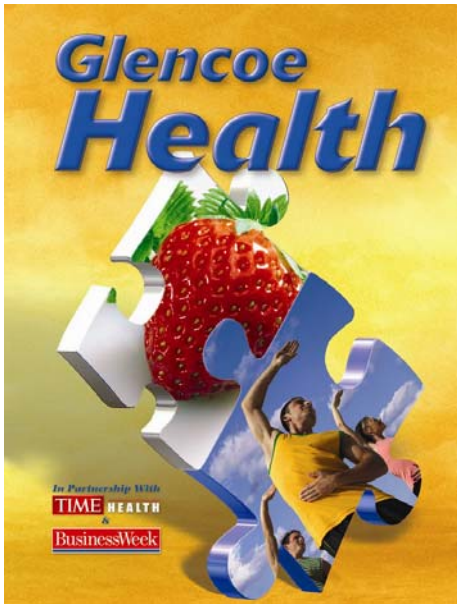




**Glencoe**

Health Framework for  
California Public Schools  
High School



# Glencoe Health

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STANDARDS	PAGE REFERENCES
<p><b>Expectation 1:</b> Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p>	
<p><b>The Human Body</b></p>	
<p>Practice good personal hygiene.</p>	<p><b>Student Edition:</b> 358, 361, 362, 365, 631, 632 <i>Thinking Critically</i> 362 #5, 377 #24, #25 <i>Writing Critically</i> 366 #7 <b>Teacher Wraparound Edition:</b> BW 365; En 366; HSP 631; MI 364; TT 365, 631</p>
<p>Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises.</p>	<p><b>Student Edition:</b> 337-342 <i>Applying Health Skills</i> 343 #6 <i>Fitness Zone</i> 634 <i>Real World Connection</i> 343 <i>Reviewing Facts and Vocabulary</i> 343 #2 <i>Thinking Critically</i> 348 #35 <i>Writing Critically</i> 343 #7 <b>Teacher Wraparound Edition:</b> CA 339; MI 337; MR 340; TW 338; WS 341</p>

STANDARDS	PAGE REFERENCES
Recognize and accept differences in body types and maturation levels.	<p><b>Student Edition:</b> 297, 298, 496-498 <i>Teens Speak Out</i> 350-351 <i>Thinking Critically</i> 514 #10</p> <p><b>Teacher Wraparound Edition:</b> MPA 350; TS 351; TW 498</p>
Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.	<p><b>Student Edition:</b> 205-210, 303-305, 321-322, 631-632, 699 <i>Figure 25.4</i> 693 <i>Hands-On Health</i> 680 <i>Project-Based Assessment</i> 718 <i>Thinking Critically</i> 211 #4, 216 #35, 717 #20</p> <p><b>Teacher Wraparound Edition:</b> AF 661; AI 209; MI 692; MR 706; TW 636, 698</p>
<b>Food Choices</b>	
▲ Make healthy food choices in a variety of settings.	<p><b>Student Edition:</b> 269, 271-273 <i>Activating Prior Knowledge</i> 252 <i>Fitness Zone</i> 269 <i>Real Life Issues</i> 254, 266 <i>Real World Connection</i> 270 <i>Thinking Critically</i> 284 #8</p> <p><b>Teacher Wraparound Edition:</b> CA 271; Sf 272</p>
▲ Establish and maintain healthy eating practices.	<p><b>Student Edition:</b> 266-273 <i>Fitness Zone</i> 262, 269, 307 <i>Health Skills Activity</i> 257 <i>Real Life Issues</i> 266 <i>Thinking Critically</i> 285 #25, 314 #33 <i>Time Health</i> 310</p> <p><b>Teacher Wraparound Edition:</b> AL 263, 269, 272, 304; CL 269, 271; CT 263; HL 282; HSP 270; TW 262, 268</p>

STANDARDS	PAGE REFERENCES
<p>Select appropriate practices to maintain, lose, or gain weight based on scientific research.</p>	<p><b>Student Edition:</b>            294-296, 298-299  <i>Fitness Zone</i> 256  <i>Real World Connection</i> 270  <i>Thinking Critically</i> 302 #5, 313 #19, #21  <b>Teacher Wraparound Edition:</b>            AL 299; CT 263; HL 282; HSP 270, 705; TW 262, 268</p>
<p>▲ Recognize the need for updating one’s personal nutrition plan as individual needs or activities change.</p>	<p><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, 705; TW 262, 268</p>
<p>▲ Analyze influences on food choices.</p>	<p><b>Student Edition:</b>            255-256  <i>Health Skills Activity</i> 257  <i>Thinking Critically</i> 257 #4, 284 #9  <i>Writing Critically</i> 257 #7  <b>Teacher Wraparound Edition:</b>            CA 255, 271; L 255; En 257; PS 256</p>
<p><b>Physical Activity</b></p>	
<p>Observe safety rules during physical activities.</p>	<p><b>Student Edition:</b>            337-342, 739-742, 747-748  <i>Real World Connection</i> 343  <i>Thinking Critically</i> 743 #5  <i>Writing Critically</i> 343 #7, 743 #7  <b>Teacher Wraparound Edition:</b>            MI 337; MR 340; RS 740; TW 338; WS 341</p>

STANDARDS	PAGE REFERENCES
<p>▲ Participate regularly in a variety of enjoyable physical activities.</p>	<p><b>Student Edition:</b>  331-332  <i>Project-Based Assessment</i> 348  <i>Reviewing Facts and Vocabulary</i> 336 #1  <i>Thinking Critically</i> 346 #7  <b>Teacher Wraparound Edition:</b>  MI 331; Re 36; TW 322</p>
<p>▲ Analyze personal motivators related to pursuing physical activity.</p>	<p><b>Student Edition:</b>  319-321, 322-323, 332  <i>Fitness Zone</i> 262, 269, 307  <i>Health Skills Activity</i> 334  <i>Project-Based Assessment</i> 348  <i>Reviewing Facts and Vocabulary</i> 336 #1  <i>Time Health</i> 310  <i>Writing Critically</i> 323 #7  <b>Teacher Wraparound Edition:</b>  MA 320; TT 303; TW 322</p>
<p>▲ Explore ways to continue regular exercise practices when schedules change, such as during travel or while working.</p>	<p><b>Student Edition:</b>  322  <i>Figure 12.4</i> 323  <i>Project-Based Assessment</i> 348  <i>Thinking Critically</i> 346 #8  <b>Teacher Wraparound Edition:</b>  AL 473; CL 331</p>
<p>Explore ways to engage in out-of-school activities that promote fitness and health.</p>	<p><b>Student Edition:</b>  <i>Figure 12.4</i> 323  <i>Project-Based Assessment</i> 348  <i>Thinking Critically</i> 336 #5, 346 #8  <b>Teacher Wraparound Edition:</b>  CL 331; HC 332; PS 318</p>
<p>Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment.</p>	<p><b>Student Edition:</b>  325-327, 328, 330, 331-333  <i>Health Skills Activity</i> 334  <i>Real World Connection</i> 329  <i>Thinking Critically</i> 336 #4  <b>Teacher Wraparound Edition:</b>  CL 331; HSP 705; MI 327; RS 335; TW 322;  UA 328; WS 335</p>

STANDARDS	PAGE REFERENCES
<p>Make adjustments needed for successful implementation of a personal fitness plan.</p>	<p><b>Student Edition:</b>            325-327, 328, 330, 331-333  <i>Health Skills Activity</i> 334  <i>Real World Connection</i> 329  <i>Thinking Critically</i> 336 #4  <b>Teacher Wraparound Edition:</b>            CL 331; HSP 705; MI 327; RS 335; TW 322;            UA 328; WS 335</p>
<p><b>Mental and Emotional Health</b></p>	
<p>▲ Demonstrate characteristics that contribute to self-confidence and self-esteem.</p>	<p><b>Student Edition:</b>            66-69, 75-76, 347, 398  <i>Health in Action</i> 65  <i>Teens Speaking Out</i> 350-351  <i>Thinking Critically</i> 86 #10  <i>Time Health</i> 86 #10  <b>Teacher Wraparound Edition:</b>            HC 76; MI 69; MR 68; NPA 350; TS 351; TW 498</p>
<p>▲ Develop and use effective communication skills.</p>	<p><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 155; MR 154</p>
<p>▲ Develop and use effective coping strategies.</p>	<p><b>Student Edition:</b>            36, 98, 102-105, 202-204, 225-226  <i>Hands-On Health</i> 212  <i>Health Skills Activity</i> 227  <i>Project-Based Assessment</i> 110  <b>Teacher Wraparound Edition:</b>            HS 98; PS 104</p>

STANDARDS	PAGE REFERENCES
<p>▲ Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.</p>	<p><b>Student Edition:</b>            210, 550, 577, 611-612  <i>Applying Health Skills</i> 552 #6, 571 #6  <i>Hands-On Health</i> 616  <i>Health Skills Activity</i> 552, 571  <i>Teens Making a Difference</i> 556, 615  <i>Thinking Critically</i> 587 #25  <i>Time Health</i> 558, 584  <b>Teacher Wraparound Edition:</b>            HL 208; HSP 210; WS 203, 208, 555</p>
<p>▲ Relate in positive ways to peers and adults in and out of school.</p>	<p><b>Student Edition:</b>            34-35, 80, 104, 145, 149, 152-156, 194  <i>Applying Health Skills</i> 105 #6, 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 155; MR 154</p>
<p>▲ Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.</p>	<p><b>Student Edition:</b>            198-204, 206-207, 208, 550, 572, 593, 599  <i>Hands-On Health</i> 616  <i>Health Skills Activity</i> 552, 602  <i>Teens Making a Difference</i> 613  <i>Thinking Critically</i> 615 #4  <b>Teacher Wraparound Edition:</b>            AL 201; MA 202; MI 198; UA 200; WS 203, 612</p>
<p>Develop protective factors that help foster resiliency.</p>	<p><b>Student Edition:</b>            67, 69, 100-101, 611-612  <i>Reading Check</i> 204  <i>Time Health</i> 84  <b>Teacher Wraparound Edition:</b>            AL 199; MI 198; TW 100; UA 200; WS 69</p>
<p>Select entertainment that promotes mental and physical health.</p>	<p><b>Student Edition:</b>            14, 231, 350-351, 575  <i>Real World Connection</i> 207  <b>Teacher Wraparound Edition:</b>            CL 231; HSP 231; TS 251</p>

STANDARDS	PAGE REFERENCES
Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health.	<b>Student Edition:</b> 66-67, 69, 70-71, 80-82, 95, 97-101 <i>Health Skills Activity</i> 83 <i>Thinking Critically</i> 86 #8 <i>Time Health</i> 84 <b>Teacher Wraparound Edition:</b> CT 70; HSP 69; TT 99
<b>Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b>	
<b>Disease Prevention</b>	
▲ Practice positive health behaviors to reduce the risk of disease.	<b>Student Edition:</b> 101, 254, 270-273, 290-295, 296, 303-307, 318-321, 398, 445, 542-546, 568-569, 593-594 <i>Fitness Zone</i> 697 <i>Hands-On Health</i> 344 <i>Real World Connection</i> 547, 694 <i>Thinking Critically</i> 346 #9 <b>Teacher Wraparound Edition:</b> CT 271; HL 344, 640; MA 270, 320, 324; MS 310; TW 334; UA 319
▲ Cooperate in regular health screenings.	<b>Student Edition:</b> 371, 445, 448-449, 455, 473, 486-487, 700 <i>Applying Health Skills</i> 451 #7, 457 #6 <i>Real World Connection</i> 451 <i>Thinking Critically</i> 461 #23 <i>Writing Critically</i> 701 #7 <b>Teacher Wraparound Edition:</b> AL 449; HC 472; PS 448; WS 449
▲ Practice and use effective self-examination procedures.	<b>Student Edition:</b> 449, 450, 455, 700 <i>Figure 13.3</i> 360 <i>Real World Connection</i> 451 <i>Thinking Critically</i> 462 #34 <i>Understanding Key Concepts</i> 461 #16 <i>Writing Critically</i> 701 #7

STANDARDS	PAGE REFERENCES
<p>▲ Analyze personal behaviors in relation to health, well-being, and personal goals.</p>	<p><b>Student Edition:</b>            98-99, 100-101, 205-210, 239, 304-305, 321-322  <i>Health Skills Activity</i> 257  <i>Thinking Critically</i> 211 #4  <i>Time Health</i> 242, 310, 374</p> <p><b>Teacher Wraparound Edition:</b>            AL 209, 322; HC 254; HSP 270; UA 675</p>
<p>Practice good personal hygiene.</p>	<p><b>Student Edition:</b>            358, 361, 362, 365, 448, 455, 631, 632  <i>Thinking Critically</i> 362 #5, 377 #23, #24, 462 #35  <i>Writing Critically</i> 366 #7, 637 #7</p> <p><b>Teacher Wraparound Edition:</b>            BW 365; CA 647; En 366; HL 650; HSP 631;            MI 364; TT 365, 631</p>
<p>Recognize the importance of prenatal and perinatal care.</p>	<p><b>Student Edition:</b>            304, 470-477  <i>Real Life Issues</i> 470  <i>Thinking Critically</i> 477 #4; 490 #8  <i>Writing Critically</i> 477 #6</p> <p><b>Teacher Wraparound Edition:</b>            HC 472; HAS 476; HSP 472</p>
<p>Demonstrate care and concern toward ill persons in the family, the school, and the community.</p>	<p><b>Student Edition:</b>  <i>Applying Health Skills</i> 679 #6  <i>Real Life Issues</i> 674  <i>Teens Making a Difference</i> 673  <i>Thinking Critically</i> 683 #25</p> <p><b>Teacher Wraparound Edition:</b>            En 673, 694; HSP 677; PSW 674</p>
<p>Make a commitment to abstain from sexual activity.</p>	<p><b>Student Edition:</b>            205-210, 449, 455, 505, 507, 664  <i>Hands-On Health</i> 680  <i>Reviewing Facts and Vocabulary</i> 211 #2  <i>Thinking Critically</i> 211 #4, 216 #35  <i>Writing Critically</i> 211 #7</p> <p><b>Teacher Wraparound Edition:</b>            AF 661; AI 209; AL 209; CT; MI 208</p>

STANDARDS	PAGE REFERENCES
<p>Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.</p>	<p>Chapter 24 Lesson 2 can be expanded to cover this standard.  <b>Student Edition:</b>  664  <b>Teacher Wraparound Edition:</b>  AL 670; HL 658</p>
<b>Treatment of Disease</b>	
<p>▲ Recognize symptoms of common illnesses.</p>	<p><b>Student Edition:</b>  633-636, 645-649, 672  <i>Figure 24.3</i> 661  <i>Reviewing Facts and Vocabulary</i> 637 #1  <i>Time Health</i> 650  <b>Teacher Wraparound Edition:</b>  CL 667; En 632, 663; Re 649; WS 648</p>
<p>Take prescription and over-the-counter medicines properly.</p>	<p><b>Student Edition:</b>  526, 527, 528-529, 530-533  <i>Activating Prior Knowledge</i> 522  <i>Hands-On Health</i> 534  <i>Health In Action</i> 523  <i>Real Life Issues</i> 524  <i>Thinking Critically</i> 538 #35, #37  <b>Teacher Wraparound Edition:</b>  AL 527; CT 532; HL 534; MI 532; UA 528</p>
<p>Interpret correctly instructions written on medicine container labels, including information about side effects.</p>	<p><b>Student Edition:</b>  531  <i>Figure 19.7</i> 532  <i>Reviewing Facts and Vocabulary</i> 533 #2  <i>Thinking Critically</i> 538 #35  <i>Understanding Key Concepts</i> 537 #28  <i>Writing Critically</i> 533 #7  <b>Teacher Wraparound Edition:</b>  En 533; HL 634; MI 532; TW 532</p>
<p>Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.</p>	<p><b>Student Edition:</b>  524, 526, 527, 531  <i>Real Life Issues</i> 530  <i>Thinking Critically</i> 529 #5, 537 #18, 538 #33  <i>Writing Critically</i> 533 #7  <b>Teacher Wraparound Edition:</b>  CT 532; MR 528; TW 532</p>

STANDARDS	PAGE REFERENCES
Accept responsibility for active involvement in the treatment or management of disease.	<b>Student Edition:</b> 634-636, 667-668, 678, 700-701, 704, 708 <i>Figure 19.2 527</i> <i>Thinking Critically 537 #18</i> <b>Teacher Wraparound Edition:</b> HL 534
Interpret correctly information provided by health-care providers regarding tests or procedures.	Chapter 25 can be expanded to cover this standard. <b>Student Edition:</b> <i>Figure 25.2 691</i>
Analyze one’s patterns related to treatment of disease to determine their effectiveness.	Chapter 25 can be expanded to cover this standard.
<b>Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</b>	
<b>Potentially Dangerous Situations</b>	
<b>▲</b> Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	<b>Student Edition:</b> 222, 234-235, 238, 239 <i>Applying Health Skills 241 #6</i> <i>Real Life Issues 236</i> <i>Thinking Critically 245 #27</i> <i>Time Health 242</i> <b>Teacher Wraparound Edition:</b> HC 224, 240; MA 222; TT 233
<b>▲</b> Use skills to avoid, resolve, and cope with conflicts.	<b>Student Edition:</b> 34-35, 36, 220-223, 224-228 <i>Project-Based Assessment 246</i> <b>Teacher Wraparound Edition:</b> CA 36; He 219; HSP 225; MI 227; Sf 220; TT 233; UA 222
<b>▲</b> Understand and follow rules prohibiting possession of weapons at school.	The following pages can be used to meet this standard. <b>Student Edition:</b> 231, 737 <i>Reading Check 231</i> <b>Teacher Wraparound Edition:</b> UA 737

STANDARDS	PAGE REFERENCES
<p>▲ Identify factors that reduce risks of accidents.</p>	<p><b>Student Edition:</b>            231, 731-738, 739-742  <i>Activating Prior Knowledge</i> 724  <i>Fitness Zone</i> 727  <i>Health In Action</i> 725  <b>Teacher Wraparound Edition:</b>            En 738; MI 731; Re 738; TW 734; UA 734; WS 735</p>
<p>▲ Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.</p>	<p><b>Student Edition:</b>            508, 533, 570, 574-575, 578-580, 582, 596  <i>Applying Prior Knowledge</i> 564  <i>Reviewing facts and Vocabulary</i> 597 #3  <i>Thinking Critically</i> 560 #11, 577 #4, 586 #8, #12, 587 #4, 588 #33  <b>Teacher Wraparound Edition:</b>            MA 584; MR 544, 570; Re 583</p>
<p>▲ Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards.</p>	<p><b>Student Edition:</b>            742, 744-746, 748-749  <i>Fitness Zone</i> 727  <i>Real Life Issues</i> 739  <i>Thinking Critically</i> 743 #5  <i>Time Health</i> 585  <b>Teacher Wraparound Edition:</b>            AL 742; CT 733, 741; Re 730; WS 735, 747</p>
<p>▲ Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts.</p>	<p><b>Student Edition:</b>            744-746, 748-749  <i>Applying Health Skills</i> 749 #6  <i>Figure 26.13</i> 746  <i>Understanding Key Concepts</i> 754 #34  <b>Teacher Wraparound Edition:</b>            MR 744; RS 747, 748; WS 747, 748</p>
<p>Carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured.</p>	<p><b>Student Edition:</b>            759, 760, 766  <i>Figure 27.4</i> 767  <i>Understanding Key Concepts</i> 786 #4  <i>Vocabulary Review</i> 786 #3  <b>Teacher Wraparound Edition:</b>            CL 759; CT 759; HSP 760</p>

STANDARDS	PAGE REFERENCES
Practice safe behavior in recreational activities, even in the absence of adults.	<p><b>Student Edition:</b>  337-342, 739-742  <i>Applying Health Skills</i> 743 #4, #6  <i>Fitness Zone</i> 634  <i>Real World Connection</i> 343  <i>Writing Critically</i> 343 #7</p> <p><b>Teacher Wraparound Edition:</b>  AL 740; HSP 742; MI 337; MR 340; TW 338;  WS 341, 741</p>
Practice safe behavior in and near water.	<p><b>Student Edition:</b>  741-742  <i>Applying Health Skills</i> 743 #6  <i>Figure 26.11</i> 743  <i>Real Life Issues</i> 739  <i>Reviewing Facts and Vocabulary</i> 743 #3</p> <p><b>Teacher Wraparound Edition:</b>  HSP 742; MI 741; WS 741</p>
Report or obtain assistance when faced with unsafe situations.	<p><b>Student Edition:</b>  222, 231, 234-235, 729, 730, 739, 746  <i>Health Skills Activity</i> 729  <i>Real Life Issues</i> 236  <i>Thinking Critically</i> 245 #27  <i>Time Health</i> 242</p> <p><b>Teacher Wraparound Edition:</b>  HC 737; TT 233</p>
Identify environmental factors that affect health and safety.	<p><b>Student Edition:</b>  340, 358, 776-777, 778-782, 800-804  <i>Applying Health Skills</i> 343 #6  <i>Figure 13.3</i> 360  <i>Figure 26.11</i> 743  <i>Health Skills Activity</i> 359  <i>Reviewing Facts and Vocabulary</i> 805 #2  <i>Thinking Critically</i> 348 #35, 815 #21</p> <p><b>Teacher Wraparound Edition:</b>  AV 340; WS 779</p>

STANDARDS	PAGE REFERENCES
<p>Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.</p>	<p><b>Student Edition:</b>            228, 230-231  <i>Applying Health Skills</i> 743 #6  <i>Real Life Issues</i> 739  <i>Teens Making a Difference</i> 201  <i>Thinking Critically</i> 587 #25, 743 #4</p> <p><b>Teacher Wraparound Edition:</b>            CT 231, 741; HL 230; MA 222; PSW 226, 736;            WS 230, 735</p>
<b>Alcohol, Tobacco, and Other Drugs</b>	
<p>▲ Exercise self-control.</p>	<p><b>Student Edition:</b>            548-550, 576-577, 611-612, 613  <i>Health Skills Activity</i> 552, 571, 602  <i>Reading/Writing Practice</i> 563  <i>Real Life Issues</i> 611  <i>Teens Making a Difference</i> 615  <i>Time Health</i> 584  <i>Writing Critically</i> 583 #7</p> <p><b>Teacher Wraparound Edition:</b>            HSP 576; Re 552</p>
<p>▲ Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution.</p>	<p><b>Student Edition:</b>            205-208, 506, 550, 576-577, 611-612  <i>Applying Health Skills</i> 52 #6, 577 #6  <i>Hands-On Health</i> 212, 616  <i>Health Skills Activity</i> 552, 571, 666  <i>Teens Making a Difference</i> 556, 615  <i>Time Health</i> 558, 584</p> <p><b>Teacher Wraparound Edition:</b>            AL 207; HL 208; HSP 210; WS 208, 555</p>

STANDARDS	PAGE REFERENCES
<p>▲ Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.</p>	<p><b>Student Edition:</b>            533, 548, 550, 569, 572-573, 593  <i>Applying Health Skills</i> 552 #6, 557 #6  <i>Health Skills Activity</i> 552, 571  <i>Math Practice</i> 539  <i>Project-Based Assessment</i> 562  <i>Real Life Issues</i> 572  <i>Thinking Critically</i> 552 #5  <i>Time Health</i> 558  <i>Understanding Key Concepts</i> 537 #30  <i>Unit Project</i> 520  <b>Teacher Wraparound Edition:</b>            HC 572; Re 552</p>
<p>▲ Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.</p>	<p><b>Student Edition:</b>  <i>Applying Health Skills</i> 571 #6  <i>Project-Based Assessment</i> 588  <i>Real Life Issues</i> 553, 566  <i>Reviewing Facts and Vocabulary</i> 552 #2  <i>Teens Making a Difference</i> 581, 615  <i>Thinking Critically</i> 557 #5  <b>Teacher Wraparound Edition:</b>            CT 581; MI 555; Sf 556; WS 554</p>
<p>▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.</p>	<p><b>Student Edition:</b>            550, 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, 615  <i>Thinking Critically</i> 587 #25  <i>Time Health</i> 558, 584  <b>Teacher Wraparound Edition:</b>            HL 208; HSP 210; WS 208, 555</p>
<p>Distinguish between helpful and harmful substances.</p>	<p><b>Student Edition:</b>            524-529, 530-531, 542-547, 566-570, 592-596, 601  <i>Hands-On Health</i> 534  <i>Health Skills Practice</i> 549  <i>Thinking Critically</i> 537 #14, 538 #33, 571 #4  <b>Teacher Wraparound Edition:</b>            AL 527; BW 532; TT 545; TW 532</p>

STANDARDS	PAGE REFERENCES
Differentiate between the use and misuse of prescription and nonprescription drugs.	<p><b>Student Edition:</b>            524-529, 530-533, 601, 609-610  <i>Hands-On Health</i> 534  <i>Math Practice</i> 539  <i>Reviewing Facts and Vocabulary</i> 533 #3  <i>Thinking Critically</i> 538 #37; 586 #9  <i>Understanding Key Concepts</i> 537 #29</p> <p><b>Teacher Wraparound Edition:</b>            CT 532; HL 534; TW 606</p>
Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events.	<p><b>Student Edition:</b>            550, 577, 612  <i>Health Skills Activity</i> 552  <i>Teens Making a Difference</i> 556, 581, 615  <i>Thinking Critically</i> 562 #35, 587 #25  <i>Time Health</i> 558, 584  <i>Unit Project</i> 520</p> <p><b>Teacher Wraparound Edition:</b>            HSP 582; MI 613; WS 555</p>
Help to develop and support the school's no-use policy and work to support it.	<p><b>Student Edition:</b>            549, 575, 613  <i>Project-Based Assessment</i> 588  <i>Teens Making a Difference</i> 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>            PSW 554, 576</p>
<b>Child Abuse, Including Sexual Exploitation (Penal Code 11166[a])</b>	
▲ Identify ways to seek assistance if worried, abused, or threatened.	<p><b>Student Edition:</b>            182-183, 231, 236-240, 241  <i>Applying Health Skills</i> 241 #6  <i>Real Life Issues</i> 178  <i>Thinking Critically</i> 245 #27</p> <p><b>Teacher Wraparound Edition:</b>            AL 232, 240; CA 234; CT 240; HC 240</p>

STANDARDS	PAGE REFERENCES
<p>▲ Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.</p>	<p><b>Student Edition:</b>  205-210  <i>Applying Health Skills</i> 211 #6, 668 #6  <i>Hands-On Health</i> 212  <i>Reviewing Facts and Vocabulary</i> 211 #3  <i>Thinking Critically</i> 216 #34  <i>Time Health</i> 242</p> <p><b>Teacher Wraparound Edition:</b>  HL 208; HSP 210, 234; MA 202; MR 206; WS 665</p>
<p>Recognize and avoid situations that can increase risk of abuse.</p>	<p><b>Student Edition:</b>  180, 230, 665  <i>Applying Health Skills</i> 235 #6  <i>Health Skills Activity</i> 666  <i>Reviewing Facts and Vocabulary</i> 235 #3, 241 #3  <i>Thinking Critically</i> 216 #31  <i>Time Health</i> 242</p> <p><b>Teacher Wraparound Edition:</b>  HSP 234; MA 237; RS 239; WS 239</p>
<p>Develop and use assertiveness skills and learn self-defense techniques.</p>	<p><b>Student Edition:</b>  202-203, 210, 726-730  <i>Applying Health Skills</i> 211 #6  <i>Hands-On Health</i> 212  <i>Reviewing Facts and Vocabulary</i> 211 #3  <i>Thinking Critically</i> 215 #22</p> <p><b>Teacher Wraparound Edition:</b>  HC 726; HSP 210; MA 236; Sf 664; WS 665</p>
<p><b>Emergencies</b></p>	
<p>▲ Recognize emergencies and respond appropriately.</p>	<p><b>Student Edition:</b>  758-763, 764-770, 771-777  <i>Hands-On Health</i> 784  <i>Project-Based Assessment</i> 788  <i>Thinking Critically</i> 787 #17</p> <p><b>Teacher Wraparound Edition:</b>  CL 759; HSP 760, 781; MA 768, 774; MR 762; TT 771; UA 767</p>

STANDARDS	PAGE REFERENCES
Develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles.	<b>Student Edition:</b> 782 <i>Applying Health Skills</i> 783 #6 <i>Reading/Writing Practice</i> 755 <i>Real Life Issues</i> 731 <i>Real World Connection</i> 783 <b>Teacher Wraparound Edition:</b> AL 732; HC 760; MI 782
Identify appropriate use of local emergency services.	<b>Student Edition:</b> 759, 763, 765, 770 <i>Figure 27.1</i> 759 <i>Health Skills Activity</i> 766 <i>Reviewing Facts and Vocabulary</i> 763 #1 <i>Teens Making a Difference</i> 761 <i>Thinking Critically</i> 770 #4 <i>Understanding Key Concepts</i> 787 #22 <b>Teacher Wraparound Edition:</b> HC 760; PSW 758; UA 776; WS 769
Use latex gloves when assisting persons who are injured.	<b>Student Edition:</b> 759, 760 <i>Understanding Key Concepts</i> 786 #4 <i>Vocabulary Review</i> 786 #3 <b>Teacher Wraparound Edition:</b> CL 759; CT 759; HSP 760
<b>Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.</b>	
<b>Roles of Family Members</b>	
<b>▲</b> Develop and use effective communication skills.	<b>Student Edition:</b> 34-35, 144, 153-155, 172 <i>Figure</i> 145, 153, 154, 155 <i>Hands-On Health</i> 158 <i>Health Skills Activity</i> 457 <i>Lesson Assessment</i> 177 #1 <i>Project-Based Assessment</i> 162 <i>Real Life Issues</i> 152 <i>Thinking Critically</i> 162 #29 <b>Teacher Wraparound Edition:</b> AI 153; CL 35; HOH 158; HSP 145, 504; MI 153; MR 154; PBA 162; S21C 34, 152; WS 158

STANDARDS	PAGE REFERENCES
<p>▲ Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens who are the children of alcoholics).</p>	<p><b>Student Edition:</b> 176, 182, 582-583 <i>Assessment 588 #36</i> <i>Figure 182</i> <i>Lesson Assessment 583 #6</i></p> <p><b>Teacher Wraparound Edition:</b> AL 182; HSP 582</p>
<p>Support and value all family members.</p>	<p>The following pages discuss characteristics of strong families as a way to show support and value for all family members.</p> <p><b>Student Edition:</b> 172-173 <i>Lesson Assessment 171 #6</i></p> <p>The following pages discuss traits/behaviors to achieve healthy family relationships</p> <p><b>Student Edition:</b> 145-147, 149, 166-171, 172-173 <i>Applying Health Skills 171 #6</i> <i>Time Health 184</i></p>
<p>Demonstrate ways to help support positive family interactions.</p>	<p>The characteristics of positive family interactions are covered on the following pages:</p> <p><b>Student Edition:</b> 168, 172-173 <i>Lesson Assessment 171 #7</i></p> <p><b>Teacher Wraparound Edition:</b> HL 172; MI 172; S21C 170</p> <p>The following pages discuss traits/behaviors to achieve healthy family relationships</p> <p><b>Student Edition:</b> 145-147, 149, 166-171, 172-173 <i>Applying Health Skills 171 #6</i> <i>Time Health 184</i></p>
<p>Practice health-promoting behaviors within the family.</p>	<p><b>Student Edition:</b> 169-171 <i>Figure 169</i> <i>Fitness Zone 169</i> <i>Lesson Assessment 171 #3, #5, #7</i></p> <p><b>Teacher Wraparound Edition:</b> AI 732, 734; CL 735; CT 735; HSP 734; WS 735</p>

STANDARDS	PAGE REFERENCES
Complete self-initiated activities beyond assigned chores to help support the family.	Information about teens supporting their families and working together is discussed on the following pages: <b>Student Edition:</b> 168 <i>Teens Making A Difference</i> 181 <b>Teacher Wraparound Edition:</b> CT 168
Identify safety hazards in the home and help to remove them.	<b>Student Edition:</b> 732-736 <i>Figure 733, 734</i> <b>Teacher Wraparound Edition:</b> AL 732, 734; CL 735; CT 733; HSP 734; WS 735
<b>Change Within the Family</b>	
Use effective strategies to cope with change within the family.	<b>Student Edition:</b> 173-176 <i>Figure 176</i> <b>Teacher Wraparound Edition:</b> AL 176; MA 174; MI 173; PSW 176; RS 174
Develop a plan to facilitate transition from the role of a child to the role of an independent adult.	A discussion about the transition from adolescence to adulthood is covered on the following pages: <b>Student Edition:</b> 495-501 <i>Figure 497, 498</i> <i>Lesson Assessment 501 #4</i> <b>Teacher Wraparound Edition:</b> CA 497; CT 498; HSP 499; MI 499; RS 498
Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions.	<b>Student Edition:</b> 501 <i>Reading Check 501</i> <i>Glencoe Health</i> discusses many health careers throughout the text, which the teacher may use as a springboard to discuss continuing education beyond high school and how this will affect family roles. Look for <i>Career Corner</i> and <i>Career Spotlight</i> .

STANDARDS	PAGE REFERENCES
<p><b>Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</b></p>	
<p><b>Friendship and Peer Relationships</b></p>	
<p>▲ Know and use appropriate ways to make new friends.</p>	<p>A discussion about the different types of friendships is covered on the following pages:  <b>Student Edition:</b>            193-194  <b>Teacher Wraparound Edition:</b>            PSW 192</p>
<p>▲ Demonstrate positive actions toward others.</p>	<p>Qualities of healthy relationships and strong friendships are discussed on the following pages:  <b>Student Edition:</b>            143, 194  <b>Teacher Wraparound Edition:</b>            CT 193</p>
<p>▲ Resolve conflicts in a positive, constructive way.</p>	<p><b>Student Edition:</b>            36, 224-228  <i>Figure 225, 226</i>  <i>Lesson Assessment 228 #6, #7</i>  <b>Teacher Wraparound Edition:</b>            CA 36; HSA 227; HSP 225; PSW 226; WS 227</p>
<p>▲ Interact effectively with many different people, including males and females and members of different ethnic and cultural groups.</p>	<p>Skills to interact effectively are addressed on the following pages:  <b>Student Edition:</b>            34-35, 145-146, 153-156  <i>Figure 145, 154, 155</i>  <i>More About 146</i>  <i>Real Life Issues 152</i>  <b>Teacher Wraparound Edition:</b>            AL 146; CL 155; RC155; S21C 34, 152; UA 154</p>
<p>▲ Analyze appropriate behaviors in a dating relationship.</p>	<p><b>Student Edition:</b>            205-208  <i>Figure 205, 206</i>  <b>Teacher Wraparound Edition:</b>            CA 206; UA 207; WS 208</p>

STANDARDS	PAGE REFERENCES
Demonstrate how to resist negative peer pressure.	<p><b>Student Edition:</b> 199-201 <i>Real Life Issues</i> 198</p> <p><b>Teacher Wraparound Edition:</b> MI 200; RLI 198; TTT 199; UA 200</p>
Avoid demeaning statements directed toward others.	<p>The following pages can be used to foster a discussion that promotes positive communication skills:</p> <p><b>Student Edition:</b> 153-154, 156 <i>Figure</i> 154 <i>Health Skills Activity</i> 157 <i>Lesson Assessment</i> 157 #2, #7 <i>Real Life Issues</i> 152</p> <p><b>Teacher Wraparound Edition:</b> CL 155; RLI 152; UA 154</p>
Promote positive health behaviors among peers.	<p><b>Student Edition:</b> 199 <i>Lesson Assessment</i> 151 #7</p> <p><b>Teacher Wraparound Edition:</b> AL 199</p>
Participate in group activities as a means of getting to know other people.	<p>Peer relationships play a role in encouraging students to participate in group activities.</p> <p><b>Student Edition:</b> 192</p> <p><b>Teacher Wraparound Edition:</b> PSW 192</p>
Respect the dignity of others.	<p>A discussion about respecting others can be found on the following pages:</p> <p><b>Student Edition:</b> 73, 149 <i>Figure</i> 74 <i>Lesson Assessment</i> 151 #1</p> <p><b>Teacher Wraparound Edition:</b> MI 149; PSW 148</p>

STANDARDS	PAGE REFERENCES
Respect marriage.	<p>The topic of marriage is covered on the following pages:</p> <p><b>Student Edition:</b> 504-505 <i>Hands-On Health</i> 512</p> <p><b>Teacher Wraparound Edition:</b> AL 512; CL 505; HOH 512</p>
<b>School and Community-Based Efforts to Promote and Protect Health</b>	
Understand and follow school rules related to health.	<p>Safety at school is discussed on the following page:</p> <p><b>Student Edition:</b> 737</p> <p><b>Teacher Wraparound Edition:</b> PSW 576; UA 737</p>
Participate in school efforts to promote health.	<p>The following activities can be used to help meet this standard:</p> <p><b>Student Edition:</b></p> <p><b>Teacher Wraparound Edition:</b> AL 22; PSW 318, 500</p>
Assume responsibility for helping to take care of the school.	<p>The following activity can be used to help meet this standard:</p> <p><b>Teacher Wraparound Edition:</b> TTT 809</p>
Participate in community efforts to address local health and environmental issues.	<p><b>Student Edition:</b> 613, 736-737, 810 <i>Health Skills Activity</i> 811 <i>Lesson Assessment</i> 805 #7, 811 #6</p> <p><b>Teacher Wraparound Edition:</b> HAC 737; HSA 810; MI 803; PSW 800</p>
Encourage others to become involved in health-promotion efforts at school.	<p>The following activities can be used to help meet this standard:</p> <p><b>Teacher Wraparound Edition:</b> CL 19, 23</p>
Analyze the impact of laws, policies, and practices on health-related issues.	<p><b>Student Edition:</b> 22-23, 575, 613, 712-713, 738 <i>Assessment</i> 30 #35 <i>Figure</i> 713</p> <p><b>Teacher Wraparound Edition:</b> HSP 712; PSW 576; S21C 22</p>

STANDARDS	PAGE REFERENCES
Encourage others to become involved in health-promotion efforts at many different levels.	<p>The following activities can be used to help meet this standard:</p> <p><b>Student Edition:</b>  <i>Lesson Assessment 25 #7, 805 #7</i>  <i>Unit Project 2</i></p> <p><b>Teacher Wraparound Edition:</b>  AL 19, 22; CL 19, 23; CT 22; HSP 19; RC 803; S21C 810; UP 2-3</p>
Access appropriately services available within the community.	<p><b>Student Edition:</b>  181-183, 614, 796-799  <i>Figure 182, 798</i>  <i>Lesson Assessment 25 #6, 183 #6</i></p> <p><b>Teacher Wraparound Edition:</b>  HAC 24, 614, 798</p>
Initiate and involve others in health-promotion efforts at school or in the community.	<p>The following activities can be used to help meet this standard:</p> <p><b>Student Edition:</b>  <i>Lesson Assessment 25 #7, 805 #7</i>  <i>Unit Project 2</i></p> <p><b>Teacher Wraparound Edition:</b>  AL 19; CL 19, 23; CT 22; HSP 19; UP 2-3</p>
<p><b>Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.</b></p>	
<p><b>Life Cycle</b></p>	
<p>▲ Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.</p>	<p>The following pages can help the teacher lead a discussion about avoiding risk behaviors:</p> <p><b>Student Edition:</b>  18-19, 208, 664-665, 666, 667, 674-675  <i>Figure 665, 676</i>  <i>Health Skills Activity 666</i>  <i>Lesson Assessment 668 #4, #6</i>  <i>Unit Project 520</i></p> <p><b>Teacher Wraparound Edition:</b>  CT 667; HSA 666; HSP 665; S21C 664; TTT 471; UP 520-521</p>

STANDARDS	PAGE REFERENCES
<p>▲ Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age.</p>	<p><b>Student Edition:</b> 496-499, 503, 505-507, 508-510 <i>Figure</i> 498, 509, 511 <i>Lesson Assessment</i> 507 #2, 511 #1, #3 <b>Teacher Wraparound Edition:</b> HAC 508; MA 502; RS 503; TTT 497</p>
<p>Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.</p>	<p>Communication skills are discussed on the following pages: <b>Student Edition:</b> 34-35, 145, 153-155, 172 <i>Figure</i> 154 <i>Lesson Assessment</i> 177 #1 <i>Real Life Issues</i> 496 <b>Teacher Wraparound Edition:</b> HSP 145</p>
<p>Recognize and acknowledge that different people progress through different stages of the life cycle at different rates.</p>	<p>The following activities can be used to help meet this standard: <b>Student Edition:</b> <i>Lesson Assessment</i> 501 #5 <b>Teacher Wraparound Edition:</b> TWTK 498</p>
<p>Express support and compassion for others who are grieving.</p>	<p><b>Student Edition:</b> 104 <i>Figure</i> 104 <i>Lesson Assessment</i> 105 #6, #7 <i>Real Life Issues</i> 102 <b>Teacher Wraparound Edition:</b> CA 104; PSW 104; RC 105; RLI 102; WS 104</p>
<p>Recognize and discuss with parents and other trusted adults questions regarding death and dying.</p>	<p>Glencoe Health covers grief, loss, and community support for grieving on the following pages: <b>Student Edition:</b> 102-105, 105 #7 <b>Teacher Wraparound Edition:</b> E 105</p>

STANDARDS	PAGE REFERENCES
Review family histories and determine whether a genetic disorder exists in the family.	A discussion about genetic disorders can be found on the following pages: <b>Student Edition:</b> 481-482 <b>Teacher Wraparound Edition:</b> CA 482
<b>Expectation 7: Students will understand and accept individual differences in growth and development.</b>	
<b>Growth and Development</b>	
▲ Demonstrate an understanding of individual differences.	Learning about heredity and genetics will help students develop an understanding of individual differences. <b>Student Edition:</b> 478-480
▲ Develop a realistic body image.	<b>Student Edition:</b> 297-298 <i>Figure 298</i> <i>Real Life Issues 297</i> <i>Real World Health 350-351</i> <b>Teacher Wraparound Edition:</b> BTC 351; RLI 297; TS 351; TWTK 350
Recognize problems associated with not having a realistic body image.	<b>Student Edition:</b> 300-301 <i>Big Idea 297</i> <i>Figure 300</i> <b>Teacher Wraparound Edition:</b> BI 297
▲ Recognize the effects of performance-altering substances and avoid the use of those substances.	<b>Student Edition:</b> 307, 601 <i>Lesson Assessment 309 #3, #7</i> <b>Teacher Wraparound Edition:</b> CL 449; HL 328; HSP 307; M&R 306; WS 307
Adapt group activities to include a variety of students.	A discussion about accommodating differences can be found on the following pages: <b>Student Edition:</b> 712-713 <i>Figure 713</i> <i>Lesson Assessment 713 #5, #7</i> <b>Teacher Wraparound Edition:</b> S21C 712

STANDARDS	PAGE REFERENCES
Promote acceptance of a range of body types and abilities.	<p>The following section on maintaining a healthy weight can help the teacher initiate a discussion about body types and acceptance of individual differences.</p> <p><b>Student Edition:</b> 291-294</p>
Use scientific data as a basis for individual nutrition and fitness plans.	<p><b>Student Edition:</b> 266-269, 272-273, 333-336 <i>Figure 267, 268, 333</i> <i>Health Skills Activity 334</i> <i>Lesson Assessment 273 #4, #6, 336 #2, #7</i> <i>Real Life Issues 266</i> <i>Real World Connection 270</i></p> <p><b>Teacher Wraparound Edition:</b> CA 271; CL 271; HSA 334; HSP 270; MA 270; RLI 266; RWC 270; TWTk 268</p>
<b>Mental and Emotional Development</b>	
▲ Identify, express, and manage feelings appropriately.	<p><b>Student Edition:</b> 78-82 <i>Figure 80, 82</i> <i>Health Skills Activity 83</i> <i>Lesson Assessment 83 #3, #6, #7</i> <i>Real Life Issues 78</i></p> <p><b>Teacher Wraparound Edition:</b> AL 79; HSA 82; MA 82; UA 79; WS 80, 81</p>
▲ Develop and use effective communication skills.	<p><b>Student Edition:</b> 34-35, 144, 153-155, 172 <i>Figure 145, 153, 154, 155</i> <i>Hands-On Health 158</i> <i>Health Skills Activity 457</i> <i>Lesson Assessment 177 #1</i> <i>Project-Based Assessment 162</i> <i>Real Life Issues 152</i></p> <p><b>Teacher Wraparound Edition:</b> AI 153; CL 35; HOH 158; HSP 145, 504; MI 153; PBA 162; S21C 34, 152; WS 158</p>

STANDARDS	PAGE REFERENCES
Recognize one’s own strengths and limitations.	<p>The following pages can help the teacher lead a discussion about self esteem:</p> <p><b>Student Edition:</b> 68-69 <i>TIME</i> 84</p> <p><b>Teacher Wraparound Edition:</b> T 84</p>
Use coping strategies, including time-management skills.	<p>Stress management techniques are discussed on the following pages:</p> <p><b>Student Edition:</b> 97-101 <i>Figure</i> 98, 99 <i>Health Skills Activity</i> 100 <i>Lesson Assessment</i> 101 #2, #3 #4, #5, #6 <i>Real Life Issues</i> 97</p> <p><b>Teacher Wraparound Edition:</b> CL 97; HSA 100; HSP 98; RLI 99; S21C 98; TWTk 100; WS 99</p>
Develop a focus on the future.	<p><b>Student Edition:</b> 500-501 <i>Figure</i> 500</p>
<p><b>Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.</b></p>	
<p><b>Sexuality</b></p>	
<p>▲ Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.</p>	<p><b>Student Edition:</b> 18-19, 206, 208, 574, 664-665 <i>Assessment</i> 216 #31 <i>Lesson Assessment</i> 668 #4</p> <p><b>Teacher Wraparound Edition:</b> UA 207</p>
<p>▲ Avoid, recognize, and respond to negative social influences and pressure to become sexually active.</p>	<p><b>Student Edition:</b> 14-15, 37, 200 <i>Figure</i> 37 <i>Lesson Assessment</i> 211 #3 <i>Real World Connections</i> 207</p> <p><b>Teacher Wraparound Edition:</b> HSP 210; RWC 207</p>

STANDARDS	PAGE REFERENCES
<p>▲ Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active.</p>	<p><b>Student Edition:</b> 36, 200-203 <i>Figure 36</i>, 210 <i>Hands-On Health</i> 212 <i>Lesson Assessment 211 #6</i> <b>Teacher Wraparound Edition:</b> HOH 212; HSP 665; MA 202; WS 212, 665</p>
<p>▲ Practice behaviors that support the decision to abstain from sexual activity.</p>	<p><b>Student Edition:</b> 206, 207, 210, 664-665 <i>Assessment 216 #33</i> <i>Figure 208</i> <b>Teacher Wraparound Edition:</b> AL 207; UA 207</p>
<p>▲ Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior.</p>	<p>The following activities can be used to help meet this standard: <b>Student Edition:</b> <i>Assessment 216 #34</i> <i>Real World Connections</i> 207 <b>Teacher Wraparound Edition:</b> RWC 207; WS 14</p>
<p>Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.</p>	<p>A discussion about communication skills can be found on the following pages: <b>Student Edition:</b> 34-35, 145, 153-155, 172 <i>Figure 154</i> <i>Lesson Assessment 177 #1</i> <i>Real Life Issues</i> 496 <b>Teacher Wraparound Edition:</b> HSP 145</p>
<p>Identify appropriate ways to show affection.</p>	<p><b>Student Edition:</b> 206-207 <i>Figure 8.8</i> 206 <i>Main Idea</i> 206</p>
<p>Identify ways to seek assistance if abused.</p>	<p><b>Student Edition:</b> 181-183, 234 <i>Figure 182</i>, 234 <b>Teacher Wraparound Edition:</b> CA 234</p>

STANDARDS	PAGE REFERENCES
Evaluate what students can do to counteract the false norms portrayed in the media.	<b>Student Edition:</b> 14-15 <i>Figure 14</i> <b>Teacher Wraparound Edition:</b> TWTK 14
Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.	The following activity will help meet this standard: <b>Teacher Wraparound Edition:</b> HL 658
<b>Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.</b>	
<b>Products and Services/Food Choices</b>	
<b>▲</b> Identify a variety of consumer influences and analyze how those influences affect decisions.	<b>Student Edition:</b> 37 <i>Figure 37</i> <b>Teacher Wraparound Edition:</b> HL 46
<b>▲</b> Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	The following activities will help meet this standard: <b>Student Edition:</b> <i>Figure 47</i> <i>Real Life Issues 50</i> <i>Real World Connections 366</i> <b>Teacher Wraparound Edition:</b> AL 47; RLI 50
Recognize helpful products and services.	<b>Student Edition:</b> 47-48, 796-799 <i>Figure 798</i> <b>Teacher Wraparound Edition:</b> HAC 798; HSP 24, 48; MA 48
Seek care from the school nurse or school-linked services when appropriate.	<b>Student Edition:</b> 486-487 <i>Figure 486</i>
Identify appropriate sources of health services for a variety of illnesses.	<b>Student Edition:</b> <i>Figure 52, 486</i> <i>Lesson Assessment 373 #6</i> <b>Teacher Wraparound Edition:</b> HSP 24; PSW 486

STANDARDS	PAGE REFERENCES
<p>Develop and apply criteria for the selection or rejection of health products, services, and information.</p>	<p><b>Student Edition:</b> 37, 48, 52-53 <i>Assessment 57 #27, 58 #36</i> <i>Figure 48</i></p> <p><b>Teacher Wraparound Edition:</b> AL 52</p>
<p>Use critical-thinking skills to analyze the cost benefits of health care products and services.</p>	<p>Information about paying health care costs can be found on the following pages:</p> <p><b>Student Edition:</b> 795 <i>Lesson Assessment 799 #5</i> <i>Real World Connection 797</i></p> <p><b>Teacher Wraparound Edition:</b> RS 795; RWC 797</p>
<p>Develop and use strategies for identifying and combating fraudulent or misleading health products, services, and information.</p>	<p><b>Student Edition:</b> 24-25, 51, 52-53 <i>Real World Connection 336</i></p> <p><b>Teacher Wraparound Edition:</b> AL 52; MA 48; RS 51</p>
<p>▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.</p>	<p><b>Student Edition:</b> 15, 256 <i>Lesson Assessment 257 #4</i> <i>Health Skills Activity 256</i></p> <p><b>Teacher Wraparound Edition:</b> CL 255; HSA 257</p>
<p>▲ Use valid nutrition information to make healthy food choices.</p>	<p><b>Student Edition:</b> 226-269, 272-273 <i>Assessment 285 #27</i> <i>Lesson Assessment 273 #6</i></p> <p><b>Teacher Wraparound Edition:</b> AL 277, 294; HL 276; HSP 268, 277</p>
<p>▲ Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements.</p>	<p><b>Student Edition:</b> 47-48, 275-277 <i>Assessment 286#34</i></p> <p><b>Teacher Wraparound Edition:</b> AL 263; TTT 47; TWTK 262</p>

STANDARDS	PAGE REFERENCES
<p>▲ Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research.</p>	<p><b>Student Edition:</b> 294-296 <i>Figure 295</i> <i>Lesson Assessment 53 #6, 296 #6</i></p> <p><b>Teacher Wraparound Edition:</b> HSA 257; TWTK 294</p>
<p>Use labels to compare the contents of food products.</p>	<p><b>Student Edition:</b> 274-276 <i>Figure 276</i> <i>Hands-On Health 282</i></p> <p><b>Teacher Wraparound Edition:</b> AL 275; HOH 282; HSP 275; TTT 275</p>
<p>Use unit pricing to determine the most economical purchases.</p>	<p>The following activities will help meet this standard:</p> <p><b>Student Edition:</b> <i>Real World Connection 49</i></p> <p><b>Teacher Wraparound Edition:</b> TTT 47</p>
<p>Use effective consumer skills to purchase healthy foods.</p>	<p><b>Student Edition:</b> 46-48 <i>Figure 48</i> <i>Hands-On Health 282</i></p> <p><b>Teacher Wraparound Edition:</b> CT 276; HOH 282</p>
<p>Adapt recipes to make them more healthy by lowering the amount of fat, salt, or sugar and increasing the amount of fiber.</p>	<p>The teacher can use the following pages to help meet this standard:</p> <p><b>Student Edition:</b> 268-269</p>