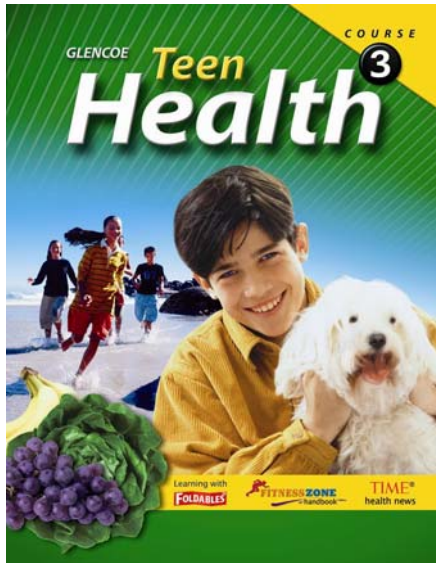




Glencoe

Health Content Expectations
Grades Seven and Eight



COURSE
3
Teen
Health

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STANDARDS		PAGE REFERENCES
Strand 1: Nutrition and Physical Activity		
<i>Standard 1: Core Concepts</i>		
1.1	Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.	<p>Student Edition: 5-7, 204-207, 225, 234-237, 242 <i>Health Skills Activity</i> 11, 430 <i>Lesson 1</i> 229 <i>Photo</i> 205</p> <p>Teacher Wraparound Edition: FZ 236; HL 205, 430</p>
1.2	Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.	<p>Student Edition: 218, 236, 243-245 <i>Connect to Math</i> 218 <i>Connect to Science</i> 245 <i>Figure</i> 206, 210, 212 <i>Health Skills Activity</i> 218 <i>Thinking Critically</i> 214</p> <p>Teacher Wraparound Edition: C 247</p>

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

STANDARDS		PAGE REFERENCES
Standard 2: Access Information		
1.3	Use nutrition information on food labels to compare products and select foods for specific dietary goals.	Student Edition: 246 <i>Applying Health Skills</i> 247, 251 <i>Figure</i> 246 Teacher Wraparound Edition: C 247
1.4	Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.	Student Edition: 246 <i>Applying Health Skills</i> 242 <i>Building Health Skills</i> 270-271 <i>Health Skills Activity</i> 380 <i>Media Watch</i> 205 Teacher Wraparound Edition: AA 271; HL 246
1.5	Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.	Student Edition: 260-261, 265 <i>Building Health Skills</i> 270-271 <i>Go Online</i> 263 Teacher Wraparound Edition: AA 271
Standard 3: Health Behaviors		
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.	Student Edition: 250-251 <i>Explain</i> 251 <i>What Teens Think</i> 249 Teacher Wraparound Edition: WTT 249
1.7	Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.	Student Edition: 243-246, 248-250 <i>Apply</i> 247 <i>Applying Health Skills</i> 247, 251 <i>Building Health Skills</i> 252-253 <i>Health Inventory</i> 233 <i>Lesson 3</i> 255 Teacher Wraparound Edition: C 251; HL 246

STANDARDS	PAGE REFERENCES
<p>1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.</p>	<p>Student Edition: 206-208, 215-216 <i>Photo</i> 467 <i>Thinking Critically</i> 231 <i>Time</i> 228 <i>What Teens Think</i> 219 Teacher Wraparound Edition: HL 219</p>
<p>Standard 4: Influences</p>	
<p>1.9 Analyze the influence of television, computer, and video games on physical activity.</p>	<p>Student Edition: 204 <i>Photo</i> 263 <i>Thinking Critically</i> 7</p>
<p>Standard 5: Goal Setting</p>	
<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: 204, 217, 236, 261, 266-268 <i>Analyze</i> 208 <i>Building Health Skills</i> 252-253 <i>Explain</i> 251 <i>Quick Write</i> 215 Teacher Wraparound Edition: DSI 210, 250; HSC 216; WTWK 212, 217</p>
<p>1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.</p>	<p>Student Edition: 215-220, 248-250 <i>Applying Health Skills</i> 251 <i>Building Health Skills</i> 252-253 <i>Hands-On Health</i> 20 <i>Health Inventory</i> 233 <i>Health Skills Activity</i> 207, 430 <i>Identify</i> 251 <i>What Teens Think</i> 219 <i>Write About It</i> 257 Teacher Wraparound Edition: AL 249; HL 218</p>

STANDARDS		PAGE REFERENCES
Standard 8: Advocacy		
1.12	Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.	Student Edition: <i>Health Skills Activity</i> 430 (can be used to help facilitate this goal) Teacher Wraparound Edition: PCSH 235; WS 250
RECOMMENDED		
Standard 1: Core Concepts		
1.13	Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.	Student Edition: 260-265 <i>Recall</i> 265 <i>Time</i> 272 Teacher Wraparound Edition: FZ 261
Standard 2: Access Information		
1.14	Describe how to access nutrition information about foods offered in restaurants in one's community.	Student Edition: 251
Standard 3: Health Behaviors		
1.15	Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment.	Teacher Wraparound Edition: PCSH 235
1.16	Demonstrate the ability to use safety equipment for physical activity.	Student Edition: 216, 223, 544, 546, 549 <i>Building Health Skills</i> 226-227 <i>Photo</i> 223 Teacher Wraparound Edition: HL 546; TH 223
Standard 7: Social Skills		
1.17	Demonstrate skills for dealing with pressure to eat in ways that are not healthy.	Student Edition: 235-236 <i>Apply</i> 237 <i>Building Health Skills</i> 18-19, 44-45 (can be used to help facilitate this goal)

STANDARDS	PAGE REFERENCES
<p>1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active.</p>	<p>Student Edition: <i>Applying Health Skills</i> 208 <i>Write About It</i> 231</p> <p>Teacher Wraparound Edition: PCSH 207</p>
<p>STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS</p>	
<p><i>Standard 1: Core Concepts</i></p>	
<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: 278-281, 282-285, 286-290, 291-295, 308-310, 311-313, 319-321, 336-337, 338-344, 345-351, 352-355</p> <p><i>Connect to Language Arts</i> 283 <i>Evaluate</i> 310 <i>Explain</i> 290, 344 <i>Give Examples</i> 351 <i>Health Skills Activity</i> 341 <i>List</i> 314 <i>State</i> 281 <i>Thinking Critically</i> 290, 314, 351 <i>Time</i> 328 <i>Vocabulary</i> 322</p> <p>Teacher Wraparound Edition: C 290, 314, 322, 344; CT 280, 294; HL 284, 289, 292, 320, 321, 339, 341, 354; WTWK 313, 353</p>
<p><i>Standard 2: Access Information</i></p>	
<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: 41, 281, 317, 356-359, 600</p> <p><i>Applying Health Skills</i> 285, 325 <i>Building Health Skills</i> 396-397</p> <p>Teacher Wraparound Edition: C 359; CT 280, 339; HSC 294, 298; HSP 279; PCSH 297; TH 41</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: 279-281, 363 <i>Apply</i> 305 <i>Applying Health Skills</i> 290, 295, 363 <i>Thinking Critically</i> 281 <i>What Teens Think</i> 279 Teacher Wraparound Edition: C 281</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: 14-16, 114-115, 298-299, 361 <i>Analyze</i> 285 <i>Building Health Skills</i> 44, 326-327 <i>Health Skills Activity</i> 117, 280 <i>Time</i> 124 Teacher Wraparound Edition: HAS 280</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: 279, 324 <i>Applying Health Skills</i> 281 <i>Evaluate</i> 325 <i>Health Skills Activity</i> 380 <i>Media Watch</i> 348 Teacher Wraparound Edition: CP 324; HSP 348</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: 279 <i>Analyze</i> 285, 322, 325 <i>Apply</i> 290, 331, 359, 363 <i>Applying Health Skills</i> 281 <i>Figure</i> 114 <i>Health Skills Activity</i> 280, 298 <i>Hypothesize</i> 344 <i>Time</i> 124 Teacher Wraparound Edition: HAS 280</p>

STANDARDS		PAGE REFERENCES
Standard 7: Social Skills		
2.7	Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.	Student Edition: 40, 115-116, 280, 299, 325, 361 <i>Applying Health Skills</i> 318 <i>Building Health Skills</i> 326-327, 364-365 <i>Health Skills Activity</i> 117, 280 Teacher Wraparound Edition: HAS 280; TH 116
RECOMMENDED		
Standard 3: Health Behaviors		
2.8	Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.	Student Edition: 334-335, 383-387 Teacher Wraparound Edition: HSP 386
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: 288 <i>Apply</i> 281 <i>Hands-On Health</i> 302 <i>Health Skills Activity</i> 314 <i>Time</i> 328 Teacher Wraparound Edition: HOHA 302
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>Apply</i> 305, 318, 359 <i>Applying Health Skills</i> 281, 295, 355 <i>Building Health Skills</i> 300-301 <i>Developing Good Character</i> 342 <i>Health Skills Activity</i> 298 Teacher Wraparound Edition: AL 298; HSP 362
2.11	Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.	Student Edition: <i>Applying Health Skills</i> 281, 285, 355, 363 <i>Write About It</i> 305 Teacher Wraparound Edition: AL 342; HSP 353, 354, 362; WS 346

STANDARDS		PAGE REFERENCES
STRAND 3: SAFETY		
<i>Standard 1: Core Concepts</i>		
3.1	Describe the characteristics of healthy (positive) and harmful (negative) relationships.	Student Edition: 102-107, 113-114, 118-121, 130-132, 136-139, 154-158 <i>Analyze</i> 121 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 122-123 <i>Developing Good Character</i> 104 <i>Give Examples</i> 117 <i>Identify</i> 107, 133 <i>List</i> 121 <i>Time</i> 124 <i>What Teens Think</i> 113 Teacher Wraparound Edition: C 121; HL 114; HSC 113; WTWK 115
3.2	Evaluate the impact of alcohol and other drug use related to safety when dating.	Student Edition: 289-290, 340-342 <i>Hypothesize</i> 290 Teacher Wraparound Edition: C 290; CT 340; RS 289
3.3	Describe the extent of the problem of dating abuse, assault, and rape.	Student Edition: 139, 181, 186-187, 190-191, 342, 495 <i>List</i> 183 Teacher Wraparound Edition: HL 114, 161, 186; WTWK 181
3.4	Define the legal consequences of sexual harassment and violence.	Student Edition: 191 <i>Applying Health Skills</i> 187 Teacher Wraparound Edition: HL 161, 186

STANDARDS	PAGE REFERENCES
Standard 2: Access Information	
<p>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.</p>	<p>Student Edition: 83, 84, 88-89, 121, 139, 158, 162, 178-179, 182-183, 184-185, 187, 191 <i>Building Health Skills</i> 196-197 <i>Explain</i> 158, 183 <i>What Teens Think</i> 157</p> <p>Teacher Wraparound Edition: DSI 87; HL 189</p>
Standard 3: Health Behaviors	
<p>3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.</p>	<p>Student Edition: 160-163, 178-179, 181, 185, 187 <i>Applying Health Skills</i> 179 <i>Building Health Skills</i> 196-197 <i>Hands-On Health</i> 198 <i>Identify</i> 179</p> <p>Teacher Wraparound Edition: C 179; WTWK 181</p>
<p>3.7 Describe strategies to stay safe when using the Internet.</p>	<p>Student Edition: <i>Figure</i> 178 <i>Identify</i> 179</p> <p>Teacher Wraparound Edition: C 179; TH 106</p>
<p>3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.</p>	<p>Student Edition: 160-163, 178-179, 181, 185, 187 <i>Analyze</i> 201 <i>Applying Health Skills</i> 179 <i>Building Health Skills</i> 196-197 <i>Evaluate</i> 179 <i>Hands-On Health</i> 198 <i>Identify</i> 179</p> <p>Teacher Wraparound Edition: C 179; WTWK 181</p>
<p>3.9 Recognize warning signs of potential danger in relationships.</p>	<p>Student Edition: 106-107, 160-163, 181, 190-191 <i>Analyze</i> 121</p> <p>Teacher Wraparound Edition: HL 161; WTWK 181</p>

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: 34-37, 103-105, 108-111, 116, 132 , 160-163, 164-167, 176-179, 184-187 <i>Apply</i> 111, 167, 187 <i>Applying Health Skills</i> 37, 111, 133, 158, 163 <i>Building Health Skills</i> 168-169 <i>Developing Good Character</i> 34, 467 <i>Hands-On Health</i> 46 <i>Health Skills Activity</i> 133, 161 <i>Synthesize</i> 37, 163 <i>Time</i> 170 <i>Write About It</i> 201 Teacher Wraparound Edition: C 163; CP 36; DSI 34; FZ 178; HL 161; MTC 170</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>Student Edition: 139, 181, 184-187, 190-191, 342, 495 <i>Building Health Skills</i> 196-197 <i>List</i> 183 Teacher Wraparound Edition: HL 114, 161, 186; WTWK 181</p>
Standard 7: Social Skills	
<p>3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</p>	<p>Student Edition: 164-167 <i>Apply</i> 167 <i>Applying Health Skills</i> 167 <i>Building Health Skills</i> 168-169 <i>Recall</i> 167 <i>Vocabulary</i> 167 Teacher Wraparound Edition: C 167; WS 40</p>
<p>3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.</p>	<p>Student Edition: 181, 184-187, 190-191, 342 <i>Building Health Skills</i> 196-197 Teacher Wraparound Edition: HL 114, 161, 186; WTWK 181</p>

STANDARDS		PAGE REFERENCES
RECOMMENDED		
Standard 3: Health Behaviors		
3.14	Demonstrate skills to avoid or escape a potentially violent dating situation.	Student Edition: 181, 495 <i>List</i> 183 Teacher Wraparound Edition: HSP 181; WTKW 181
3.15	Demonstrate the ability to properly and consistently use a variety of safety gear, including seat belts.	Student Edition: 223, 544, 545-546 Teacher Wraparound Edition: HL 546; TH 223
3.16	Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks.	Student Edition: 223, 544, 545-549 <i>Analyze</i> 549 <i>Applying Health Skills</i> 549 <i>Identify</i> 549 Teacher Wraparound Edition: HL 546; TH 223
3.17	Commit to taking individual action to promote peace.	Student Edition: 108-111, 115-116, 132, 162-163, 164-167, 179 <i>Building Health Skills</i> 146-147, 168-169 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 133 <i>Recall</i> 183 Teacher Wraparound Edition: HSC 165; TT 168; WS 40
Standard 4: Influences		
3.18	Analyze influences that can lead to abusive relationships, including expectations for males and females.	Student Edition: 139, 181, 342, 495 <i>Analyze</i> 121 <i>Applying Health Skills</i> 158
Standard 8: Advocacy		
3.19	Advocate for changes in home, school, or community environments that would increase safety.	Student Edition: <i>Applying Health Skills</i> 225, 544 Teacher Wraparound Edition: AL 178; HSP 157, 223; WS 40

STANDARDS	PAGE REFERENCES
<p>STRAND 4: SOCIAL AND EMOTIONAL HEALTH <i>(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)</i></p>	
<p>Standard 1: Core Concepts</p>	
<p>4.1 Distinguish between passive, aggressive, and assertive communication.</p>	<p>Student Edition: 115-116, 187, 299, 361 <i>Applying Health Skills</i> 117 <i>Building Health Skills</i> 44-45 <i>Identify</i> 117 Teacher Wraparound Edition: TH 116</p>
<p>4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.</p>	<p>Student Edition: 83-84, 86-89, 279 <i>Apply</i> 89 <i>Figure</i> 84 <i>Give Examples</i> 89 <i>Health Skills Activity</i> 88 <i>Recall</i> 89 <i>What Teens Think</i> 87 Teacher Wraparound Edition: C 89; HL 84, 205; RS 84</p>
<p>Standard 2: Access Information</p>	
<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>Student Edition: 83, 84, 88-89, 121, 139, 158, 162, 178-179, 182-183, 184-185, 187, 191 <i>Applying Health Skills</i> 89 <i>Building Health Skills</i> 196-197, 300-301 <i>Developing Good Character</i> 81 <i>Explain</i> 158, 183 <i>Health Skills Activity</i> 88 <i>What Teens Think</i> 87 Teacher Wraparound Edition: DSI 87; HL 189</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>Student Edition: 83, 84, 88-89 Teacher Wraparound Edition: DSI 87</p>

STANDARDS	PAGE REFERENCES
<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: 90-93 <i>Applying Health Skills</i> 85 Teacher Wraparound Edition: CP 92; DSI 87</p>
<p>Standard 3: Health Behaviors</p>	
<p>4.6 Describe the signs and symptoms of stress.</p>	<p>Student Edition: 43, 63-66 <i>Identify</i> 43 Teacher Wraparound Edition: AL 65; HL 42</p>
<p>4.7 Demonstrate the ability to use stress management techniques.</p>	<p>Student Edition: 43, 66-68 <i>Applying Health Skills</i> 71, 295 <i>Building Health Skills</i> 72-73 <i>Health Skills Activity</i> 66, 161, 464 <i>Time</i> 74 Teacher Wraparound Edition: C 68</p>
<p>Standard 4: Influences</p>	
<p>4.8 Explain internal and external factors that help to determine how one acts toward others.</p>	<p>Student Edition: 108-111, 115-116, 132, 162-163, 164-167, 179 <i>Building Health Skills</i> 146-147, 168-169 <i>Developing Good Character</i> 467 <i>Hands-On Health</i> 190 <i>Health Skills Activity</i> 133 <i>Recall</i> 133 Teacher Wraparound Edition: HSC 165; TT 168</p>
<p>4.9 Demonstrate using the problem solving steps to solve a problem.</p>	<p>Student Edition: 27-28, 165 <i>Recall</i> 167 Teacher Wraparound Edition: HSP 165</p>

STANDARDS	PAGE REFERENCES
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: 112, 132, 157-158, 184-187 <i>Apply</i> 187 <i>Developing Good Character</i> 467 <i>Health Skills Activity</i> 133 <i>Vocabulary</i> 187 Teacher Wraparound Edition: HAS 132</p>
<p>4.11 Demonstrate the ability to use assertive communication skills.</p>	<p>Student Edition: 115-116, 187, 299, 361 <i>Applying Health Skills</i> 117 <i>Building Health Skills</i> 44-45 <i>Health Skills Activity</i> 117, 186 Teacher Wraparound Edition: HSA 116, 186</p>
<p>4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</p>	<p>Student Edition: 164-167 <i>Apply</i> 167 <i>Applying Health Skills</i> 167 <i>Recall</i> 167 <i>Vocabulary</i> 167 Teacher Wraparound Edition: HSC 165; WS 40; WTWK 166</p>
RECOMMENDED	
Standard 1: Core Concepts	
<p>4.13 Describe essential character traits needed for personal success and well being.</p>	<p>Student Edition: 32-37, 103-104, 119-120, 132 <i>Applying Health Skills</i> 37 <i>Developing Good Character</i> 9, 14, 34, 70, 81, 104, 160, 222, 467 <i>Identify</i> 37, 133 <i>Quick Write</i> 32 <i>Recall</i> 37 Teacher Wraparound Edition: C 37; HSC 35</p>

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
<p>4.14 Apply skills to manage strong feelings.</p>	<p>Student Edition: 57-62, 69-71, 120-121 <i>Explain</i> 71 <i>Health Skills Activity</i> 60 <i>Quick Write</i> 57 Teacher Wraparound Edition: C 62, 121; HSA 60</p>
Standard 6: Decision Making	
<p>4.15 Apply character traits during the process of making a decision.</p>	<p>Student Edition: 27-28, 32-37 <i>Analyze</i> 117 <i>Applying Health Skills</i> 31 <i>Building Health Skills</i> 196-197, 300-301 <i>Developing Good Character</i> 28 Teacher Wraparound Edition: TH 28</p>
Standard 7: Social Skills	
<p>4.16 Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.</p>	<p>Student Edition: 32-37, 103-104, 119-120, 132 <i>Analyze</i> 117, 133 <i>Apply</i> 37, 133 <i>Applying Health Skills</i> 37 <i>Building Health Skills</i> 44-45, 122-123, 326-327, 364-365 <i>Developing Good Character</i> 9, 14, 34, 70, 81, 104, 160, 222, 467 <i>Quick Write</i> 32 <i>Synthesize</i> 37, 111 Teacher Wraparound Edition: C 121</p>

STANDARDS		PAGE REFERENCES
Standard 8: Advocacy		
4.17	Advocate for a school environment in which everyone treats each other with caring and respect.	<p>Student Edition: 34, 105 <i>Apply</i> 37, 187 <i>Applying Health Skills</i> 107, 183, 187 <i>Building Health Skills</i> 196-197 <i>Developing Good Character</i> 34 <i>Recall</i> 183</p> <p>Teacher Wraparound Edition: C 37; DSI 34; HL 186; PCSH 105, 185</p>
STRAND 5: PERSONAL HEALTH AND WELLNESS		
Standard 1: Core Concepts		
5.1	Describe the importance of rest and sleep for personal health.	<p>Student Edition: 509 <i>Figure</i> 14 <i>Hands-On Health</i> 20 <i>Health Skills Activity</i> 11, 207 <i>Thinking Critically</i> 208</p> <p>Teacher Wraparound Edition: HSA 207</p>
5.2	Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.	<p>Student Edition: 478-482 <i>Apply</i> 482 <i>Applying Health Skills</i> 491 <i>Describe</i> 482 <i>Reading Check</i> 480</p> <p>Teacher Wraparound Edition: C 491; RC 480</p>
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.	<p>Student Edition: 41 <i>Building Health Skills</i> 396-397, 442-443 <i>Figure</i> 39</p> <p>Teacher Wraparound Edition: AL 41; APK 396; HSP 41; TH 41; TT 442</p>

STANDARDS	PAGE REFERENCES
Standard 3: Health Behaviors	
<p>5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.</p>	<p>Student Edition: 247, 480-481 <i>Analyze</i> 482 <i>Apply</i> 482 <i>Applying Health Skills</i> 482, 491 <i>Figure</i> 479 <i>Health Skills Activity</i> 481 <i>Identify</i> 247 Teacher Wraparound Edition: C 491; HAS 481; HL 481; RS 479</p>
<p>5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).</p>	<p>Student Edition: 554-557, 558-562, 563-567 <i>Analyze</i> 557, 562 <i>Apply</i> 557, 567 <i>Applying Health Skills</i> 562 <i>Figure</i> 555, 560, 564, 565, 566 <i>Hands-On Health</i> 570 <i>List</i> 557 <i>Name</i> 562 <i>Quick Write</i> 554, 558, 563 <i>Recall</i> 557 Teacher Wraparound Edition: C 557, 562, 567; TH 556</p>
<p>5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.</p>	<p>Student Edition: 556, 563-567 <i>Applying Health Skills</i> 557 <i>List</i> 557 Teacher Wraparound Edition: PCSH 565; TH 556</p>
<p>5.7 Demonstrate the proper steps to protect against harm from the sun.</p>	<p>Student Edition: 374, 515, 547, 549, 562 <i>Applying Health Skills</i> 516 <i>Health Skills Activity</i> 516 <i>List</i> 562</p>

STANDARDS		PAGE REFERENCES
Standard 4: Influences		
5.8	Analyze the social influences that encourage or discourage a person to practice sun safety.	The following page references can be used to meet this goal. Student Edition: 374, 515, 547, 549, 562
Standard 5: Goal Setting		
5.9	Create a plan to incorporate adequate rest and sleep in daily routines.	Student Edition: <i>Hands-On Health</i> 20 <i>Health Skills Activity</i> 11, 207 Teacher Wraparound Edition: HSA 207
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: 41 <i>Applying Health Skills</i> 557, 567 <i>Building Health Skills</i> 396-397 <i>Figure</i> 39 Teacher Wraparound Edition: AL 41; APK 396; HSC 566; HSP 41; TH 41
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: 41, 379-382 <i>Building Health Skills</i> 396-397 <i>Health Skills Activity</i> 380 <i>Media Watch</i> 374 <i>What Teens Think</i> 381 Teacher Wraparound Edition: TT 381

STANDARDS		PAGE REFERENCES
Standard 3: Health Behaviors		
5.12	Explain strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes.	Student Edition: 522-523, 530-531 <i>Applying Health Skills</i> 531 <i>Connect to Science</i> 523 <i>Figure</i> 524 <i>Give Examples</i> 531 <i>Synthesize</i> 531 <i>Time</i> 534 Teacher Wraparound Edition: HL 523, 530
Standard 4: Influences		
5.13	Analyze the influence of media on selection of personal health care products.	Student Edition: 380 <i>Health Skills Activity</i> 380 <i>Media Watch</i> 374 Teacher Wraparound Edition: HAS 380; HSP 380
STRAND 6: HIV AND OTHER STIs PREVENTION <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>		
Standard 1: Core Concepts		
6.1	Explain how HIV is and is not transmitted.	Student Edition: 496-499 <i>Apply</i> 499 <i>Applying Health Skills</i> 499 <i>Give Examples</i> 499 <i>Quick Write</i> 496 Teacher Wraparound Edition: WTWK 498
6.2	Distinguish between facts and myths regarding HIV infection and AIDS.	Student Edition: 497-498 <i>Quick Write</i> 496 Teacher Wraparound Edition: WS 498

STANDARDS	PAGE REFERENCES
Standard 2: Access Information	
<p>6.3 Explain when it is important to get adult, medical, and/or counseling help.</p>	<p>Student Edition: 83, 84, 88-89, 121, 139, 158, 162, 178-179, 182-183, 184-185, 187, 191, 556, 565, 567 <i>Applying Health Skills</i> 89 <i>Building Health Skills</i> 196-197, 300-301 <i>Developing Good Character</i> 81 <i>Explain</i> 158, 183 <i>Health Skills Activity</i> 88 <i>What Teens Think</i> 87</p> <p>Teacher Wraparound Edition: DSI 87; HL 189; TH 556</p>
<p>6.4 Describe sources of accurate information and assistance in one's community.</p>	<p>Student Edition: 41, 90-93, 298, 394 <i>Building Health Skills</i> 396-397, 442-443 <i>Figure</i> 39 <i>Health Skills Activity</i> 394</p> <p>Teacher Wraparound Edition: AL 41; APK 396; HSC 298; HSP 41; TH 41; TT 442</p>
Standard 3: Health Behaviors	
<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: 120, 492-495, 497-498 <i>Applying Health Skills</i> 495 <i>Figure</i> 493 <i>Quick Write</i> 491 <i>Recall</i> 121</p> <p>Teacher Wraparound Edition: DSI 120</p>
<p>6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p>	<p>Student Edition: 115-116, 187, 299, 361 <i>Applying Health Skills</i> 117 <i>Building Health Skills</i> 44-45 <i>Health Skills Activity</i> 117, 186</p> <p>Teacher Wraparound Edition: HAS 116, 187</p>

STANDARDS	PAGE REFERENCES
<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: 16, 118-121, 494-495 <i>Apply</i> 495 <i>Building Health Skills</i> 122-123 Teacher Wraparound Edition: DSI 120; HL 119; WS 119</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: 120-121, 494-495 <i>List</i> 121 Teacher Wraparound Edition: C 121</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: 118-121, 494-495 <i>Analyze</i> 121 <i>Apply</i> 121, 495 <i>Applying Health Skills</i> 121 <i>Building Health Skills</i> 122-123 <i>Vocabulary</i> 121 Teacher Wraparound Edition: C 121; DSI 120; HL 114; WS 119</p>
<p>7.4 Demonstrate skills to avoid and escape risky situations.</p>	<p>Student Edition: 14-16, 115-116, 181, 495 <i>Apply</i> 121, 281 <i>Hands-On Health</i> 302 <i>Health Skills Activity</i> 117, 280 <i>List</i> 17, 183 Teacher Wraparound Edition: HSP 181; WTKW 181</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: 121
7.6	Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.	Student Edition: 289-290, 340 <i>Hypothesize</i> 290 Teacher Wraparound Edition: C 290; CT 340
Standard 5: Goal Setting		
7.7	Create a plan to stay within behavioral limits which protect one from HIV and STIs.	Student Edition: 118-121, 289-290, 340, 494-495 <i>Analyze</i> 121 <i>Apply</i> 121, 495 <i>Applying Health Skills</i> 121 <i>Building Health Skills</i> 122-123 <i>Vocabulary</i> 121 Teacher Wraparound Edition: C 121; DSI 120; HL 114; WS 119
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: 115-116, 118-121, 289-290, 340, 494-495 <i>Analyze</i> 121 <i>Apply</i> 121, 495 <i>Applying Health Skills</i> 121 <i>Building Health Skills</i> 122-123 <i>Health Skills Activity</i> 117 <i>Vocabulary</i> 121 Teacher Wraparound Edition: C 121; DSI 120; HL 114; WS 119
7.9	Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.	Student Edition: 108-109, 115-116, 495 <i>Analyze</i> 121 <i>Health Skills Activity</i> 117 Teacher Wraparound Edition: HL 114

STANDARDS	PAGE REFERENCES
<i>Standard 8: Advocacy</i>	
<p>7.10 Demonstrate the ability to be positive peer role models in the school and community.</p>	<p>Student Edition: 32-37, 113 <i>Analyze</i> 117 <i>Building Health Skills</i> 586-587 <i>Developing Good Character</i> 9, 14, 34, 70, 81, 104, 160, 222, 467 <i>Synthesize</i> 37 <i>Time</i> 588</p> <p>Teacher Wraparound Edition: HSC 113; HSP 113</p>