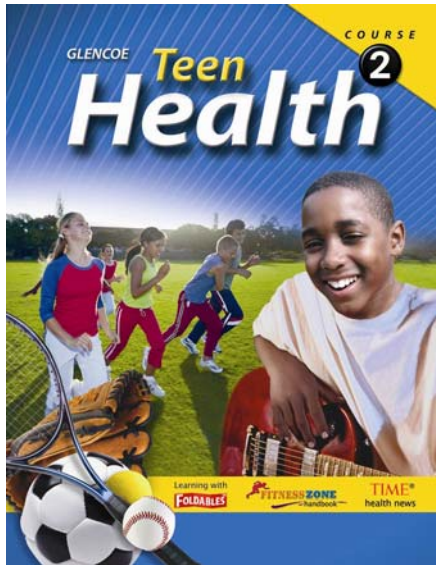




Glencoe

Health Content Expectations
Grades Seven and Eight



COURSE
2
Teen
Health

© 2009

STANDARDS		PAGE REFERENCES
Strand 1: Nutrition and Physical Activity		
Standard 1: Core Concepts		
1.1	Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.	Student Edition: 4-5, 61-62, 63, 104-107, 129, 131 Teacher Wraparound Edition: APK 60
1.2	Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.	Student Edition: 107-109, 111-114 <i>Health Skills Activity</i> 43 <i>Lesson Review</i> 115 (#2, #3) Teacher Wraparound Edition: AL 112; RS 112
Standard 2: Access Information		
1.3	Use nutrition information on food labels to compare products and select foods for specific dietary goals.	Student Edition: 109-110 <i>Connect to Language Arts</i> 108 <i>Media Watch</i> 14 Teacher Wraparound Edition: HL 120; HSC 109; HSP 109; RS 109

STANDARDS	PAGE REFERENCES
<p>1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.</p>	<p>Student Edition: 109-110 <i>Building Health Skills</i> 136-137 <i>Health Skills Activity</i> 21 <i>Media Watch</i> 14</p> <p>Teacher Wraparound Edition: HL 107, 120; HSC 109; HSP 109; RS 109</p>
<p>1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.</p>	<p>Student Edition: <i>Connect to Science</i> 117 <i>Health Skills Activity</i> 120</p> <p>Teacher Wraparound Edition: QW 128</p>
<p>Standard 3: Health Behaviors</p>	
<p>1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.</p>	<p>Student Edition: <i>Health Skills Activity</i> 120 <i>What Teens Think</i> 114</p> <p>Teacher Wraparound Edition: HAS 120; WTT 114</p>
<p>1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.</p>	<p>Student Edition: 111-114 <i>Hands-On Health</i> 138</p> <p>Teacher Wraparound Edition: RS 113</p>
<p>1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 60-64, 77-83, 84-86 <i>Building Health Skills</i> 96 <i>Fitness Zone Handbook</i> xviii-1 <i>Go Online</i> 85 <i>What Teens Think</i> 78</p> <p>Teacher Wraparound Edition: AL 62; HSC 61</p>
<p>Standard 4: Influences</p>	
<p>1.9 Analyze the influence of television, computer, and video games on physical activity.</p>	<p>The following page reference can be used to meet this standard.</p> <p>Student Edition: <i>Health Skills Activity</i> 79</p>

STANDARDS	PAGE REFERENCES
Standard 5: Goal Setting	
<p>1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.</p>	<p>Student Edition: 42-46, 77-78, 116-119 <i>Building Health Skills</i> 52-53 <i>Fitness Zone Handbook</i> xviii-xix <i>Health Skills Activity</i> 43, 79, 120</p> <p>Teacher Wraparound Edition: FZ 38; HAS 43</p>
<p>1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.</p>	<p>Student Edition: 42-46, 77-78, 116-119 <i>Developing Good Character</i> 62 <i>Fitness Zone Handbook</i> xviii-xix <i>Hands-On Health</i> 138 <i>Health Skills Activity</i> 43, 120 <i>Lesson Review</i> 110 (#7)</p> <p>Teacher Wraparound Edition: FZ 38; HAS 43</p>
Standard 8: Advocacy	
<p>1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 111-114, 116-119</p> <p>Teacher Wraparound Edition: AL 118; PCSH 14</p>
RECOMMENDED	
Standard 1: Core Concepts	
<p>1.13 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.</p>	<p>Student Edition: 128-130, 131 <i>Connect to Math</i> 129</p> <p>Teacher Wraparound Edition: CL 130</p>
Standard 2: Access Information	
<p>1.14 Describe how to access nutrition information about foods offered in restaurants in one's community.</p>	<p>Student Edition: <i>Health Skills Activity</i> 120</p> <p>Teacher Wraparound Edition: HAS 120</p>

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
<p>1.15 Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment.</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 111-114, 116-119</p> <p>Teacher Wraparound Edition: AL 118; PCSH 14</p>
<p>1.16 Demonstrate the ability to use safety equipment for physical activity.</p>	<p>Student Edition: 86-87, 481 <i>Building Health Skills</i> 29 <i>Health Skills Activity</i> 93</p> <p>Teacher Wraparound Edition: RS 87; UA 87; WTWK 87</p>
Standard 7: Social Skills	
<p>1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy.</p>	<p>Student Edition: 115 <i>Building Health Skills</i> 136-137 <i>Lesson Review</i> 110 (#7), 121 (#7)</p> <p>Teacher Wraparound Edition: DSI 117</p>
<p>1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active.</p>	<p>Student Edition: <i>Health Skills Activity</i> 79 <i>Lesson Review</i> 110 (#5), 115 (#7), 135 (#7)</p>
STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS	
Standard 1: Core Concepts	
<p>2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.</p>	<p>Student Edition: 233-235, 240, 248-249, 251, 265, 268-271, 279-281, 282-285, 301-302, 312-314 <i>Health Skills Activity</i> 269 <i>Time: Health News</i> 292</p> <p>Teacher Wraparound Edition: FZ 234; WS 249</p>
Standard 2: Access Information	
<p>2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.</p>	<p>Student Edition: <i>Health Skills Activity</i> 245, 250, 269, 309 <i>Lesson Review</i> 235 (#7)</p> <p>Teacher Wraparound Edition: HSA 269; HSC 300; UA 233</p>

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
<p>2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.</p>	<p>Student Edition: 242-243, 252, 278-279, 310-311 <i>Health Skills Activity</i> 280, 288 <i>What Teens Think</i> 279</p> <p>Teacher Wraparound Edition: CL 319; HSP 280; WTT 279</p>
<p>2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.</p>	<p>Student Edition: 23-27 <i>Building Health Skills</i> 290-291 <i>Health Skills Activity</i> 193, 319 <i>What Teens Think</i> 301</p> <p>Teacher Wraparound Edition: RS 24</p>
Standard 4: Influences	
<p>2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.</p>	<p>Student Edition: 242-243, 245-246, 278-279, 311 <i>Building Health Skills</i> 256-257 <i>Go Online</i> 279 <i>What Teens Think</i> 246, 301</p> <p>Teacher Wraparound Edition: CP 245, 247; CT 243; WTT 246</p>
Standard 6: Decision Making	
<p>2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.</p>	<p>Student Edition: <i>Building Health Skills</i> 290-291, 320-321 <i>Health Skills Activity</i> 193, 234, 254, 284, 319</p> <p>Teacher Wraparound Edition: HAS 254</p>
Standard 7: Social Skills	
<p>2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.</p>	<p>Student Edition: <i>Building Health Skills</i> 290-291, 320-321 <i>Health Skills Activity</i> 193, 254, 284, 319</p> <p>Teacher Wraparound Edition: HAS 254</p>

STANDARDS		PAGE REFERENCES
RECOMMENDED		
Standard 3: Health Behaviors		
2.8	Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.	Student Edition: 299, 349-351 <i>Health Skills Activity</i> 299, 350 Teacher Wraparound Edition: AL 349; HAS 299; RS 349
2.9	Demonstrate skills to avoid hazards due to another's use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs.	Student Edition: <i>Lesson Review</i> 27 (#7), 251 (#6), 309 (#7) Teacher Wraparound Edition: AL 249; APK 248; DSI 251
Standard 7: Social Skills		
2.10	Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs.	Student Edition: <i>Health Skills Activity</i> 245 <i>Lesson Review</i> 255 (#7)
2.11	Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.	Student Edition: <i>Building Health Skills</i> 320-321 <i>Go Online</i> 253 <i>Health Skills Activity</i> 250, 288 <i>Lesson Review</i> 319 (#7) Teacher Wraparound Edition: WS 245, 317
STRAND 3: SAFETY		
Standard 1: Core Concepts		
3.1	Describe the characteristics of healthy (positive) and harmful (negative) relationships.	The following page references can be used to meet this standard. Student Edition: 179-181, 185-186, 214, 217-218 <i>Lesson Review</i> 216 (#6) <i>What Teens Think</i> 185 Teacher Wraparound Edition: AL 185; WTT 185; WTWK 214
3.2	Evaluate the impact of alcohol and other drug use related to safety when dating.	Student Edition: 214, 267, 283 Teacher Wraparound Edition: HL 283

STANDARDS	PAGE REFERENCES
3.3 Describe the extent of the problem of dating abuse, assault, and rape.	Student Edition: 211, 214, 217-218 Teacher Wraparound Edition: WTWK 214
3.4 Define the legal consequences of sexual harassment and violence.	The following page references can be used to meet this standard. Student Edition: 211-212, 214-215
Standard 2: Access Information	
3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.	Student Edition: 209-210, 212-213, 221 <i>Developing Good Character</i> 214 Teacher Wraparound Edition: DGC 214
Standard 3: Health Behaviors	
3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.	Student Edition: 209-210 <i>Lesson Review</i> 210 (#4) Teacher Wraparound Edition: RS 209
3.7 Describe strategies to stay safe when using the Internet.	Student Edition: <i>Time: Health News</i> 502 Teacher Wraparound Edition: AC 502; TA 502
3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.	Student Edition: 16, 212-214, 482 <i>Building Health Skills</i> 394-395 <i>Health Skills Activity</i> 193, 254 <i>Lesson Review</i> 216 (#7) Teacher Wraparound Edition: HSP 214; RS 213; WS 16; WTWK 16
3.9 Recognize warning signs of potential danger in relationships.	Student Edition: 214 <i>Lesson Review</i> 216 (#6) Teacher Wraparound Edition: WTWK 214

STANDARDS	PAGE REFERENCES
Standard 4: Influences	
<p>3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.</p>	<p>Student Edition: 174-176, 206-210, 211-216 <i>Building Health Skills</i> 222-223 <i>Health Skills Activity</i> 209 <i>Time: Health News</i> 224 Teacher Wraparound Edition: AC 224; APK 211</p>
Standard 6: Decision Making	
<p>3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.</p>	<p>The following page references can be used to meet this standard. Student Edition: 213-214 Teacher Wraparound Edition: RS 213; WTT 207; UA 208</p>
Standard 7: Social Skills	
<p>3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</p>	<p>Student Edition: 206-209 <i>Building Health Skills</i> 222-223 <i>Go Online</i> 207 <i>Health Skills Activity</i> 209 <i>Lesson Review</i> 210 (#7) Teacher Wraparound Edition: UA 208; WTT 207</p>
<p>3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.</p>	<p>Student Edition: 213-214 Teacher Wraparound Edition: RS 213; WTT 207</p>
RECOMMENDED	
Standard 3: Health Behaviors	
<p>3.14 Demonstrate skills to avoid or escape a potentially violent dating situation.</p>	<p>Student Edition: 214 <i>Building Health Skills</i> 394 Teacher Wraparound Edition: HSP 214; WTWK 214</p>

STANDARDS	PAGE REFERENCES
<p>3.15 Demonstrate the ability to properly and consistently use a variety of safety gear, including seat belts.</p>	<p>Student Edition: 79, 86-87, 481-482 <i>Building Health Skills</i> 28-29 <i>Health Skills Activity</i> 93 Teacher Wraparound Edition: AL 482; UA 87; WTWK 87</p>
<p>3.16 Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks.</p>	<p>Student Edition: 79, 86-87, 481-482 <i>Building Health Skills</i> 28-29 <i>Health Skills Activity</i> 93 Teacher Wraparound Edition: AL 482; UA 87; WTWK 87</p>
<p>3.17 Commit to taking individual action to promote peace.</p>	<p>The following page references can be used to meet this standard. Student Edition: 206-209 <i>Go Online</i> 207 <i>Time: Health News</i> 224 Teacher Wraparound Edition: PCSH 208; UA 208</p>
<p>Standard 4: Influences</p>	
<p>3.18 Analyze influences that can lead to abusive relationships, including expectations for males and females.</p>	<p>Student Edition: 214, 219 <i>Lesson Review</i> 216 (#6) Teacher Wraparound Edition: CT 214; HSP 214; WTWK 214</p>
<p>Standard 8: Advocacy</p>	
<p>3.19 Advocate for changes in home, school, or community environments that would increase safety.</p>	<p>The following page references can be used to meet this standard. Student Edition: 214-216, 472-474, 477-479, 480-485 <i>Building Health Skills</i> 500-501 Teacher Wraparound Edition: AL 215</p>

STANDARDS	PAGE REFERENCES
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	
<p>4.1 Distinguish between passive, aggressive, and assertive communication.</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 174-176, 187, 318 <i>Health Skills Activity</i> 181</p> <p>Teacher Wraparound Edition: HL 187; HSP 175; RS 187</p>
<p>4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.</p>	<p>Student Edition: 161-162, 301 <i>Lesson Review</i> 162 (#2)</p> <p>Teacher Wraparound Edition: CL 162; RS 161</p>
Standard 2: Access Information	
<p>4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 161-162, 163-165, 204-205, 212, 213, 221 <i>Lesson Review</i> 221 (#7)</p> <p>Teacher Wraparound Edition: QW 163</p>
<p>4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 163-165 <i>Building Health Skills</i> 166</p> <p>Teacher Wraparound Edition: QW 163</p>
<p>4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.</p>	<p>Student Edition: <i>Go Online</i> 161 <i>Health Skills Activity</i> 164 <i>Lesson Review</i> 162 (#8)</p> <p>Teacher Wraparound Edition: HAS 164</p>

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
<p>4.6 Describe the signs and symptoms of stress.</p>	<p>Student Edition: 13, 156-158 <i>Connect to Science</i> 13 <i>Time: Health News</i> 168 Teacher Wraparound Edition: CT 157; UA 157</p>
<p>4.7 Demonstrate the ability to use stress management techniques.</p>	<p>Student Edition: 13, 157-158 <i>Building Health Skills</i> 166-167 <i>Health Skills Activity</i> 280 <i>Lesson Review</i> 158 (#4) <i>Time: Health News</i> 168 Teacher Wraparound Edition: CL 158; UA 13</p>
Standard 4: Influences	
<p>4.8 Explain internal and external factors that help to determine how one acts toward others.</p>	<p>Student Edition: 47-51, 202-204, 211-212 <i>Lesson Review</i> 51 (#4) Teacher Wraparound Edition: DSS 203, 212</p>
<p>4.9 Demonstrate using the problem solving steps to solve a problem.</p>	<p>Student Edition: 206-210 <i>Go Online</i> 207 <i>Health Skills Activity</i> 209 <i>Lesson Review</i> 210 (#7) Teacher Wraparound Edition: HSC 186</p>
Standard 7: Social Skills	
<p>4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).</p>	<p>Student Edition: 48, 180-181, 185-186 <i>What Teens Think</i> 48</p>

STANDARDS	PAGE REFERENCES
4.11 Demonstrate the ability to use assertive communication skills.	Student Edition: 174-176, 187, 318 <i>Health Skills Activity</i> 181 Teacher Wraparound Edition: HL 187; HSP 175; RS 187
4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.	Student Edition: 206-209 <i>Building Health Skills</i> 222-223 <i>Go Online</i> 207 <i>Health Skills Activity</i> 209 <i>Lesson Review</i> 210 (#7) Teacher Wraparound Edition: UA 208
RECOMMENDED	
Standard 1: Core Concepts	
4.13 Describe essential character traits needed for personal success and well being.	Student Edition: 47-51 Teacher Wraparound Edition: HSP 49; RS 49
Standard 3: Health Behaviors	
4.14 Apply skills to manage strong feelings.	Student Edition: 154-155 <i>Building Health Skills</i> 166 <i>Lesson Review</i> 155 (#5) Teacher Wraparound Edition: AL 154
Standard 6: Decision Making	
4.15 Apply character traits during the process of making a decision.	Student Edition: 36-41, 47-51 <i>Hands-On Health</i> 54 <i>Health Skills Activity</i> 39 Teacher Wraparound Edition: HSP 49; RS 38

STANDARDS	PAGE REFERENCES
Standard 7: Social Skills	
4.16 Evaluate behaviors, including one’s own, to determine if they are examples of essential character traits.	Student Edition: 47-51 <i>Lesson Review 51 (#4, #5)</i> Teacher Wraparound Edition: APK 47; CA 49; HSP 49
Standard 8: Advocacy	
4.17 Advocate for a school environment in which everyone treats each other with caring and respect.	Student Edition: 214-215 <i>Lesson Review 216 (#8)</i> Teacher Wraparound Edition: AL 215
STRAND 5: PERSONAL HEALTH AND WELLNESS	
Standard 1: Core Concepts	
5.1 Describe the importance of rest and sleep for personal health.	The following page references can be used to meet this standard. Student Edition: 4, 9, 157, 158, 421 <i>Connect to Science 5</i> <i>Health Skills Activity 410</i> Teacher Wraparound Edition: CTS 5
5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.	Student Edition: 402, 404-406 Teacher Wraparound Edition: APK 402; WS 404
Standard 2: Access Information	
5.3 Locate resources in one’s school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.	Student Edition: 10-11 <i>Building Health Skills 432-433, 518-519</i> <i>Health Skills Activity 425</i> Teacher Wraparound Edition: HSP 11; TT 432

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.	Student Edition: 120-121, 405 <i>Lesson Review 121 (#4, #6)</i> Teacher Wraparound Edition: AL 120
5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).	Student Edition: 493-499 <i>Go Online 497</i> <i>Lesson Review 499 (#3)</i> Teacher Wraparound Edition: AL 494, 497; RS 496; WS 498
5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.	The following page references can be used to meet this standard. Student Edition: 493-499 Teacher Wraparound Edition: WS 498
5.7 Demonstrate the proper steps to protect against harm from the sun.	Student Edition: 94, 331, 453, 509 <i>Building Health Skills 357</i> Teacher Wraparound Edition: AL 331; HL 331
Standard 4: Influences	
5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.	Student Edition: 94, 331, 453, 509 <i>Building Health Skills 357</i> Teacher Wraparound Edition: AL 331; HL 331
Standard 5: Goal Setting	
5.9 Create a plan to incorporate adequate rest and sleep in daily routines.	The following page references can be used to meet this standard. Student Edition: 4, 9, 158 <i>Connect to Science 5</i> <i>Health Skills Activity 410</i> Teacher Wraparound Edition: CTS 5

STANDARDS	PAGE REFERENCES
RECOMMENDED	
Standard 2: Access Information	
5.10 Locate resources in one's school and community, and on the Internet, for first aid information and training; and assess the validity of the resources.	Student Edition: <i>Go Online</i> 497 Teacher Wraparound Edition: AL 494; HL 494; UA 495
5.11 Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sun screen, and dental care products), and evaluate the information's validity.	Student Edition: 340-345 <i>Health Skills Activity</i> 346 <i>Lesson Review</i> 347 (#4, #5) Teacher Wraparound Edition: AL 343, 345; CT 341
Standard 3: Health Behaviors	
5.12 Explain strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes.	Student Edition: 443-445, 459-460 <i>Go Online</i> 459 <i>Lesson Review</i> 445 (#8) Teacher Wraparound Edition: AL 460; WS 444
Standard 4: Influences	
5.13 Analyze the influence of media on selection of personal health care products.	Student Edition: 340-345 <i>Health Skills Activity</i> 21, 346 <i>What Teens Think</i> 342 Teacher Wraparound Edition: AL 343, 344; DSI 341; HL 342; RS 344; WTT 342

STANDARDS	PAGE REFERENCES
<p>STRAND 6: HIV AND OTHER STIs PREVENTION</p>	
<p><i>(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)</i></p>	
<p>Standard 1: Core Concepts</p>	
<p>6.1 Explain how HIV is and is not transmitted.</p>	<p>Student Edition: 307, 308, 427-429, 431 <i>Connect to Science</i> 331 <i>Lesson Review</i> 431 (#3) Teacher Wraparound Edition: AV 428; WS 429</p>
<p>6.2 Distinguish between facts and myths regarding HIV infection and AIDS.</p>	<p>Student Edition: 427-429 <i>Lesson Review</i> 431 (#3) Teacher Wraparound Edition: APK 427; WS 429</p>
<p>Standard 2: Access Information</p>	
<p>6.3 Explain when it is important to get adult, medical, and/or counseling help.</p>	<p>The following page references can be used to meet this standard. Student Edition: 422-426, 427-431 Teacher Wraparound Edition: RS 423; WTWK 430</p>
<p>6.4 Describe sources of accurate information and assistance in one's community.</p>	<p>Student Edition: <i>Go Online</i> 424 <i>Health Skills Activity</i> 425 Teacher Wraparound Edition: HAS 425; HL 428</p>
<p>Standard 3: Health Behaviors</p>	
<p>6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</p>	<p>Student Edition: 307, 425, 431 <i>Connect to Science</i> 331 Teacher Wraparound Edition: CA 423</p>

STANDARDS	PAGE REFERENCES
<p>6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p>	<p>Student Edition: 27, 426, 431 <i>Building Health Skills</i> 394</p> <p>Teacher Wraparound Edition: HSP 425</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 guidelines. For the specific language of the law, see Sections 380.1507, 380.1507a, and 380.1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)</i></p>	
<p>Standard 1: Core Concepts</p>	
<p>7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.</p>	<p>Student Edition: 191-192, 425-426, 431 <i>Developing Good Character</i> 429 <i>Lesson Review</i> 193 (#4), 426 (#7)</p> <p>Teacher Wraparound Edition: CL 193; RS 191</p>
<p>7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.</p>	<p>Student Edition: 191-192, 214, 426 <i>Lesson Review</i> 426 (#5)</p> <p>Teacher Wraparound Edition: CA 192; WTWK 214</p>
<p>Standard 3: Health Behaviors</p>	
<p>7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.</p>	<p>Student Edition: 191-192, 425-426 <i>Building Health Skills</i> 394 <i>Lesson Review</i> 426 (#5)</p> <p>Teacher Wraparound Edition: HSP 214</p>
<p>7.4 Demonstrate skills to avoid and escape risky situations.</p>	<p>Student Edition: 191-192 <i>Building Health Skills</i> 394 <i>Lesson Review</i> 193 (#5)</p> <p>Teacher Wraparound Edition: HSP 425</p>

STANDARDS	PAGE REFERENCES
Standard 4: Influences	
7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.	Student Edition: 425-426 <i>Lesson Review 426 (#6)</i> Teacher Wraparound Edition: HSC 191
7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.	Student Edition: 214, 282, 307
Standard 5: Goal Setting	
7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.	Student Edition: 192, 392, 425-426 <i>Building Health Skills 394-395</i> <i>Lesson Review 426 (#4, #5)</i> Teacher Wraparound Edition: HSP 425
Standard 7: Social Skills	
7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.	Student Edition: 191-192, 425-426 <i>Building Health Skills 394-395</i> <i>Go Online 190</i> Teacher Wraparound Edition: HSP 425
7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.	Student Edition: 191-192, 425-426 <i>Building Health Skills 194-195, 394-395</i> <i>Go Online 190</i> Teacher Wraparound Edition: HSP 425
Standard 8: Advocacy	
7.10 Demonstrate the ability to be positive peer role models in the school and community.	Student Edition: 188 <i>Building Health Skills 28-29, 320-321</i> <i>Health Skills Activity 234, 250, 288, 314</i> Teacher Wraparound Edition: HAS 234, 250