Activity</i> 70</p> <p>Teacher Wraparound Edition: HL 65; HSA 70</p>
RECOMMENDED	
Standard 1: Core Concepts	
<p>4.12 Analyze how friendships may involve positive and negative risks.</p>	<p>Student Edition: 16-19, 73-77 <i>Health Skills Activity</i> 19 <i>Quick Write</i> 73</p> <p>Teacher Wraparound Edition: APK 73; CT 74; HSA 18; HSP 74, 75; QW 73; RS 76; WTWK 74, 76</p>

STANDARDS	PAGE REFERENCES
<p>4.13 Explain the difference between angry feelings and angry behavior.</p>	<p>Student Edition: 41-44 <i>Go Online</i> 43 <i>Quick Write</i> 41</p> <p>Teacher Wraparound Edition: APK 41; GO 43; HSP 42; QW 41</p>
<p>Standard 7: Social Skills</p>	
<p>4.14 Demonstrate the ability to express appreciation.</p>	<p>Student Edition: 68 <i>Go Online</i> 69</p> <p>Teacher Wraparound Edition: GO 69</p>
<p>STRAND 5: PERSONAL HEALTH AND WELLNESS</p>	
<p>Standard 3: Health Behaviors</p>	
<p>5.1 Demonstrate skills throughout the day to reduce the spread of germs.</p>	<p>Student Edition: 271, 275-276 <i>Health Skills Activity</i> 276</p> <p>Teacher Wraparound Edition: HSA 276; HSP 275; RS 275</p>
<p>STRAND 6: HIV AND STIs PREVENTION</p>	
<p><i>See the Health Education Content Expectations for Grade 5 and Grades 7-8 at www.michigan.gov/healthed<http://www.michigan.gov/healthed>.</i></p>	
<p>STRAND 7: SEXUALITY EDUCATION</p> <p><i>(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district’s Sex Education Advisory Board to determine whether it is consistent with the district’s board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)</i></p>	
<p>Standard 1: Core Concepts</p>	
<p>7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.</p>	<p>Student Edition: Changes during puberty are discussed in 202-205 <i>Building Health Skills</i> 214-215 <i>Go Online</i> 204 <i>Quick Write</i> 202</p> <p>Teacher Wraparound Edition: QW 202; RS 204</p>

STANDARDS	PAGE REFERENCES
<p>7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.</p>	<p>Student Edition: 202-205 <i>Building Health Skills</i> 214-215 <i>Go Online</i> 204 <i>Quick Write</i> 202</p> <p>Teacher Wraparound Edition: QW 202; RS 204</p>
<p>7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.</p>	<p>Student Edition: 206-209 <i>Health Skills Activity</i> 209</p> <p>Teacher Wraparound Edition: APK 206; HL 208; HSA 208; PCSH 207; RS 207, 208</p>
<p>7.4 Define abstinence from sex.</p>	<p>Student Edition: 44, 80, 280 <i>Health Skills Activity</i> 209 <i>Reading Check</i> 80</p> <p>Teacher Wraparound Edition: HSA 209</p>
<p>7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.</p>	<p>Student Edition: 44, 80, 280 <i>Health Skills Activity</i> 209 <i>Reading Check</i> 80</p> <p>Teacher Wraparound Edition: HSA 209</p>
<p>Standard 2: Access Information</p>	
<p>7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.</p>	<p>Student Edition: 13-14 <i>Careers for the 21st Century</i> 207 <i>Go Online</i> 204 <i>Health Skills Activity</i> 14, 209, 281</p> <p>Teacher Wraparound Edition: HL 208; HSA 14, 208, 280; PCSH 18, 207</p>
<p>Standard 3: Health Behaviors</p>	
<p>7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.</p>	<p>Student Edition: 278-280</p> <p>Teacher Wraparound Edition: CT 279; WTWK 76</p>

STANDARDS	PAGE REFERENCES
<p>7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.</p>	<p>Student Edition: 44, 80, 280 <i>Reading Check</i> 80</p> <p>Teacher Wraparound Edition: RC 80</p>
<p>Standard 4: Influences</p>	
<p>7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.</p>	<p>Student Edition: 9-11, 14, 16-19 <i>Building Health Skills</i> 24-25 <i>Health Skills Activity</i> 14, 19 <i>Media Watch</i> 40, 63 <i>What Teens Think</i> 10</p> <p>Teacher Wraparound Edition: CP 63, 212; HSA 14, 18; MW 40, 63; PCSH 18; WTT 10; WTWK 74</p>
<p>Standard 5: Goal Setting</p>	
<p>7.10 Develop personal short- and long-term goals that support abstinence.</p>	<p>Student Edition: 20-23, 44, 80 <i>Developing Good Character</i> 22 <i>Reading Check</i> 80</p> <p>Teacher Wraparound Edition: AL 21; DGC 22; TH 21</p>
<p>Standard 7: Social Skills</p>	
<p>7.11 Demonstrate how to communicate one's level of readiness to be a boy friend or girl friend.</p>	<p>Friendships and peer relationships are discussed on the following pages.</p> <p>Student Edition: 73-77 <i>Quick Write</i> 73</p> <p>Teacher Wraparound Edition: HSP 74; QW 73</p>
<p>7.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior.</p>	<p>Refusal skills are discussed on the following pages.</p> <p>Student Edition: 78-80 <i>Health Skills Activity</i> 79 <i>Quick Write</i> 78</p> <p>Teacher Wraparound Edition: HSA 79; QW 78</p>

STANDARDS	PAGE REFERENCES
<p>7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</p>	<p>Refusal skills are discussed on the following pages.</p> <p>Student Edition: 78-80 <i>Health Skills Activity 79</i> <i>Quick Write 78</i></p> <p>Teacher Wraparound Edition: HSA 79; QW 78</p>