

Textbook Alignment to the Utah Core – Health 7-8

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes No

Name of Company and Individual Conducting Alignment: Dawn Ayres

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Health 7-8 Core Curriculum

Title: Teen Health Course 2 © 2009 ISBN#: 0-07-877426-8

Publisher: Glencoe McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students develop skills and processes that contribute to the development of a healthy self.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Use strategies for managing stressful situations.				
a.	Distinguish between eustress and distress.	A discussion about stress can be found on the following pages. Student Edition: 13, 156 <i>Lesson Review</i> 158 #1		
b.	Identify situations or circumstances that cause stress.	Student Edition: <i>Assessment</i> 171 #18 <i>Lesson Review</i> 158 #3, #7 <i>Photo</i> 156 Teacher Wraparound Edition: CT 157		
c.	Describe the stress response and how it influences reactions or performance.	Student Edition: 13, 157 <i>Connect to Science</i> 13 <i>Lesson Review</i> 158 #2 Teacher Wraparound Edition: AL 13; CTS 13; UA 157		

<p>d.</p>	<p>Develop strategies for managing or reducing stress.</p>	<p>Student Edition: 157 <i>Assessment</i> 171 #18 <i>Building Health Skills</i> 166-167 <i>Figure</i> 158 <i>Health Skills Activity</i> 280, 391 <i>Lesson Review</i> 158 #4, #7 Teacher Wraparound Edition: BHS 166-167; HSA 280, 391; TT 157, 166; UA 13</p>		
<p>Objective 1.2: Apply decision-making skills to address an issue.</p>				
<p>a.</p>	<p>Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.</p>	<p>Student Edition: 36-37, 39, 41 <i>Health Skills Activity</i> 39 <i>Lesson Review</i> 41 #4, #8 Teacher Wraparound Edition: DWSI 39; HL 40; HSA 39</p>		
<p>b.</p>	<p>Analyze decision-making process(es).</p>	<p>Student Edition: 25, 36, 38 <i>Figure</i> 37 <i>Health Skills Activity</i> 39 <i>Lesson Review</i> 41 #6 Teacher Wraparound Edition: HSA 39</p>		

c.	Develop an individual decision-making process.	Student Edition: 37-38 <i>Building Health Skills</i> 96-97 Figure 40 Lesson Review 41 #5, #6 Teacher Wraparound Edition: BHS 96-97		
Objective 1.3: Analyze factors that impact mental/emotional health.				
a.	Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose.	Student Edition: 6, 145, 147-148, 366 Lesson Review 148 #2, #5 Photo 147, 148 Teacher Wraparound Edition: AL 146; CT 147; HSP 145		
b.	Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.	Student Edition: 159-161 <i>Connect to Science</i> 160, 366 Photo 160, 161 Teacher Wraparound Edition: CTS 160, 366; DWSI 161; HL 160		
c.	Predict how mental/emotional health may be influenced by values, dreams, and goals.	A discussion about the effects of goal setting on mental and emotional health is covered on the following pages. Student Edition: 42-44 Lesson Review 148 #8		

<p>d.</p>	<p>Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.</p>	<p>Student Edition: 163-165 <i>Health Skills Activity</i> 164 <i>Lesson Review</i> 158 #4, #7, 162 #8 <i>Photo</i> 163 Teacher Wraparound Edition: C 165; HSA 164; PCSH 164</p>		
<p>Objective 1.4: Analyze the correlation between acceptance of responsibility and personal growth and maturity.</p>				
<p>a.</p>	<p>Identify characteristics of an emotionally and socially mature person.</p>	<p>Student Edition: 366-368 <i>Quick Write</i> 365 Teacher Wraparound Edition: CT 366; QW 364</p>		
<p>b.</p>	<p>Describe how developmental assets contribute to personal growth, success, and wellness.</p>	<p>Student Edition: 7, 393 <i>Lesson Review</i> 393 #3</p>		
<p>c.</p>	<p>Recognize the difference between immediate and delayed gratification.</p>	<p>This standard can be met during classroom discussion.</p>		

<p>d.</p>	<p>Predict the outcomes of being responsible for one’s actions.</p>	<p>A discussion about responsibility can be found on the following pages. Student Edition: 48, 181, 189 <i>Developing Good Character</i> 181 <i>Figure</i> 49 <i>Lesson Review</i> 393 #6 <i>Photo</i> 189 Teacher Wraparound Edition: DGC 181; HSP 49</p>		
<p>Objective 1.5: Analyze the impact of body image and other factors on disordered eating.</p>				
<p>a.</p>	<p>Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.</p>	<p>Student Edition: 128-129 <i>Photo</i> 128 <i>What Teens Think</i> 150 Teacher Wraparound Edition: DWSI 341; WTT 150</p>		
<p>b.</p>	<p>Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body’s natural genetics, diet, environment.</p>	<p>Student Edition: 18-19, 129, 131, 134-135 <i>Figure</i> 130 <i>Lesson Review</i> 130 #2, #3</p>		

c.	Explain how self-acceptance impacts eating and exercising patterns.	<p>A discussion about self-concept and self-esteem is covered on the following pages.</p> <p>Student Edition: 149-150 <i>Quick Write</i> 149</p> <p>Teacher Wraparound Edition: QW 149</p>		
d.	Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.	<p>Eating disorders are discussed on the following pages.</p> <p>Student Edition: 132-133</p>		
e.	Identify warning signs and short- and long-term effects of disordered eating.	<p>Student Edition: 132-133 <i>Lesson Review</i> 135 #2</p> <p>Teacher Wraparound Edition: CT 132</p>		
f.	Compile resources that can help develop a healthy self and/or assist with disordered eating.	<p>Student Edition: 165 <i>Health Skills Activity</i> 164 <i>Lesson Review</i> 135 #5, #7 <i>Photo</i> 133</p> <p>Teacher Wraparound Edition: AL 133; HSA 164; HSP 132; PCSH 132, 164</p>		

STANDARD II: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Analyze the results of individual choice and consequences related to drug use and/or non-use.				
a.	Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.	Student Edition: 88, 299, 303-308 Teacher Wraparound Edition: HL 308		
b.	Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.	Student Edition: 306-307, 310-311 <i>Connect to Language Arts</i> 307 <i>Lesson Review</i> 302 #6 Teacher Wraparound Edition: CTLA 307; DWSI 307; HL 305; PCSH 311		

c.	Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.	<p>Drug use/misuse/abuse is covered on the following pages.</p> <p>Student Edition: 270-271, 300, 303 <i>Lesson Review</i> 302 #7 <i>Health Skills Activity</i> 269 <i>Photo</i> 268, 307</p> <p>Teacher Wraparound Edition: CT 306; HSA 269; HSC 300; WTWTK 299</p>		
d.	Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.	<p>Student Edition: 233-235, 266-270, 301-302, 305-306, 317 <i>Figure</i> 233, 264, 267 <i>Lesson Review</i> 235 #7, 271 #3, #4, #5, 302 #3, #4, #5, 309 #2, #7</p> <p>Teacher Wraparound Edition: AL 268, 300; C 235; HL 232, 233, 267; HSC 300; RS 233; UA 233; WS 268; WTWTK 265, 268</p>		
e.	Develop healthy alternatives to substance abuse.	<p>Student Edition: 289, 317 <i>Lesson Review</i> 319 #3 <i>Media Watch</i> 311 <i>Photo</i> 306, 311, 316</p> <p>Teacher Wraparound Edition: MW 311; WS 317</p>		

f.	Develop a decision-making process to set personal limits related to substance abuse.	<p>Refusal skills related to substance abuse are covered on the following pages.</p> <p>Student Edition: 317-318 <i>Figure 318</i> <i>Health Skills Activity 299, 319</i> <i>Lesson Review 319 #4, #5, #6</i> <i>Photo 317</i> <i>What Teens Think 301</i></p> <p>Teacher Wraparound Edition: C 319; HSA 299, 318; RS 318; WTT 301</p>		
Objective 2.2: Practice Refusal Skills ® and other strategies for maintaining healthy personal limits.				
a.	Identify the people comprising a personal support system.	<p>Student Edition: 180 <i>Figure 179</i> <i>Health Skills Activity 269</i></p> <p>Teacher Wraparound Edition: HSA 269; HSC 269</p>		
b.	Generate ways to open a conversation with parent/guardian related to personal limits.	<p>Student Edition: 425 <i>Health Skills Activity 181</i></p> <p>Teacher Wraparound Edition: HSA 181</p>		

c.	Analyze the influence of an individual's support system on choices related to substance use.	Student Edition: 284 <i>Building Health Skills</i> 320-321 <i>Health Skills Activity</i> 284 <i>What Teens Think</i> 279 Teacher Wraparound Edition: BHS 320-321; HSA 284; HSC 269; WTT 279		
d.	Describe how peers and peer group norms can help support abstinence from substance use.	Student Edition: 188 <i>Assessment</i> 325 #14 <i>Building Health Skills</i> 320-321 <i>Photo</i> 188 Teacher Wraparound Edition: BHS 290-291; TT 320		
e.	Assess the importance of positive involvement with others in making healthy choices.	Student Edition: 179, 183, 188 <i>Assessment</i> 199 #17, #19 <i>Figure</i> 179 <i>Photo</i> 188 Teacher Wraparound Edition: RS 179		
f.	Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills.®	Student Edition: 317-318 <i>Building Health Skills</i> 290-291 <i>Figure</i> 318 <i>Health Skills Activity</i> 319 <i>What Teens Think</i> 301 Teacher Wraparound Edition: BHS 290-291; HSA 318; WTT 301		

STANDARD III: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Demonstrate healthy expressions regarding interpersonal relationships.				
a.	Identify qualities of ways to build healthy relationships with self and with others.	Student Edition: 184-186 <i>Figure 186</i> <i>Lesson Review 188 #3</i> Teacher Wraparound Edition: HSC 186; WTWTK 185		
b.	Identify criteria for establishing personal boundaries and limits.	Refusal skills are covered on the following pages. Student Edition: 187, 192 <i>Figure 187</i> <i>Health Skills Activity 193</i> Teacher Wraparound Edition: HL 187; HSA 192; TT 176		

c.	Recognize the need to respect the boundaries of self and others.	<p>A discussion about respect is covered on the following pages.</p> <p>Student Edition: 48, 185 <i>Figure 49</i></p> <p>Teacher Wraparound Edition: TT 176</p>		
d.	Generate ways to communicate personal boundaries.	<p>Communication skills are discussed on the following pages.</p> <p>Student Edition: 15, 174-177 <i>Lesson Review 177 #4</i></p> <p>Teacher Wraparound Edition: CP 175; HSP 175; WTWTK 16</p>		
e.	Identify positive ways to express interest in another person.	<p>Student Edition: 191-192, 426 <i>Lesson Review 426 #5</i> <i>Photo 192</i></p>		
f.	Develop ways to manage inappropriate or unwanted comments or advances from others.	<p>A discussion about effective communication can be found on the following pages.</p> <p>Student Edition: 176-177 <i>Building Health Skills 394-395</i></p> <p>Teacher Wraparound Edition: BHS 394-395; TT 176</p>		

g.	Practice respectful, honest ways to accept or decline invitations.	Student Edition: 176-177, 186 <i>Building Health Skills</i> 394-395 <i>Health Skills Activity</i> 193 Teacher Wraparound Edition: BHS 394-395; HSA 192; HSC 186; HSP 186; TT 176		
Objective 3.2: Develop ways to manage and/or adapt to changes in relationships.				
a.	Determine how relationships can and do change; e.g., friend moving away, new friends and/or family members, breakups, siblings leaving or returning home, people aging, death.	Student Edition: 182, 367 <i>Figure</i> 182 <i>Photo</i> 392 <i>What Teens Think</i> 389 Teacher Wraparound Edition: DWSI 181; PCSH 182; WTT 389; WTWTK 181		
b.	Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.	Student Edition: 21, 37, 146, 149 <i>Photo</i> 149 <i>What Teens Think</i> 150 Teacher Wraparound Edition: CP 37, 146; TH 368; WTT 150		
c.	Predict the possible impact of loss and grief on self and relationships.	Student Edition: 154 <i>Figure</i> 182 <i>Lesson Review</i> 155 #3 Teacher Wraparound Edition: C 155; PCSH 182		

<p>d.</p>	<p>Determine healthy ways people accept, manage, or adapt to changes in relationships; e.g., talking with a parent, talking with a trusted friend, therapy, journals, exercise, assertiveness. Develop healthy, positive ways to end a friendship or a relationship.</p>	<p>Student Edition: 182-183, 368 <i>Building Health Skills</i> 194-195 <i>Figure</i> 182 <i>What Teens Think</i> 389 Teacher Wraparound Edition: BHS 194-195; TT 194; WS 367; WTT 389</p>		
<p>Objective 3.3: Demonstrate the ability to manage unhealthy or dangerous relationships or situations.</p>				
<p>a.</p>	<p>Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.</p>	<p>Student Edition: 211, 212-213, 214, 217 <i>Figure</i> 210</p>		
<p>b.</p>	<p>Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships.</p>	<p>Teacher Wraparound Edition: APK 217; CT 220</p>		
<p>c.</p>	<p>Identify sexual harassment behaviors.</p>	<p>Sexual harassment is covered on the following pages. Student Edition: 218 Teacher Wraparound Edition: WTWTK 214</p>		
<p>d.</p>	<p>Develop ways to manage sexual harassment in self and others.</p>	<p>Sexual harassment is covered on the following pages. Student Edition: 218 Teacher Wraparound Edition: WTWTK 214</p>		

e.	Identify people, resources, and services that may help with personal or relationship issues.	Student Edition: 219 <i>Photo 220</i> Teacher Wraparound Edition: AL 220; PCSH 218		
Objective 3.4: Summarize the physical, social, and emotional changes that occur during adolescence.				
a.	Identify physical and emotional changes that occur during adolescence.	Student Edition: 364-369, 389-390 <i>Connect to Science 366</i> <i>Figure 365</i> <i>Lesson Review 369 #1</i> <i>Quick Write 364</i> Teacher Wraparound Edition: APK 364; CT 366; CTS 366; QW 364		
b.	Explain the anatomy and physiology of the female and male reproductive systems.	Student Edition: 375, 378-380 <i>Figure 375, 379, 380</i> <i>Lesson Review 382 #2, #3, #4</i> Teacher Wraparound Edition: C 377, 382; DWSI 375; RS 375, 380; WTWTK 379		
c.	Explain how physical changes affect one emotionally and socially.	Student Edition: 365 <i>Lesson Review 369 #4</i> Teacher Wraparound Edition: WTWTK 376		

Objective 3.5: Determine how abstinence from sexual activity can enhance the development of relationships. *TK			
a.	Identify ways to show interest and express affection for one another.	Student Edition: 426 <i>Lesson Review 426 #5</i> <i>Photo 192</i>	
b.	Describe the benefits of sexual abstinence.	Student Edition: 191-192, 392, 425-426 <i>Figure 191</i> <i>Lesson Review 426 #4</i> Teacher Wraparound Edition: C 193; RS 191	
c.	Predict how sexual activity may compromise both personal and relationship growth.	This standard can be met by a discussion about the benefits of abstinence, which is covered on the following pages. Student Edition: 191-192, 392, 425-426 <i>Figure 191</i> <i>Lesson Review 426 #4</i> Teacher Wraparound Edition: C 193; RS 191	
d.	Explain why abstinence is the best method for preventing early and/or unintended pregnancy and sexually transmitted infections. (Contraceptive information is subject to Utah State law and State Board of Education policy – see below.)	Student Edition: 192, 425, 430	

e.	Predict the impact of adolescent parenting; e.g., on self, child, parent, society.	A discussion about parenthood is covered on the following page. Student Edition: 387		
f.	Adoption presentation. (Subject to Utah State Law – see below.)	Student Edition: <i>Figure 182</i>		
STANDARD IV: Students summarize issues related to health promotion and diseases prevention.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each.				
a.	Identify methods of prevention for communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.	The following pages identify communicable and non-communicable diseases. Student Edition: 413-417, 423-425, 427, 441, 443, 446-448, 451-452, 458-459, 461 <i>Figure 448, 452</i> <i>Health Skills Activity 461</i> Teacher Wraparound Edition: C 445; DWSI 444; HL 404, 414, 416, 423, 447, 452, 461		

<p>b.</p>	<p>Identify methods of prevention for communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behaviors.</p>	<p>Student Edition: 418-421, 425-426, 431 <i>Health Skills Activity</i> 420 <i>Lesson Review</i> 421 #2, #3, #4, #5 <i>Photo</i> 418, 419 <i>TIME health news</i> 434 Teacher Wraparound Edition: A 434; C 421; HL 420; HSA 420; THN 434</p>		
<p>c.</p>	<p>Identify methods for reducing the risks on non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balance diet, regular check-ups, coping skills.</p>	<p>Student Edition: 443, 444-445, 449, 453-454 <i>Building Health Skills</i> 465, 484 <i>Connect to Science</i> 449 <i>Health Skills Activity</i> 457 <i>Lesson Review</i> 457 #6 <i>Photo</i> 448, 454 Teacher Wraparound Edition: AL 454; BHS 464-465; CTS 449; HSA 457; RS 454; UA 453; WTWTK 448</p>		
<p>d.</p>	<p>Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.</p>	<p>Student Edition: 429-430, 443, 444-445, 450, 456, 459-460, 462-463 <i>Assessment</i> 469 #17 <i>Figure</i> 460 <i>Health Skills Activity</i> 410 <i>Lesson Review</i> 445 #7 <i>Photo</i> 445, 459 Teacher Wraparound Edition: C 463; HSA 410; TH 460; WTWTK 424, 448</p>		

Objective 4.2: Analyze the impact of HIV disease.				
a.	Determine the seriousness of HIV.	Student Edition: 427 <i>Lesson Review 431 #5</i> <i>Quick Write 427</i> Teacher Wraparound Edition: CP 429; HL 428; QW 427; UA 428		
b.	Describe the general physiology of HIV disease.	Student Edition: 427 <i>Figure 428</i> <i>Lesson Review 431 #4</i> Teacher Wraparound Edition: RS 428		
c.	List the modes of transmission.	Student Edition: 427-429 <i>Lesson Review 431 #3</i>		
d.	Determine methods for preventing HIV infection.	Student Edition: 429-431 <i>Lesson Review 431 #7</i> <i>Photo 431</i>		
e.	Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.	HIV/AIDS is covered on the following pages. Student Edition: 427-431		

STANDARD V: Students assess how individual behavior affects personal and community health and safety.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Determine and individual's role and responsibilities in creating a safe and caring community.				
a.	Identify the core values, characteristics, and advantages of a safe and caring community.	Student Edition: 472-474, 482-483 <i>Developing Good Character</i> 473 <i>Figure</i> 473 <i>Lesson Review</i> 474 #3, #5 Teacher Wraparound Edition: C 474; DGC 473		

<p>b.</p>	<p>Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.</p>	<p>Personal safety is discussed on the following pages. Student Edition: 475-479, 480-484, 486-491 <i>Figure</i> 476, 478, 484, 492 <i>Health Skills Activity</i> 483, 491 <i>Lesson Review</i> 479 #2, #3, #4, 485 #3, #5, #6 <i>Photo</i> 481, 482, 484, 490, 492 <i>Quick Write</i> 480, 486 <i>TIME health news</i> 502 <i>What Teens Think</i> 477 Teacher Wraparound Edition: A 502; AL 477, 481; C 485; CT 481; HL 478, 483, 487, 490, 491; HSA 483, 491; QW 480, 486; RS 478, 484; THN 502; TT 476; WTT 477; WTWTK 477, 481</p>		
<p>c.</p>	<p>Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.</p>	<p>Student Edition: 214-215 <i>Developing Good Character</i> 214 <i>Health Skills Activity</i> 314 <i>Lesson Review</i> 216 #8, 479 #5 <i>Photo</i> 479 Teacher Wraparound Edition: AL 215; DGC 214; HL 215; HSA 314</p>		

Objective 5.2: Practice assertive communication, problem-solving, and conflict-management skills.				
a.	Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.	Student Edition: 154, 161, 211-212, 213, 217 <i>Building Health Skills</i> 166-167 <i>Health Skills Activity</i> 368 <i>Lesson Review</i> 216 #6 <i>TIME health news</i> 168 Teacher Wraparound Edition: BHS 166-167; DWSI 212; HSA 368; THN 168		
b.	Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse.	Student Edition: 213, 214, 217-218 Teacher Wraparound Edition: UA 218		
c.	Develop ways to reinforce healthy behavior by self or others.	Student Edition: 188, 189 <i>Health Skills Activity</i> 193 <i>Lesson Review</i> 193 #6, #8 <i>Photo</i> 188, 190 Teacher Wraparound Edition: HSA 192; WTWTK 192		
d.	Develop ways to reinforce healthy decisions made by peers.	Student Edition: 188, 189 <i>Health Skills Activity</i> 193 <i>Lesson Review</i> 193 #6, #8 <i>Photo</i> 188, 190 Teacher Wraparound Edition: HSA 192; WTWTK 192		

e.	Describe how to access health-related school and community resources.	Student Edition: 11, 165, 221 <i>Health Skills Activity</i> 50, 164 Teacher Wraparound Edition: C 165; HSA 50, 164; HSP 11; PCSH 164		
Objective 5.3: Determine the impact of suicide and the importance of prevention.				
a.	Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.	Suicide is discussed on the following pages. Student Edition: 161-162 <i>Figure</i> 162 <i>Lesson Review</i> 162 #7 Teacher Wraparound Edition: RS 161		
b.	Identify suicide warning signs in self and others.	Student Edition: <i>Figure</i> 162 <i>Lesson Review</i> 162 #2, 165 #6 Teacher Wraparound Edition: RS 161		
c.	Identify factors contributing to the suicide risk; e.g., depression, substance use, coping skills, events.	Student Edition: 161		

d.	Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.	Student Edition: 163-164, 165 <i>Health Skills Activity</i> 164 <i>Lesson Review</i> 165 #4 <i>Quick Write</i> 163 Teacher Wraparound Edition: C 165; HSA 164; PCSH 164; QW 163		
Objective 5.4: Create safety plans to mitigate a variety of risks.				
a.	Identify potentially dangerous situations that could result in intentional or unintentional injury.	Student Edition: 91-92, 474, 479 <i>Figure</i> 476 <i>Lesson Review</i> 505 #6 Teacher Wraparound Edition: C 479; HL 478		
b.	Identify a person(s) to rely on in risky situations.	Student Edition: 493 <i>Careers for the 21st Century</i> 498 <i>Photo</i> 479 Teacher Wraparound Edition: C21C 498		
c.	List the elements of a safety plan.	Student Edition: 476-477 <i>Building Health Skills</i> 500-501 <i>Health Skills Activity</i> 491 <i>Lesson Review</i> 492 #4 Teacher Wraparound Edition: BHS 500-501; HSA 491		

d.	Create a personal safety plan related to an identified risk.	Student Edition: <i>Building Health Skills</i> 500-501 <i>TIME health news</i> 502 Teacher Wraparound Edition: A 502; BHS 500-501; THN 502		
Objective 5.5: Critically analyze media influences regarding violence and safety.				
a.	Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.	Student Edition: 14, 22, 39-41, 115, 341, 342 <i>Lesson Review</i> 22 #2 #6 <i>Photo</i> 114 <i>What Teens Think</i> 150, 342 Teacher Wraparound Edition: CT 14; DWSI 341; HL 21; WTT 150, 342		
b.	Predict how exposure to media impact character and choices, both positively and negatively.	Student Edition: 22, 39-41, 341 <i>Figure</i> 341 <i>What Teens Think</i> 342 Teacher Wraparound Edition: DWSI 341; WTT 342		
c.	Analyze the role of personal responsibility related to media influences.	Student Edition: 340-341, 343-344 <i>Figure</i> 343, 344 <i>Health Skills Activity</i> 21, 346 Teacher Wraparound Edition: AL 344; HSA 21, 346		

d.	Analyze current trends in media content.	Student Edition: 342 <i>What Teens Think</i> 342 Teacher Wraparound Edition: WTT 342		
Objective 5.6: Demonstrate ability to respond effectively in an emergency situation.				
a.	Identify emergency number and information to be given.	Student Edition: 493		
b.	Identify basic first aid for common medical emergencies.	Student Edition: 494-499 <i>Figure</i> 494, 495, 496 <i>Lesson Review</i> 499 #2, #4, #7 <i>Photo</i> 497, 499 Teacher Wraparound Edition: AL 494, 497; C 499; HL 494, 496, 497; RS 496; TH 495; WS 498; WTWTK 498		
c.	Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.	Student Edition: 95, 488-491 <i>Building Health Skills</i> 500-501 <i>Figure</i> 478, 492 <i>Photo</i> 95 <i>Quick Write</i> 486 Teacher Wraparound Edition: AL 490; BHS 500-501; HL 487, 490, 491, 494, 496, 497; QW 486		

d.	List response procedures for a variety of emergency situations.	Student Edition: 476-477, 488-491, 494-499 <i>Building Health Skills</i> 500-501 <i>Figure</i> 478, 492 <i>Photo</i> 95, 497, 499 <i>Quick Write</i> 486 Teacher Wraparound Edition: AL 490, 494, 497; BHS 500-501; HL 487, 490, 491; QW 486; RS 496; TH 495; WS 498; WTWK 498		
STANDARD VI: Summarize the benefits of adopting healthy nutritional and fitness behaviors.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Analyze the benefits of good nutrition and physical fitness.				
a.	Explain how following the food guide pyramid can help ensure proper nutrition.	Student Edition: 111-113, 114 <i>Figure</i> 112 Teacher Wraparound Edition: AL 112; HL 113; RS 112; TT 114		

b.	Determine the benefits of eating healthy breakfasts and snacks.	Student Edition: 117-119 <i>Lesson Review</i> 121 #5 <i>Photo</i> 108, 119 Teacher Wraparound Edition: HL 120		
c.	Determine the benefits of proper food handling and preparation.	Student Edition: 120-121 <i>Lesson Review</i> 121 #4, #6 Teacher Wraparound Edition: AL 120		
d.	Critique products or supplements purportedly designed to enhance looks, performance, or general health.	Student Edition: 88-89 <i>Connect to Science</i> 117 Teacher Wraparound Edition: CT 88; CTS 117; RS 89; WTWTK 106		
e.	Demonstrate the ability to balance caloric intake with energy expenditure.	Student Edition: 88, 108-109 <i>Figure</i> 113 Teacher Wraparound Edition: AL 88, 108; HL 108		
f.	Describe the benefits of physical fitness.	Student Edition: 61-62 <i>Figure</i> 61 <i>Lesson Review</i> 65 #1, #5, #6 Teacher Wraparound Edition: UA 113		

g.	Record participation in a variety of daily physical activities.	Student Edition: 83 <i>Photo 83</i> Teacher Wraparound Edition: HSP 78; TH 78		
Objective 6.2: Analyze the impact of the seven dietary guidelines on helping prevent diet-related illnesses .				
a.	List the seven dietary guidelines.	Student Edition: 107-108 <i>Figure 117</i>		
b.	Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.	Student Edition: 449, 452-453, 459 <i>Connect to Science 449</i> <i>Health Skills Activity 449, 457</i> Teacher Wraparound Edition: CTS; HSA 449; WTWTK 448		
c.	Determine the influence of heredity on illnesses.	Student Edition: 18-19, 440, 446, 459 Teacher Wraparound Edition: HL 452		
d.	Explain why following dietary guidelines may help prevent some illnesses.	Student Edition: 116-119, 449, 452-453, 459 <i>Figure 117</i>		
e.	Explain the impact of unhealthy daily food choices and habits.	Student Edition: 449, 452-453, 459 <i>Health Skills Activity 457</i> <i>What Teens Think 114</i> Teacher Wraparound Edition: HAS 456; WTT 114		

STANDARD VII: Students evaluate basic health information needed to advocate for personal, peer, and family health.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Evaluate the reliability of health information and services based on established criteria.				
a.	Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.	Student Edition: 10-12, 22 <i>Careers for the 21st Century</i> 20 Teacher Wraparound Edition: C21C 20; HSP 11		
b.	Determine media influences on perceptions and choices related to health.	Student Edition: 10-12, 14, 22, 150, 246-247 <i>Building Health Skills</i> 136-137 <i>Figure</i> 341 <i>Media Watch</i> 14 <i>What Teens Think</i> 246 Teacher Wraparound Edition: AL 246; BHS 136-137; DWSI 341; MW 14; WTT 246		

c.	Develop criteria for determining reliability of health information and services.	Student Edition: 10-12, 342 <i>Building Health Skills</i> 256-257 <i>Health Skills Activity</i> 430, 449 Teacher Wraparound Edition: HSA 430, 449; TT 256		
Objective 7.2: Create and advocacy plan to address a health-related need.				
a.	Identify health issues that affect individuals and/or families.	Student Edition: 17 <i>Health Skills Activity</i> 15, 234, 288, 381, 457 Teacher Wraparound Edition: HSA 15, 234, 288, 381, 456		
b.	Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.	Student Edition: 17 <i>Health Skills Activity</i> 15, 288, 381 <i>Lesson Review</i> 17 #4 Teacher Wraparound Edition: HSA 15, 288, 381		

c.	Predict the effect of an advocacy plan.	Advocacy is defined on the following page. Student Edition: 17 The following activities can be used to predict the effect of an advocacy plan. <i>Building Health Skills 29</i> <i>Health Skills Activity 288</i>		
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