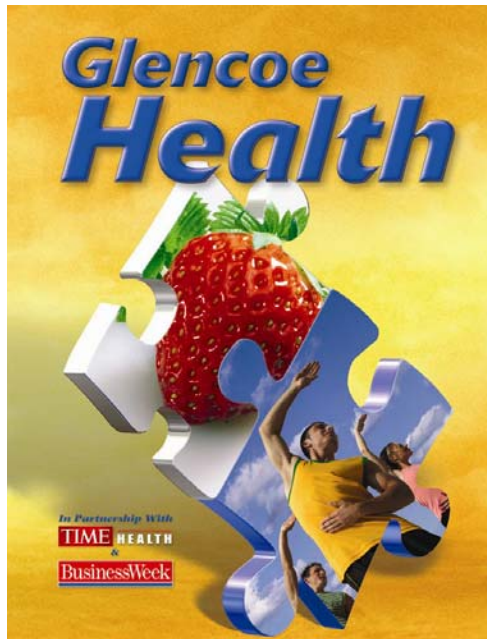




**Glencoe**

Merit Curriculum Credit Guidelines  
Health Education



# Glencoe Health

© 2011

STANDARDS		PAGE REFERENCES
<b>STRAND 1: NUTRITION AND PHYSICAL ACTIVITY</b>		
<b>Standard 1: Core Concepts</b>		
1.1	Distinguish between unhealthy and healthy ways to manage weight.	<p><b>Student Edition:</b> 294-296, 298-299 <i>Figure 11.4</i> 295 <i>Figure 11.5</i> 296 <i>Fitness Zone</i> 269, 295, 301 <i>Reading Check</i> 295 <i>Thinking Critically</i> 302 #5, 313 #19, #21</p> <p><b>Teacher Wraparound Edition:</b> AL 299; CT 259; HC 298; MI 294, 298; PM 296; TW 308, 532</p>
<b>Standard 2: Access Information</b>		
1.2	Locate resources in one's community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.	<p><b>Student Edition:</b> <i>Applying Health Skills</i> 273 <i>Real World Connection</i> 270</p> <p><b>Teacher Wraparound Edition:</b> AL 304, 306; HC 298; HSP 264, 270; PS 290 Also see Glencoe's <i>Health eSpotlight</i> video series <a href="http://www.glencoe.com">www.glencoe.com</a></p>

STANDARDS		PAGE REFERENCES
<b>Standard 3: Health Behaviors</b>		
1.3	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.	<b>Student Edition:</b> 274-277 <i>Applying Health Skills</i> 281 #6 <i>Hands-On Health</i> 282 <i>Reviewing Facts and Vocabulary</i> 281 #1, #2 <i>Thinking Critically</i> 281 #4, #5 <b>Teacher Wraparound Edition:</b> HSP 275; TT 275
1.4	Prepare meal plans according to the federal dietary guidelines.	<b>Student Edition:</b> 266-273 <i>Thinking Critically</i> 285 #25, 314 #33 <i>Time Health</i> 310 <b>Teacher Wraparound Edition:</b> AL 263, 269, 272, 304; CL 269, 271; HSP 270; UA 267; WS 268
<b>Standard 5: Goal Setting</b>		
1.5	Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.	<b>Student Edition:</b> 265, 266-273, 290-291, 303-304 <i>Figure 10.6</i> 263 <i>Figure 10.7</i> 264 <i>Real World Connection</i> 270 <i>Thinking Critically</i> 314 #31 <i>Understanding Key Concepts</i> 285 #23 <b>Teacher Wraparound Edition:</b> AL 272; CT 263; HL 282; HSP 270; TW 262, 268
1.6	Assess one's personal preferences regarding healthy eating and physical activity.	<b>Student Edition:</b> 270-273, 322-323 <i>Fitness Zone</i> 262, 269, 307 <i>Health Skills Activity</i> 257 <i>Real Life Issues</i> 266 <i>Time Health</i> 310 <b>Teacher Wraparound Edition:</b> CA 292; TT 303; TW 322

STANDARDS	PAGE REFERENCES
<p>1.7 Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.</p>	<p><b>Student Edition:</b>            322-323  <i>Applying Health Skills</i> 265  <i>Fitness Zone</i> 262, 269, 307  <i>Health Skills Activity</i> 257  <i>Real Life Issues</i> 266  <i>Thinking Critically</i> 346 #8  <i>Time Health</i> 310  <b>Teacher Wraparound Edition:</b>            CA 292; HC 332; TT 303</p>
<p>1.8 Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.</p>	<p><b>Student Edition:</b>            270-273, 322-323, 331-336  <i>Applying Health Skills</i> 265  <i>Fitness Zone</i> 262, 269, 307  <i>Health Skills Activity</i> 257  <i>Real Life Issues</i> 266  <i>Real World Connection</i> 270  <i>Time Health</i> 310  <b>Teacher Wraparound Edition:</b>            HL 282; TT 303</p>
<p><b>Standard 6: Decision Making</b></p>	
<p>1.9 Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.</p>	<p><b>Student Edition:</b>            303-305, 321-322, 698, 706  <i>Figure 25.4</i> 693  <i>Figure 25.7</i> 699  <i>Project-Based Assessment</i> 718  <i>Reviewing Facts and Vocabulary</i> 323 #3  <i>Thinking Critically</i> 265 #4  <b>Teacher Wraparound Edition:</b>            HC 254; HSP 305; MA 304; MI 321; PS 266;            TW 334</p>

STANDARDS	PAGE REFERENCES
<b>Standard 8: Advocacy</b>	
1.10 Advocate for nutritional food choices and physical activity at school.	Learning Healthy Food Guidelines will help students make nutritional food choices at school. Studying the benefits of physical activity will help students promote physical activity at school. <b>Student Edition:</b> 266-273, 318-323 <b>Teacher Wraparound Edition:</b> HSP 272; PS 256, 266, 290, 318; SC 272
<b>RECOMMENDED:</b>	
<b>Standard 1: Core Concepts</b>	
1.11 Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	<b>Student Edition:</b> 46-48, 52-53, 299, 307-308 <i>Health Skills Activity</i> 309 <i>Thinking Critically</i> 314 #35 <b>Teacher Wraparound Edition:</b> AL 306; HC 298; HL 46; MR 306; TW 308, 334, 532
1.12 Describe nutrition practices that are important for the health of a pregnant woman and her baby.	<b>Student Edition:</b> 304, 473 <i>Real Life Issues</i> 470 <i>Thinking Critically</i> 477 #4 <i>Writing Critically</i> 477 #7 <b>Teacher Wraparound Edition:</b> HSP 472
<b>Standard 3: Health Behaviors</b>	
1.13 Demonstrate proper use of safety gear during physical activity.	<b>Student Edition:</b> 337-342 <i>Fitness Zone</i> 634 <i>Real World Connection</i> 343 <i>Writing Critically</i> 343 #7 <b>Teacher Wraparound Edition:</b> MI 337; MR 340; TW 338; WS 341

STANDARDS	PAGE REFERENCES
1.14 Demonstrate strategies for protection from cold, heat, and sun during physical activity.	<b>Student Edition:</b> 339-341 <i>Applying Health Skills</i> 343 #6 <i>Reviewing Facts and Vocabulary</i> 343 #2 <i>Thinking Critically</i> 348 #35 <b>Teacher Wraparound Edition:</b> CA 339; WS 341
<b>STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	
<b>Standard 1: Core Concepts</b>	
2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.	<b>Student Edition:</b> 529, 533, 542-546, 567-570, 578-583, 593-596, 600-601, 605-610 <i>Real World Connection</i> 547 <i>Time Health</i> 558, 584 <b>Teacher Wraparound Edition:</b> CL 449; HL 328, 568
2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	<b>Student Edition:</b> 549 <i>Activating Prior Knowledge</i> 540 <i>Math Practice</i> 563 <i>Real World Connection</i> 597 <i>Reviewing Facts and Vocabulary</i> 552 #1 <i>Thinking Critically</i> 561 #22 <b>Teacher Wraparound Edition:</b> AI 611; AL 549; MA 542, 566
<b>Standard 2: Access Information</b>	
2.3 Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.	<b>Student Edition:</b> 551, 582-583, 614 <i>Activity Beyond the Classroom</i> 519 <i>Teens Making a Difference</i> 556 <i>Unit Project</i> 520 <b>Teacher Wraparound Edition:</b> CL 551; HC 548, 614; HSP 582; UP 520

STANDARDS	PAGE REFERENCES
2.4 Apply strategies to access and get help for self or others.	<b>Student Edition:</b> 551, 582-583, 614 <i>Real World Health</i> 622-623 <i>Reviewing Facts and Vocabulary</i> 552 #2 <b>Teacher Wraparound Edition:</b> CA 574, 596; CL 551; HC 548, 614; HL 550; HSP 582
<b>Standard 3: Health Behaviors</b>	
2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.	<b>Student Edition:</b> 549, 550, 576-577, 611-612 <i>Applying Health Skills</i> 552 #1, 577 #6 <i>Hands-On Health</i> 616 <i>Health Skills Activity</i> 552, 571 <i>Teens Making a Difference</i> 556 <i>Thinking Critically</i> 587 #27 <i>Time Health</i> 558, 584 <b>Teacher Wraparound Edition:</b> WS 555
<b>Standard 4: Influences</b>	
2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.	<b>Student Edition:</b> 549, 556, 573-575 <i>Real World Connection</i> 575 <i>Reviewing Facts and Vocabulary</i> 557 #3 <i>Teens Making a Difference</i> 556 <b>Teacher Wraparound Edition:</b> HSP 549; PS 554, 576; SC 556; WS 555
2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.	<b>Student Edition:</b> 548-549, 550, 572-573 <i>Applying Health Skills</i> 552 #6, 557 #6 <i>Project-Based Assessment</i> 562 <i>Real World Connection</i> 575 <i>Thinking Critically</i> 552 #5, 561 #23 <b>Teacher Wraparound Edition:</b> HC 572; MI 548

STANDARDS	PAGE REFERENCES
<b>Standard 6: Decision Making</b>	
2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.	<p><b>Student Edition:</b>            549, 550, 576-577, 611-612  <i>Applying Health Skills</i> 552 #6, 577 #6  <i>Hands-On Health</i> 616  <i>Health Skills Activity</i> 552, 571  <i>Teens Making a Difference</i> 556, 581  <i>Thinking Critically</i> 587 #25  <i>Time Health</i> 558, 584</p> <p><b>Teacher Wraparound Edition:</b>            WS 555</p>
<b>Standard 7: Social Skills</b>	
2.9 Demonstrate ways to support others who want to stop using alcohol or tobacco.	<p><b>Student Edition:</b>            582-583, 613-614  <i>Activity Beyond the Classroom</i> 519  <i>Applying Health Skills</i> 547 #6  <i>Reviewing Facts and Vocabulary</i> 552 #2  <i>Unit Project</i> 520</p> <p><b>Teacher Wraparound Edition:</b>            AL 614; CL 551; HL 550</p>
<b>Standard 8: Advocacy</b>	
2.10 Advocate for ways schools and communities can promote a tobacco-free environment.	<p><b>Student Edition:</b>            551, 582-583, 614  <i>Health Skills Activity</i> 552  <i>Teens Making a Difference</i> 556, 581, 615  <i>Thinking Critically</i> 562 #35  <i>Time Health</i> 558, 584  <i>Unit Project</i> 520</p> <p><b>Teacher Wraparound Edition:</b>            CL 551; HC 548, 614; HSP 582; WS 555</p>

STANDARDS	PAGE REFERENCES
2.11 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.	<b>Student Edition:</b> 550-551 <i>Applying Health Skills</i> 547 #6 <i>Health Skills Activity</i> 552 <i>Reviewing Facts and Vocabulary</i> 552 #2 <i>Teens Making a Difference</i> 556, 581, 615 <i>Thinking Critically</i> 562 #35 <i>Time Health</i> 558, 584 <i>Unit Project</i> 520 <b>Teacher Wraparound Edition:</b> CL 551; WS 555
<b>STRAND 3: SAFETY</b>	
<b>Standard 1: Core Concepts</b>	
3.1 Explain the effects of violence on individuals, families, communities, and our nation.	<b>Student Edition:</b> 222, 234-235, 237-238 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> En 235
3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.	<b>Student Edition:</b> 222, 234-235 <i>Real Life Issues</i> 236 <i>Thinking Critically</i> 245 #27 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> TT 233
3.3 Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.	<b>Student Edition:</b> 150, 234-235, 237-238 <i>Real Life Issues</i> 236 <i>Real World Connection</i> 151 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> HL 150

STANDARDS	PAGE REFERENCES
3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.	<p>The following page references define/discuss these issues and are applicable for all states. Laws specific to the State of Michigan can be covered during teacher/class discussion.</p> <p><b>Student Edition:</b>            150-151, 234-235, 240  <i>Assessment 151 #3, #5, #6, #7; 235 #4</i>  <i>Real World Connection 151</i></p> <p><b>Teacher Wraparound Edition:</b>            En 241; HL 150; HSP 150</p>
<p><b>Standard 2: Access Information</b></p>	
3.5 Locate resources in one’s community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources.	<p><b>Student Edition:</b>            240-241  <i>Teens Making a Difference 222</i></p> <p><b>Teacher Wraparound Edition:</b>            HC 224, 240; MA 222; PS 226</p>
3.6 Apply strategies to access and get help for self or others.	<p><b>Student Edition:</b>            224-228, 240-241  <i>Applying Health Skills 241 #6</i>  <i>Thinking Critically 245 #27</i></p> <p><b>Teacher Wraparound Edition:</b>            HC 224, 240; MA 222</p>
<p><b>Standard 3: Health Behaviors</b></p>	
3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.	<p><b>Student Edition:</b>            238, 239  <i>Real Life Issues 236</i>  <i>Time Health 242</i></p> <p><b>Teacher Wraparound Edition:</b>            HC 224; TT 233</p>
3.8 Demonstrate strategies to stay safe in a violent situation.	<p><b>Student Edition:</b>            238, 239  <i>Time Health 242</i></p> <p><b>Teacher Wraparound Edition:</b>            RS 239; TT 223</p>
3.9 Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.	<p><b>Student Edition:</b>            234-235, 238, 239  <i>Real Life Issues 236</i>  <i>Time Health 242</i></p> <p><b>Teacher Wraparound Edition:</b>            RS 239</p>

STANDARDS	PAGE REFERENCES
3.10 Assess characteristics of hypothetical relationships for warning signs of harm or abuse.	<b>Student Edition:</b> 234-235 <i>Real Life Issues</i> 236 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> RS 239
<b>Standard 4: Influences</b>	
3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.	<b>Student Edition:</b> <i>Reading/Writing Practice</i> 247 <i>Real World Connection</i> 151 <b>Teacher Wraparound Edition:</b> CA 234; CT 231; TT 233
3.12 Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.	<b>Student Edition:</b> 230-232, 233-245 <b>Teacher Wraparound Edition:</b> AL 232; CT 231; HL 230; MA 232; WS 230
<b>Standard 7: Social Skills</b>	
3.13 Demonstrate the ability to use conflict resolution skills.	<b>Student Edition:</b> 34-35, 36, 220-223, 224-228 <b>Teacher Wraparound Edition:</b> CA 36; He 219; HSP 225; MI 227; SC 220; TT 233; UA 222
<b>RECOMMENDED</b>	
<b>Standard 1: Core Concepts</b>	
3.14 Evaluate the characteristics of a conflict which must be managed rather than resolved.	<b>Student Edition:</b> 220-223, 224-228 (resolving conflicts) <b>Teacher Wraparound Edition:</b> CA 222; HSP 225
<b>Standard 4: Influences</b>	
3.15 Evaluate the impact of media on the prevalence of violence.	<b>Student Edition:</b> 231 <i>Figure 9.5</i> 231 <i>Thinking Critically</i> 245 #26 <b>Teacher Wraparound Edition:</b> CL 231; HL 230; HSP 231

STANDARDS	PAGE REFERENCES
<b>Standard 7: Social Skills</b>	
3.16 Apply strategies to stop or de-escalate a conflict.	<b>Student Edition:</b> 34-35, 36, 220-223, 224-228 <i>Project-Based Assessment</i> 246 <b>Teacher Wraparound Edition:</b> CA 36; HC 219; MI 227; SC 220; UA 222
3.17 Apply strategies to hypothetical situations involving abusive relationships.	<b>Student Edition:</b> 234-235 <i>Applying Health Skills</i> 241 #6 <i>Real Life Issues</i> 236 <i>Time Health</i> 242 <b>Teacher Wraparound Edition:</b> RS 239
<b>STRAND 4: SOCIAL AND EMOTIONAL HEALTH</b> <i>(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)</i>	
<b>Standard 1: Core Concepts</b>	
4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.	<b>Student Edition:</b> 142-147, 148-149, 169-171, 172-173 <i>Applying Health Skills</i> 171 #6 <i>Project-Based Assessment</i> 162 <i>Thinking Critically</i> 151 #4, 157 #5, 160 #7 <b>Teacher Wraparound Edition:</b> AL 146; CT 144; En 147; HC 144; TT 145
4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.	<b>Student Edition:</b> 118-121, 122-124 <i>Real World Connection</i> 125 <i>Thinking Critically</i> 133 #27 <i>Time Health</i> 130 <b>Teacher Wraparound Edition:</b> HS 124; MI 123; MR 122
<b>Standard 2: Access Information</b>	
4.3 Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.	<b>Student Edition:</b> 126-129 <i>Health Skills Activity</i> 117 <i>Thinking Critically</i> 110 #40 <i>Writing Critically</i> 105 #7 <b>Teacher Wraparound Edition:</b> HC 124; PC 66

STANDARDS	PAGE REFERENCES
4.4 Demonstrate how to seek help for self or others when suicide may be a risk.	<b>Student Edition:</b> 126-129 <i>Health Skills Activity</i> 117 <i>Thinking Critically</i> 110 #40 <i>Writing Critically</i> 105 #7 <b>Teacher Wraparound Edition:</b> HC 124; PC 66
<b>Standard 3: Health Behaviors</b>	
4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.	<b>Student Edition:</b> 78-82, 115 <i>Health Skills Activity</i> 83 <i>Thinking Critically</i> 86 #9 <b>Teacher Wraparound Edition:</b> AL 67; HL 106; HSP 115; MA 78; MR 80
<b>Standard 5: Goal Setting</b>	
4.6 Develop short-term and long-term personal goals and aspirations.	<b>Student Edition:</b> 42-44, 54, 295, 331, 334, 500, 501 <i>Thinking Critically</i> 57 #19 <b>Teacher Wraparound Edition:</b> AL 43; UA 42
<b>Standard 6: Decision Making</b>	
4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.	<b>Student Edition:</b> 40-41, 369, 602, 637 <i>Figure 2.7</i> 42 <i>Health Skills Activity</i> 45 <b>Teacher Wraparound Edition:</b> CL 44; MI 41; WS 42
4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).	<b>Student Edition:</b> <i>Figure 2.7</i> 42 <i>Health Skills Activity</i> 45, 369 <i>Thinking Critically</i> 57 #27 <b>Teacher Wraparound Edition:</b> AI 43; MI 41; WS 42

STANDARDS		PAGE REFERENCES
<b>Standard 7: Social Skills</b>		
4.9	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.	<b>Student Edition:</b> 34-35, 145, 152-156 <i>Applying Health Skills</i> 171 #6 <i>Hands-On Health</i> 158 <i>Project-Based Assessment</i> 162 <i>Thinking Critically</i> 161 #18, 162 #29 <b>Teacher Wraparound Edition:</b> HSP 145; MI 153; MR 154
4.10	Demonstrate how to respond constructively to the anger of others.	<b>Student Edition:</b> 82, 220-221, 223 <i>Health Skills Activity</i> 83, 157 <i>Reviewing Facts and Vocabulary</i> 83 #3
<b>RECOMMENDED</b>		
<b>Standard 1: Core Concepts</b>		
4.11	Describe the impact of showing empathy for another person's emotions and point of view.	<b>Student Edition:</b> 80, 104, 145, 149, 155, 194 <i>Applying Health Skills</i> 105
<b>Standard 3: Health Behaviors</b>		
4.12	Assess one's personal behavior and how one demonstrates character traits.	<b>Student Edition:</b> 146-147, 148-149 <i>Thinking Critically</i> 160 #10 <b>Teacher Wraparound Edition:</b> HC 144
<b>Standard 5: Goal Setting</b>		
4.13	Develop a personal plan for maintaining or improving one's demonstration of character traits.	<b>Student Edition:</b> 146-147, 148-149 <i>Applying Health Skills</i> 147 #6 <i>Thinking Critically</i> 160 #10 <b>Teacher Wraparound Edition:</b> HC 144; PM 147

STANDARDS		PAGE REFERENCES
<b>Standard 6: Decision Making</b>		
4.14	Evaluate the effectiveness of health-related decisions.	<b>Student Edition:</b> 41, 369, 602, 637 <i>Figure 2.7 42</i> <i>Health Skills Activity 45</i> <b>Teacher Wraparound Edition:</b> AI 43; CL 44; WS 42
<b>STRAND 5: PERSONAL HEALTH AND WELLNESS</b>		
<b>Standard 1: Core Concepts</b>		
5.1	Describe how common infectious diseases are transmitted.	<b>Student Edition:</b> 628-632, 633-636, 638-644, 645-649, 658-663, 664-668, 669-672, 674-678 <i>Time Health 650</i> <b>Teacher Wraparound Edition:</b> En 632; MA 638; WS 648
5.2	Explain the importance of regular health screenings or exams.	<b>Student Edition:</b> 371, 448-449, 455, 470-475, 486-487, 700 <i>Applying Health Skills 451 #7, 457 #6</i> <i>Project-Based Assessment 462</i> <i>Real World Connection 451</i> <b>Teacher Wraparound Edition:</b> AL 449; HC 472; PS 448; WS 449
5.3	Analyze the importance of rest and sleep for personal health.	<b>Student Edition:</b> 100, 398, 445 <i>Applying Health Skills 445 #6</i> <i>Project-Based Assessment 404</i> <i>Reading Check 445</i> <b>Teacher Wraparound Edition:</b> MI 398
<b>Standard 2: Access Information</b>		
5.4	Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	<b>Student Edition:</b> 46-48, 52-53 <i>Applying Health Skills 49 #6, 483 #6</i> <i>Hands-On Health 534</i> <i>Health Skills Activity 309</i> <i>Thinking Critically 57 #27</i> <b>Teacher Wraparound Edition:</b> HSP 48; MA 48

STANDARDS	PAGE REFERENCES
5.5 Demonstrate the ability to access accurate information about personal health products.	<b>Student Edition:</b> 46-48, 52-53 <i>Applying Health Skills</i> 49 #6 <i>Hands-On Health</i> 534 <i>Health Skills Activity</i> 309 <i>Real World Connection</i> 49 <i>Thinking Critically</i> 57 #25 <b>Teacher Wraparound Edition:</b> RS 47
<b>Standard 3: Health Behaviors</b>	
5.6 Describe health practices that can prevent the spread of illness.	<b>Student Edition:</b> 630-632, 638-644, 645-649, 693, 699 <i>Hands-On Health</i> 680 <i>Health Skills Activity</i> 637 <i>Project-Based Assessment</i> 718 <i>Thinking Critically</i> 717 #20 <b>Teacher Wraparound Edition:</b> MI 692; MR 706; TW 636, 698
5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.	<b>Student Edition:</b> 415, 419-421, 427-428, 432, 634-636, 661, 667-668, 696, 700, 794 <i>Activating Prior Knowledge</i> 626 <i>Writing Critically</i> 701 #7 <b>Teacher Wraparound Edition:</b> HSP 794
5.8 Describe personal strategies for minimizing potential harm from exposure to the sun.	<b>Student Edition:</b> 340, 558 <i>Figure 13.3</i> 360 <i>Health Skills Activity</i> 359 <i>Reading Check</i> 360 <i>Thinking Critically</i> 348 #35, 376 #9 <i>Time Health</i> 374 <b>Teacher Wraparound Edition:</b> HSP 340, 358

STANDARDS		PAGE REFERENCES
<b>Standard 4: Influences</b>		
5.9	Analyze the social influences that encourage or discourage a person to practice sun safety.	<b>Student Edition:</b> <i>Health Skills Activity</i> 359 <i>Time Health</i> 374 <b>Teacher Wraparound Edition:</b> HSP 358
<b>Standard 5: Goal Setting</b>		
5.10	Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.	<b>Student Edition:</b> 100, 398, 445 <i>Applying Health Skills</i> 445 #6 <b>Teacher Wraparound Edition:</b> MI 398
<b>RECOMMENDED</b>		
<b>Standard 1: Core Concepts</b>		
5.11	Describe the dangers of exposure to UV light, lead, asbestos, pesticides, and unclean air and water, and strategies for avoiding exposure.	<b>Student Edition:</b> 340, 358, 800-814 <i>Figure 13.3</i> 360 <i>Health Skills Activity</i> 359 <i>Reviewing Facts and Vocabulary</i> 805 #2 <i>Thinking Critically</i> 348 #35, 815 #21
<b>Standard 3: Health Behaviors</b>		
5.12	Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).	<b>Student Edition:</b> 758-763, 768-769, 770, 771-777 <i>Hands-On Health</i> 784 <i>Project-Based Assessment</i> 788 <i>Thinking Critically</i> 770 #5, 786 #8 <i>Understanding Key Concepts</i> 787 #15 <b>Teacher Wraparound Edition:</b> HSP 760, 767; MI 774; MR 762

STANDARDS	PAGE REFERENCES
<b>Standard 4: Influences</b>	
5.13 Analyze the influence of media on selection of personal health care products.	<b>Student Edition:</b> 52-53 <i>Applying Health Skills</i> 49 #6 <i>Health Skills Activity</i> 309 <i>Real World Connection</i> 49, 366 <b>Teacher Wraparound Edition:</b> AL 52; HL 46; RS 47
<b>STRAND 6: HIV AND OTHER STIs PREVENTION</b> <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 <a href="http://www.michiganlegislature.org">www.michiganlegislature.org</a>.</i>	
<b>Standard 1: Core Concepts</b>	
6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.	<b>Student Edition:</b> 659, 660, 661, 662, 663 <i>Reviewing Facts and Vocabulary</i> 663 <b>Teacher Wraparound Edition:</b> AI 661; MA 660
6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.	<b>Student Edition:</b> 658-663, 664-668, 669-672, 674-678 <i>Hands-On Health</i> 680 <i>Project-Based Assessment</i> 684 <i>Reviewing Facts and Vocabulary</i> 673 #1, #2 <b>Teacher Wraparound Edition:</b> CL 667, 675; CT 660, 661, 662; En 663, 668; SC 664
6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.	<b>Student Edition:</b> 658-663, 673 <b>Teacher Wraparound Edition:</b> AL 659, 678; CT 660, 661; MI 667; TW 666
<b>Standard 2: Access Information</b>	
6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.	<b>Student Edition:</b> <i>Applying Health Skills</i> 663 #6 <i>Project-Based Assessment</i> 684 <i>Writing Critically</i> 668 #7 <b>Teacher Wraparound Edition:</b> AL 659, 675, 676; En 668, 673; HSP 677; PC 674

STANDARDS		PAGE REFERENCES
<b>Standard 3: Health Behaviors</b>		
6.5	Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.	<b>Student Edition:</b> 205-210, 449, 455, 664-667 <i>Thinking Critically</i> 211 #4, 216 #35 <i>Writing Critically</i> 211 #7 <b>Teacher Wraparound Edition:</b> AL 678; MI 208; WS 665
6.6	Evaluate one's personal perception of risk for HIV and other STIs.	<b>Student Edition:</b> 658-663, 665, 675 <i>Figure 21.11</i> 676 <i>Real Life Issues</i> 658, 664 <i>Thinking Critically</i> 668 #5 <b>Teacher Wraparound Edition:</b> AL 678; MA 660
<b>Standard 7: Social Skills</b>		
6.7	Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.	<b>Student Edition:</b> 205-208, 506, 665, 666 <i>Applying Health Skills</i> 668 #6 <i>Hands-On Health</i> 212 <i>Health Skills Activity</i> 666 <i>Thinking Critically</i> 216 #33 <b>Teacher Wraparound Edition:</b> AL 207; HL 208; HSP 210; WS 208
<b>RECOMMENDED</b>		
<b>Standard 7: Social Skills</b>		
6.8	Demonstrate acceptance for individuals living with HIV.	This standard can be met as an extension during discussion of the following lessons: <b>Student Edition:</b> Chapter 6 Lesson 2 Respecting Yourself and Others. Chapter 24 Lesson 3 HIV/AIDS Chapter 24 Lesson 4 Preventing and Treating HIV/AIDS.

## STANDARDS

## PAGE REFERENCES

**STRAND 7: SEXUALITY EDUCATION**

*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](http://www.michiganlegislature.org).*

**Standard 1: Core Concepts**

7.1 Summarize and explain laws related to the sexual behavior of young people.	<p>The following lessons can be extended to meet this standard.</p> <p><b>Student Edition:</b>  Chapter 8 Lesson 2 Peer Pressure and Refusal Skills  Chapter 8 Lesson 3 Practicing Abstinence  Chapter 9 Lesson 3 Understanding Violence  Chapter 9 Lesson 4 Preventing and Overcoming Abuse</p>
7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.	<p><b>Student Edition:</b>  205-210, 449, 455, 664  <i>Thinking Critically</i> 211 #4, 216 #35  <i>Writing Critically</i> 211 #7</p> <p><b>Teacher Wraparound Edition:</b>  HL 658; MI 208; WS 665</p>
7.3 Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.	<p><b>Student Edition:</b>  448-449, 455, 658-663, 667-668, 676-678  <i>Teens Making a Difference</i> 673  <i>Writing Critically</i> 668</p> <p><b>Teacher Wraparound Edition:</b>  CT 667; TW 456, 666</p>

**Standard 2: Access Information**

7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.	<p><b>Student Edition:</b>  <i>Applying Health Skills</i> 663 #6  <i>Project-Based Assessment</i> 684  <i>Writing Critically</i> 668</p> <p><b>Teacher Wraparound Edition:</b>  AL 659, 675, 676; En 668, 673; HSP 677; PC 674</p>
---	--

STANDARDS	PAGE REFERENCES
<b>Standard 3: Health Behaviors</b>	
7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.	<b>Student Edition:</b> 205-208, 506 <i>Applying Health Skills</i> 668 #6 <i>Hands-On Health</i> 212 <i>Health Skills Activity</i> 666 <i>Thinking Critically</i> 216 #33 <b>Teacher Wraparound Edition:</b> AL 207; HL 208; HSP 210; WS 208
<b>Standard 4: Influences</b>	
7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.	<b>Student Edition:</b> 208, 572-573, 574, 593, 665 <i>Applying Health Skills</i> 211 #6, 668 #6 <i>Health Skills Activity</i> 666 <i>Real Life Issues</i> 205 <i>Real World Connection</i> 207, 575 <b>Teacher Wraparound Edition:</b> CA 206; HL 209; SC 664; WS 665
7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.	<b>Student Edition:</b> 208-210, 507, 658-663 <i>Hands-On Health</i> 680 <i>Reviewing Facts and Vocabulary</i> 211 #2 <i>Thinking Critically</i> 211 #2, #5; 216 #32 <b>Teacher Wraparound Edition:</b> AF 661; AI 209; AL 209; CT 209
<b>Standard 5: Goal Setting</b>	
7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.	<b>Student Edition:</b> 205-210, 449, 455, 664 <i>Thinking Critically</i> 211 #4, 216 #35 <i>Writing Critically</i> 211 #7 <b>Teacher Wraparound Edition:</b> HL 658; MI 208; WS 665

STANDARDS	PAGE REFERENCES
<b>Standard 6: Decision Making</b>	
7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.	<b>Student Edition:</b> 205-208, 506 <i>Applying Health Skills</i> 668 #6 <i>Hands-On Health</i> 212 <i>Health Skills Activity</i> 666 <i>Thinking Critically</i> 216 #33 <b>Teacher Wraparound Edition:</b> AL 207; HL 208; HSP 210; WS 208
<b>Standard 7: Social Skills</b>	
7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.	<b>Student Edition:</b> 205-210, 506 <i>Figure 8.8</i> 206 <i>Thinking Critically</i> 216 #33 <b>Teacher Wraparound Edition:</b> MI 210; UA 207