

## 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](http://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 3 © 2009 ISBN#: 0-07-877450-0

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: \_\_\_\_\_ %

<b>STANDARD I: Students develop skills and processes that contribute to the development of a healthy self.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1: Use strategies for managing stressful situations.</b>				
<b>a.</b>	Distinguish between eustress and distress.	A discussion about stress can be found on the following pages. <b>Student Edition:</b> 63-66		
<b>b.</b>	Identify situations or circumstances that cause stress.	<b>Student Edition:</b> 64, 105, 137-139 <i>Assessment 76 #15</i> <i>Building Health Skills 72-73</i> <i>Figure 64</i> <i>Lesson Review 68 #1</i> <i>What Teens Think 64</i> <b>Teacher Wraparound Edition:</b> AL 65; BHS 72-73; WTT 64		
<b>c.</b>	Describe the stress response and how it influences reactions or performance.	<b>Student Edition:</b> 64-66, 417, 435 <i>Figure 65</i> <i>Lesson Review 65 #2</i> <b>Teacher Wraparound Edition:</b> HL 64, 484; WT 65		

<p><b>d.</b> Develop strategies for managing or reducing stress.</p>		<p><b>Student Edition:</b>  43, 66-68  <i>Assessment</i> 76 #14, #15  <i>Building Health Skills</i> 72-73  <i>Figure</i> 68  <i>Health Skills Activity</i> 66, 161  <i>Lesson Review</i> 68 #3  <i>Quick Write</i> 63  <i>Time health news</i> 74  <i>Write About It</i> 77 #15, 573 #16  <b>Teacher Wraparound Edition:</b>  AL 65, 74; BHS 72-73; C 68;  HL 42, 484; HSA 66, 161; QW 63;  RS 64; TAH 67; TT 72</p>		
<p><b>Objective 1.2:</b> Apply <b>decision-making</b> skills to address an issue.</p>				
<p><b>a.</b> Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.</p>		<p><b>Student Edition:</b>  26-27, 113  <i>Developing Good Character</i> 28  <i>Quick Write</i> 26  <b>Teacher Wraparound Edition:</b>  HL 27; QW 26; UA 28</p>		
<p><b>b.</b> Analyze decision-making process(es).</p>		<p>The decision-making process is discussed on the following pages.  <b>Student Edition:</b>  27-28  <i>Assessment</i> 49 #12, 331 #14  <i>Figure</i> 27  <i>Health Skills Activity</i> 156  <b>Teacher Wraparound Edition:</b>  CT 361; HL 27; HSA 156; HSP 27</p>		

c.	Develop an individual decision-making process.	<p>The decision-making process is discussed on the following pages.</p> <p><b>Student Edition:</b> 26-30 <i>Assessment</i> 49 #12, 331 #14 <i>Lesson Review</i> 31 #2, #4, #6</p> <p><b>Teacher Wraparound Edition:</b> CT 361</p>		
<b>Objective 1.3:</b> Analyze factors that impact <b>mental/emotional health</b> .				
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.	<p><b>Student Edition:</b> 52, 54-55, 61-62 <i>Building Health Skills</i> 470-471 <i>Developing Good Character</i> 34, 81 <i>Figure</i> 53 <i>Lesson Review</i> 37 #2, #6 <i>Photo</i> 53, 62</p> <p><b>Teacher Wraparound Edition:</b> BHS 470-471; CP 36; CT 54, 83; HSC 35; TT 470</p>		
b.	Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.	<p><b>Student Edition:</b> 60, 80-85 <i>Building Health Skills</i> 470-471 <i>Figure</i> 81, 82, 84 <i>Lesson Review</i> 37 #4</p> <p><b>Teacher Wraparound Edition:</b> CP 36, 54; CT 61; DSI 34; HL 59, 60, 64, 84; TH 58; WS 60; WT 82</p>		

c.	Predict how mental/emotional health may be influenced by values, dreams, and goals.	<b>Student Edition:</b> 52-56, 61 <b>Teacher Wraparound Edition:</b> A 74; HC 61		
d.	Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.	<b>Student Edition:</b> 88-89, 90-93 <i>Lesson Review 62 #6</i> <i>Photo 89</i> <b>Teacher Wraparound Edition:</b> HC 61; HL 91; HSC 61; HSP 83; PCSH 81		
<b>Objective 1.4:</b> Analyze the correlation between acceptance of responsibility and personal growth and maturity.				
a.	Identify characteristics of an emotionally and socially mature person.	<b>Student Edition:</b> 464-465, 468 <i>Developing Good Character 34,</i> 467 <i>Figure 461</i> <i>Health Skills Activity 60</i> <b>Teacher Wraparound Edition:</b> DGC 34, 467; HL 464; HSA 60; HSC 35		

<p><b>b.</b></p>	<p>Describe how developmental assets contribute to personal growth, success, and wellness.</p>	<p><b>Student Edition:</b> 32-37, 130-132, 460, 464-465, 466-467 <i>Figure 461</i> <i>Lesson Review 469 #3, #4, #6</i> <i>Photo 467</i> <b>Teacher Wraparound Edition:</b> CT 468; HSP 461; WT 467</p>		
<p><b>c.</b></p>	<p>Recognize the difference between immediate and delayed gratification.</p>	<p>The following lessons could be expanded to meet this standard. <b>Student Edition:</b> <i>Chapter 1 Lesson 3, Chapter 5 Lesson 4</i> <b>Teacher Wraparound Edition:</b> CT 14</p>		
<p><b>d.</b></p>	<p>Predict the outcomes of being responsible for one's actions.</p>	<p>A discussion about personal responsibility can be found on the following pages. <b>Student Edition:</b> 13-17, 28 <i>Lesson Review 31 #6</i> <i>Photo 17</i> <b>Teacher Wraparound Edition:</b> TH 14</p>		

<b>Objective 1.5:</b> Analyze the impact of <b>body image</b> and other factors on <b>disordered eating</b> .			
<b>a.</b>	Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.	<b>Student Edition:</b> 54-55, 260-261 <i>Photo</i> 260 <i>TIME health news</i> 272 <i>What Teens Think</i> 261 <b>Teacher Wraparound Edition:</b> A 272; CP 54, 343; TT 267; WT 261, 265	
<b>b.</b>	Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body’s natural genetics, diet, environment.	<b>Student Edition:</b> 261, 263, 264-264, 455 <i>Photo</i> 263, 455 <i>Quick Write</i> 260 <b>Teacher Wraparound Edition:</b> CP 54; PCSH 262; QW 260	
<b>c.</b>	Explain how self-acceptance impacts eating and exercising patterns.	<b>Student Edition:</b> 54-55, 266 <i>Photo</i> 267 <i>TIME health news</i> 272 <b>Teacher Wraparound Edition:</b> AL 261; CP 54, 343; WT 264	

<p><b>d.</b></p>	<p>Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.</p>	<p>A discussion about eating disorders can be found on the following pages.  <b>Student Edition:</b>  266-268  <i>TIME health news</i> 272  <b>Teacher Wraparound Edition:</b>  A 272; WT 264</p>		
<p><b>e.</b></p>	<p>Identify warning signs and short- and long-term effects of disordered eating.</p>	<p><b>Student Edition:</b>  266-268  <i>Lesson Review</i> 269 #2, #3, #5  <i>Reading Check</i> 268  <b>Teacher Wraparound Edition:</b>  RC 268; UA 268</p>		
<p><b>f.</b></p>	<p>Compile resources that can help develop a healthy self and/or assist with disordered eating.</p>	<p><b>Student Edition:</b>  268  <i>Lesson Review</i> 269 #4, #6  <b>Teacher Wraparound Edition:</b>  AL 267; WT 268</p>		

<b>STANDARD II: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Analyze the results of individual choice and consequences related to drug use and/or non-use.</b>				
<b>a.</b>	Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.	<b>Student Edition:</b> 278, 308-309, 335, 338, 341-343, 345, 348, 350, 352, 354, 383-385 <b>Teacher Wraparound Edition:</b> AL 346; HSP 348; UA 350; WT 353		
<b>b.</b>	Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.	<b>Student Edition:</b> 279, 285, 335, 342-343, 345, 350, 352-355, 383-385 <i>Lesson Review</i> 281 #3 <i>Photo</i> 334 <i>What Teens Think</i> 279 <b>Teacher Wraparound Edition:</b> CP 288; HL 284, 347; UA 350; WT 279, 353		

<p><b>c.</b></p>	<p>Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.</p>	<p><b>Student Edition:</b>  288-289, 291-293, 296-297,  315-316, 335-337  <i>Assessment</i> 331 #13  <i>Figure</i> 316, 357  <i>Lesson Review</i> 290 #1, #2, #4, #6,  295 #2, #3, #4, 337 #3, #6  <b>Teacher Wraparound Edition:</b>  CP 288, 317; HL 347; TH 358;  WS 289; WT 353</p>		
<p><b>d.</b></p>	<p>Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.</p>	<p><b>Student Edition:</b>  282-283, 285, 286-290, 291-292,  294-295, 308-309, 311-313,  315-316, 317-320, 338-340  <i>Figure</i> 283, 312, 313, 316, 357  <i>Lesson Review</i> 290 #1, #2, #3,  310 #2, 314 #1, #2, #3, #4, #6,  318 #3, 322 #1, #4  <i>Photo</i> 320, 340  <i>Quick Write</i> 282  <b>Teacher Wraparound Edition:</b>  AL 287; HL 287, 292, 317, 320,  321, 339; HSA 341; RS 283;  WT 313</p>		

e.	Develop healthy alternatives to substance abuse.	<b>Student Edition:</b> 281, 298-299, 325, 363 <i>Assessment</i> 305 #16 <i>Building Health Skills</i> 326-327 <i>Lesson Review</i> 281 #6, 290 #6, 295 #6, 363 #5, #6 <b>Teacher Wraparound Edition:</b> BHS 326-327; HSC 294, 362; RC 299		
f.	Develop a decision-making process to set personal limits related to substance abuse.	<b>Student Edition:</b> 298-299, 360-363 <i>Assessment</i> 331 #14 <i>Building Health Skills</i> 300-301, 326-327, 364-365 <i>Hands On Health</i> 302 <i>Health Skills Activity</i> 314 <i>Lesson Review</i> 363 #2 <b>Teacher Wraparound Edition:</b> CT 361; BHS 300-301, 326-327, 364-365; HOHA 302; HSA 313; TT 300, 364		
<b>Objective 2.2:</b> Practice <b>Refusal Skills</b> ® and other strategies for maintaining healthy personal limits.				
a.	Identify the people comprising a personal support system.	<b>Student Edition:</b> 134-135, 359 <b>Teacher Wraparound Edition:</b> CP 135, 348; DWSI 11, 136		

<p><b>b.</b></p>	<p>Generate ways to open a conversation with parent/guardian related to personal limits.</p>	<p>The following page references can be used for discussion about talking with parents.  <b>Student Edition:</b>  11, 121  <b>Teacher Wraparound Edition:</b>  DWSI 11</p>		
<p><b>c.</b></p>	<p>Analyze the influence of an individual's support system on choices related to substance use.</p>	<p><b>Student Edition:</b>  113, 279, 296, 298-299, 323-324, 357  <i>Building Health Skills</i> 300-301, 326-327  <i>Health Skills Activity</i> 280, 298  <i>Lesson Review</i> 295 #5  <i>Photo</i> 297  <i>What Teens Think</i> 279, 317, 342  <b>Teacher Wraparound Edition:</b>  AL 298; BHS 300-301, 326-327;  DSWI 279, 357; HSA 280, 298;  HSC 113, 298, 362; WTT 279, 317, 342</p>		

<p><b>d.</b></p>	<p>Describe how peers and peer group norms can help support abstinence from substance use.</p>	<p><b>Student Edition:</b>  113, 281, 325  <i>Assessment</i> 305 #16  <i>Building Health Skills</i> 326-327  <i>Developing Good Character</i> 309, 342  <i>Figure</i> 324  <i>Go Online</i> 354  <i>Lesson Review</i> 281 #6, 363 #4  <i>Photo</i> 112, 113, 323  <i>What Teens Think</i> 342  <b>Teacher Wraparound Edition:</b>  AL 28; BHS 326-327; DGC 309, 342; GO 354; HSC 113; HSP 354, 362; PCSH 297, 361; TT 364; UA 349</p>		
<p><b>e.</b></p>	<p>Assess the importance of positive involvement with others in making healthy choices.</p>	<p><b>Student Edition:</b>  12, 281, 325  <i>Assessment</i> 305 #16  <i>Building Health Skills</i> 18-19  <i>Developing Good Character</i> 309, 342  <i>Figure</i> 41  <i>Go Online</i> 12, 354  <b>Teacher Wraparound Edition:</b>  BHS 18-19; DGC 309, 342; GO 12, 354; HSP 354; PCSH 297; UA 349</p>		

<p><b>f.</b></p>	<p>Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills.®</p>	<p><b>Student Edition:</b>  40, 115, 298-299, 325, 361  <i>Assessment</i> 305 #17  <i>Building Health Skills</i> 300-301, 326-327, 364-365  <i>Figure</i> 39  <i>Go Online</i> 354  <i>Hands-On Health</i> 302  <i>Health Skills Activity</i> 117, 280  <i>Lesson Review</i> 117 #5, 281 #5, 325 #5  <b>Teacher Wraparound Edition:</b>  AL 115, 341; BHS 300-301, 326-327, 364-365; GO 354; HOHA 302; HSA 116, 280; HSP 354</p>		
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<b>STANDARD III: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Demonstrate healthy expressions regarding interpersonal relationships.</b>				
<b>a.</b>	Identify qualities of ways to build healthy relationships with self and with others.	<b>Student Edition:</b> 39-40, 58-59, 102-104, 106-107, 109-111, 130-132 <i>Developing Good Character</i> 104 <i>Hands-On Health</i> 46 <i>Lesson Review</i> 107 #2, #6, 111 #3, #6 <i>Photo</i> 103 <i>TIME health news</i> 124 <b>Teacher Wraparound Edition:</b> AL 103; CP 106, 109; CT 106; DGC 104; TT 110		

b.	Identify criteria for establishing personal boundaries and limits.	<b>Student Edition:</b> 106, 115-116, 118-121 <i>Health Skills Activity 117</i> <b>Teacher Wraparound Edition:</b> HL 114; HAS 116; TH 116; WS 119		
c.	Recognize the need to respect the boundaries of self and others.	<b>Student Edition:</b> 106-107, 113, 118-121 <i>Lesson Review 117 #4, #5</i> <b>Teacher Wraparound Edition:</b> CT 119; HL 114; WS 119		
d.	Generate ways to communicate personal boundaries.	A discussion about communication and refusal skills can be found on the following pages. <b>Student Edition:</b> 108-111, 115-116 <i>Building Health Skills 122-123</i> <i>Hands-On Health 46</i> <i>Health Skills Activity 117</i> <i>Lesson Review 121 #4, #5</i> <b>Teacher Wraparound Edition:</b> HSA 116; TH 116; WS 119		
e.	Identify positive ways to express interest in another person.	<b>Student Edition:</b> 106-107, 120-121 <i>Health Skills Activity 105</i> <i>Lesson Review 121 #3, #5</i> <b>Teacher Wraparound Edition:</b> C 121; CP 10; DWSI 120; HSA 105		

f.	Develop ways to manage inappropriate or unwanted comments or advances from others.	<b>Student Edition:</b> 115-116 <i>Health Skills Activity 117</i> <i>Lesson Review 121 #4, #5</i> <b>Teacher Wraparound Edition:</b> DWSI 120; HL 114; HSA 116		
g.	Practice respectful, honest ways to accept or decline invitations.	<b>Student Edition:</b> 115-116 <i>Assessment 126 #13</i> <i>Health Skills Activity 117</i> <i>Lesson Review 117 #3, #4, #5</i> <b>Teacher Wraparound Edition:</b> HSA 116; TH 116		
<b>Objective 3.2:</b> Develop ways to manage and/or adapt to <b>changes in relationships.</b>				
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.	<b>Student Edition:</b> 10-12, 103, 104, 137-138 <i>Assessment 151 #13</i> <i>Health Skills Activity 105</i> <i>Lesson Review 139 #5</i> <i>Photo 137, 138</i> <i>What Teens Think 462</i> <b>Teacher Wraparound Edition:</b> C 107; DWSI 103; HSA 105; HSP 142; WS 137; WTT 462		

b.	Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.	<b>Student Edition:</b> 105-107, 112-114, 132 <i>TIME health news</i> 124 <b>Teacher Wraparound Edition:</b> A 124; CP 10, 16, 92, 109, 213; CT 119; DWSI 120		
c.	Predict the possible impact of loss and grief on self and relationships.	<b>Student Edition:</b> 69-71 <i>Assessment</i> 77 #13 <i>Developing Good Character</i> 70 <i>Lesson Review</i> 71 #4, #6 <i>Quick Write</i> 69 <b>Teacher Wraparound Edition:</b> DGC 70; DWSI 70, 103; QW 69		
d.	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.	<b>Student Edition:</b> 138 <b>Teacher Wraparound Edition:</b> DWSI 103; HSP 138; PCSH 138; RS 138		
<b>Objective 3.3:</b> Demonstrate the ability to manage <b>unhealthy or dangerous</b> relationships or situations.				
a.	Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.	<b>Student Edition:</b> 139, 181, 186, 189-191 <i>Lesson Review</i> 187 #3, 191 #2 <i>Photo</i> 188, 189		

<b>b.</b>	Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships.	The following lesson could be extended to meet this standard. <b>Student Edition:</b> <i>Chapter 6, Lesson 1</i>		
<b>c.</b>	Identify sexual harassment behaviors.	<b>Student Edition:</b> 186, 191 <i>Lesson 3 Review 187 #3 #6</i> <i>Lesson 4 Review 191 #6</i> <b>Teacher Wraparound Edition:</b> HL 186		
<b>d.</b>	Develop ways to manage sexual harassment in self and others.	<b>Student Edition:</b> 186, 191 <i>Health Skills Activity 186</i> <i>Lesson 3 Review 187 #4</i> <i>Lesson 4 Review 191 #6</i>		
<b>e.</b>	Identify people, resources, and services that may help with personal or relationship issues.	<b>Student Edition:</b> 182-183, 185, 187, 195 <i>Lesson 2 Review 183 #7</i> <i>Lesson 3 Review 187 #4, #6, #7</i> <b>Teacher Wraparound Edition:</b> PCSH 185		

<b>Objective 3.4: Summarize the physical, social, and emotional changes that occur during adolescence.</b>			
<b>a.</b>	Identify physical and emotional changes that occur during adolescence.	<b>Student Edition:</b> 8-12, 463-465 <i>Figure 463</i> <i>Health Skills Activity 464</i> <i>Lesson Review 12 #3, 23 #13</i> <i>Quick Write 8</i> <b>Teacher Wraparound Edition:</b> AL 10; CP 463; DWSI 11, 440; HL 464; HSA 464; QW 8; UA 10, 462; WT 9	
<b>b.</b>	Explain the anatomy and physiology of the female and male reproductive systems.	<b>Student Edition:</b> 437-440 <i>Figure 438, 440</i> <i>Lesson Review 441 #2, #4</i> <b>Teacher Wraparound Edition:</b> AL 439; RS 438, 440	
<b>c.</b>	Explain how physical changes affect one emotionally and socially.	<b>Student Edition:</b> 9, 463-465 <i>Lesson Review 465 #5</i> <b>Teacher Wraparound Edition:</b> CP 463; DWSI 440; HL 60, 464; RS 463; UA 462	

<b>Objective 3.5:</b> Determine how abstinence from sexual activity can enhance the development of relationships. *TK			
<b>a.</b>	Identify ways to show interest and express affection for one another.	<b>Student Edition:</b> 106-107, 120-121 <i>Health Skills Activity</i> 105 <i>Lesson Review</i> 121 #3 <b>Teacher Wraparound Edition:</b> C 121; CP 10; HSA 105	
<b>b.</b>	Describe the benefits of sexual abstinence.	<b>Student Edition:</b> 16, 119-120, 494-495, 499 <i>Lesson Review</i> 17 #3, 121 #2, 495 #4 <i>Photo</i> 119 <i>Quick Write</i> 497 <b>Teacher Wraparound Edition:</b> CT 144; DWSI 120; QW 492; UA 121	
<b>c.</b>	Predict how sexual activity may compromise both personal and relationship growth.	<b>Student Edition:</b> 120, 144-145, 492-495, 497 <i>Connect to Math</i> 120 <i>Lesson Review</i> 495 #6 <b>Teacher Wraparound Edition:</b> CT 144, 340; CTM 120; DWSI 120; UA 120	

<p><b>d.</b></p>	<p>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.)</p>	<p><b>Student Edition:</b> 119-120, 494-495, 499 <i>Lesson Review</i> 495 #6 <i>Standardized Test Practice</i> 127 <b>Teacher Wraparound Edition:</b> CT 144; DWSI 120; UA 120</p>		
<p><b>e.</b></p>	<p>Predict the impact of adolescent parenting; e.g., on self, child, parent, society.</p>	<p><b>Student Edition:</b> 144-145 <i>Connect to Math</i> 120 <i>Hands-On Health</i> 148 <i>Lesson Review</i> 145 #7 <b>Teacher Wraparound Edition:</b> CT 143; CTM 120; HL 144; HOHA 148; TH 143</p>		
<p><b>f.</b></p>	<p>Adoption presentation. (Subject to Utah State Law – see below.)</p>	<p>The following lesson could be extended to meet this standard. <b>Student Edition:</b> <i>Chapter 6 Lesson 3</i></p>		

<b>STANDARD IV: Students summarize issues related to health promotion and diseases prevention.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Analyze how <b>communicable and non-communicable diseases</b> differ, and the roles of heredity and behavioral choices on each.				
<b>a.</b>	Identify methods of prevention for communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.	<b>Student Edition:</b> 478, 488-491, 492-494, 496-498, 508-510, 511-512, 517-519, 522-523, 524-525, 527-528 <i>Figure</i> 479, 490, 512, 528, 530 <i>Lesson Review</i> 510 #6 <i>Photo</i> 479 <b>Teacher Wraparound Edition:</b> CP 509; HL 489, 493, 518; RS 490; UA 509		

<p><b>b.</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><b>Student Edition:</b>  480-482, 483, 486, 499  <i>Building Health Skills</i> 500-501  <i>Figure</i> 487  <i>Hands-On Health</i> 502  <i>Health Skills Activity</i> 481, 485  <i>Lesson Review</i> 491 #6, 495 #6  <i>TIME health news</i> 398  <b>Teacher Wraparound Edition:</b>  BHS 500-501; CP 486; CT 484;  HL 481, 484, 485; HOHA 502;  HSA 481, 485; HSP 509</p>		
<p><b>c.</b></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><b>Student Edition:</b>  421, 435, 508-510, 515, 520-521  <i>Building Health Skills</i> 532-533  <i>Health Skills Activity</i> 516, 520  <i>Lesson Review</i> 436 #7, 510 #5, #6,  516 #4, 521 #3, 526 #3  <b>Teacher Wraparound Edition:</b>  BHS 532-533; DWSI 439; HL 416,  513, 519, HSA 515, 520; HSP 509,  514; WS 520; WTT 523</p>		

<p><b>d.</b></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><b>Student Edition:</b> 514, 519-520, 523, 525-526, 529, 531 <i>Figure 524</i> <i>Health Skills Activity 516</i> <i>Lesson Review 441 #8, 495 #6, 510 #6, 516 #3, 521 #4</i> <b>Teacher Wraparound Edition:</b> DWSI 439; HL 515, 523, 530; TH 497, 514, 520, 524; TT 494</p>		
<p><b>Objective 4.2:</b> Analyze the impact of <b>HIV disease.</b></p>				
<p><b>a.</b></p>	<p>Determine the seriousness of HIV.</p>	<p><b>Student Edition:</b> 120, 496-497 <i>Lesson Review 499 #4</i></p>		
<p><b>b.</b></p>	<p>Describe the general physiology of HIV disease.</p>	<p><b>Student Edition:</b> 496-497</p>		
<p><b>c.</b></p>	<p>List the modes of transmission.</p>	<p><b>Student Edition:</b> 497-498 <b>Teacher Wraparound Edition:</b> WS 498; WT 498</p>		
<p><b>d.</b></p>	<p>Determine methods for preventing HIV infection.</p>	<p><b>Student Edition:</b> 499 <b>Teacher Wraparound Edition:</b> HS 415; WS 498; WT 498</p>		

e.	Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.	The following lesson could be expanded to meet this standard. <b>Student Edition:</b> <i>Chapter 18, Lesson 5</i>		
<b>STANDARD V: Students assess how individual behavior affects personal and community health and safety.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> 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.	<b>Student Edition:</b> 12, 32, 36-37, 43, 132 <i>Health Skills Activity</i> 133 <i>Lesson Review</i> 12 #5, 43 #5, #6 <i>Standardized Test Practice</i> 49 <b>Teacher Wraparound Edition:</b> HSA 132; HSC 33		

<p><b>b.</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><b>Student Edition:</b> 32-37, 132, 157-158, 177-178, 179 <i>Building Health Skills</i> 586-587 <i>Figure</i> 41 <i>Health Skills Activity</i> 133 <i>Lesson Review</i> 12 #5 <i>TIME health news</i> 588 <b>Teacher Wraparound Edition:</b> BHS 586-587; HL 186; HSA 132; HSC 33; PCSH 157; WT 40; WTWTK 177</p>		
<p><b>c.</b></p>	<p>Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.</p>	<p><b>Student Edition:</b> 178-179, 544 <i>Health Skills Activity</i> 133 <i>TIME health news</i> 170 <i>What Teens Think</i> 157 <b>Teacher Wraparound Edition:</b> A 170; DWSI 34, 156; HSA 133; TT 162; WT 157, 177</p>		
<p><b>Objective 5.2:</b> Practice assertive <b>communication, problem-solving, and conflict-management</b> skills.</p>				
<p><b>a.</b></p>	<p>Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.</p>	<p><b>Student Edition:</b> 57-59, 69-70, 86, 160-161, 185-186, 188-191 <i>Figure</i> 58 <i>TIME health news</i> 170 <b>Teacher Wraparound Edition:</b> A 170; CP 54; DWSI 70, 156; HL 64</p>		

b.	Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse.	<b>Student Edition:</b> 86-87, 139, 184-186, 188-189 <i>TIME health news</i> 170 <b>Teacher Wraparound Edition:</b> DWSI 156; HL 178		
c.	Develop ways to reinforce healthy behavior by self or others.	<b>Student Edition:</b> 179, 183, 185, 187 <i>Building Health Skills</i> 168-169, 196-197 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 88 <b>Teacher Wraparound Edition:</b> AL 178; HOHA 198; HSA 88; HSC 182; HSP 157		
d.	Develop ways to reinforce healthy decisions made by peers.	<b>Student Edition:</b> 359 <i>Building health Skills</i> 168-169, 196-197 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 298 <b>Teacher Wraparound Edition:</b> AL 178; HSA 298; HSC 182, 298; HSP 157		
e.	Describe how to access health-related school and community resources.	<b>Student Edition:</b> 179, 182 <i>Lesson Review</i> 139 #6, 183 #7 <b>Teacher Wraparound Edition:</b> AL 178; HSC 162, 182; HSP 157; PC 138, 157, 185		

<b>Objective 5.3:</b> Determine the <b>impact of suicide</b> and the importance of prevention.				
<b>a.</b>	Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.	A discussion about suicide can be found on the following pages. <b>Student Edition:</b> 86-89		
<b>b.</b>	Identify suicide warning signs in self and others.	<b>Student Edition:</b> 87 <i>Assessment 99 #10</i> <b>Teacher Wraparound Edition:</b> AL 87; C 89		
<b>c.</b>	Identify factors contributing to the suicide risk; e.g., depression, substance use, coping skills, events.	<b>Student Edition:</b> 86-89, 191, 279 <i>Assessment 99 #11</i> <i>Figure 190</i> <b>Teacher Wraparound Edition:</b> HL 64, 190		
<b>d.</b>	Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.	<b>Student Edition:</b> 88-89, 90-93 <i>Assessment 99 #10, #11</i> <i>Health Skills Activity 88</i> <i>Lesson Review 89 #4, #6</i> <i>Photo 89</i> <i>Quick Write 86</i> <i>What Teens Think 87</i> <b>Teacher Wraparound Edition:</b> AL 87; DWSI 87; E 89; HSA 88; QW 86; WTT 87		

<b>Objective 5.4:</b> Create <b>safety plans</b> to mitigate a variety of risks.			
<b>a.</b>	Identify potentially dangerous situations that could result in intentional or unintentional injury.	<p><b>Student Edition:</b>  222-223, 540-544, 545-549,  550-552  <i>Building Health Skills</i> 226-227  <i>Figure</i> 541  <i>Lesson Review</i> 554 #4, #6</p> <p><b>Teacher Wraparound Edition:</b>  BHS 226-227; DSWI 542; WT 177</p>	
<b>b.</b>	Identify a person(s) to rely on in risky situations.	<p><b>Student Edition:</b>  179, 187, 193-194, 195, 556  <i>Figure</i> 193  <i>Lesson Review</i> 195 #7  <i>Photo</i> 192</p> <p><b>Teacher Wraparound Edition:</b>  HL 193; TH 556</p>	
<b>c.</b>	List the elements of a safety plan.	<p><b>Student Edition:</b>  222-223, 542-544, 545-549,  550-552  <i>Building Health Skills</i> 226-227,  568-569  <i>Hands-On Health</i> 570  <i>Health Skills Activity</i> 553  <i>Lesson Review</i> 544 #5, 549 #3  <i>Photo</i> 540</p> <p><b>Teacher Wraparound Edition:</b>  AL 541; BHS 226-227; 568-569;  DWSI 542; HOHA 570; HSA 553;  HSP 547; TH 543; WS 548</p>	

<p><b>d.</b></p>	<p>Create a personal safety plan related to an identified risk.</p>	<p><b>Student Edition:</b>  178-179, 551-553, 540-541  <i>Building Health Skills</i> 226-227,  568-569  <i>Connect to Science</i> 543  <i>Hands-On Health</i> 570  <i>Health Skills Activity</i> 553  <i>Lesson Review</i> 554 #6, 549 #3, #6  Quick Write 550  <b>Teacher Wraparound Edition:</b>  AL 541; C 179; HSA 552;  HSC 547; HSP 547; QW 550;  TH 543; TT 551</p>		
<p><b>Objective 5.5:</b> Critically analyze <b>media influences regarding violence and safety.</b></p>				
<p><b>a.</b></p>	<p>Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.</p>	<p><b>Student Edition:</b>  41, 240, 279, 324, 380  <i>Figure</i> 41  <i>Media Watch</i> 135, 335, 348  <i>TIME health news</i> 272  <i>What Teens Think</i> 264, 381  <b>Teacher Wraparound Edition:</b>  A 170, 272; CP 54 324, 343;  HSP 348; MW 135, 335, 348;  TH 58; WT 264, 381</p>		

<p><b>b.</b></p>	<p>Predict how exposure to media impact character and choices, both positively and negatively.</p>	<p><b>Student Edition:</b>  41, 177, 279, 324  <i>Lesson Review 37 #6</i>  <i>Media Watch 135, 348, 374</i>  <i>TIME health news 272</i>  <i>What Teens Think 264</i>  <b>Teacher Wraparound Edition:</b>  A 170, 272; CP 16, 36, 324, 343;  HSP 348; TH 28, 106; WT 264</p>		
<p><b>c.</b></p>	<p>Analyze the role of personal responsibility related to media influences.</p>	<p>The following page references can be used to help meet this standard.  <b>Student Edition:</b>  <i>Building Health Skills 396-397</i>  <i>Health Skills Activity 380</i>  <i>Media Watch 240, 335, 348, 374</i>  <b>Teacher Wraparound Edition:</b>  A 170; CP 54, 343; HSA 380;  MW 240, 335, 348, 374; TH 41, 106</p>		
<p><b>d.</b></p>	<p>Analyze current trends in media content.</p>	<p>The following page references can be used to help meet this standard.  <b>Student Edition:</b>  <i>Health Skills Activity 380</i>  <i>Media Watch 335, 348</i>  <i>What Teens Think 264</i>  <b>Teacher Wraparound Edition:</b>  A 170 272; CP 324, 343; HSA 380;  MW 335, 348; TH 41, 58; TT 396;  WT 264</p>		

<b>Objective 5.6: Demonstrate ability to respond effectively in an emergency situation.</b>				
<b>a.</b>	Identify emergency number and information to be given.	<b>Student Edition:</b> 556 <i>Figure 554</i> <b>Teacher Wraparound Edition:</b> DGC 556; HL 560; TH 556		
<b>b.</b>	Identify basic first aid for common medical emergencies.	<b>Student Edition:</b> 554-557, 558-562, 563-567 <i>Figure 554, 555, 565, 566,</i> <i>Lesson Review 562 #5</i> <i>Photo 557, 558, 561</i> <i>Quick Write 554</i> <b>Teacher Wraparound Edition:</b> AL 554; HSP 564; QW 554; UA 559		
<b>c.</b>	Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.	<b>Student Edition:</b> 551-552, 554-557, 558-562, 563-567 <i>Figure 564, 565, 566</i> <i>Health Skills Activity 553</i> <i>Lesson Review 544 #5, 553 #3, #6</i> <b>Teacher Wraparound Edition:</b> AL 560; C 553; HSA 552; PC 565; RS 566; TH 556; TT 551		

d.	List response procedures for a variety of emergency situations.	<b>Student Edition:</b> 551-552, 554-557, 558-562, 563-567 <i>Figure</i> 548, 564, 565, 566 <i>Hands-On Health</i> 570 <i>Lesson Review</i> 544 #5, 553 #3, #6 <b>Teacher Wraparound Edition:</b> AL 560; C 553; PC 565; RS 566; TH 556		
<b>STANDARD VI: Summarize the benefits of adopting healthy nutritional and fitness behaviors.</b>				
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: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE)</b> (pg #'s, etc.)	<b>Coverage in Ancillary Material</b> (titles, pg #'s, etc.)	<b>Not covered in TE, SE or ancillaries</b> ✓
<b>Objective 6.1:</b> Analyze the benefits of <b>good nutrition and physical fitness.</b>				
a.	Explain how following the food guide pyramid can help ensure proper nutrition.	<b>Student Edition:</b> 243, 244-246 <i>Applying Technology</i> 357 <i>Assessment</i> 257 #15 <i>Building Health Skills</i> 252-253 <i>Figure</i> 244 <i>Lesson Review</i> 247 #4, #5, 257 #15 <b>Teacher Wraparound Edition:</b> AT 357; RS 244; TT 244		

b.	Determine the benefits of eating healthy breakfasts and snacks.	<b>Student Edition:</b> 238-242, 248-251 <i>Building Health Skills</i> 252-253 <i>Hands-On Health</i> 254 <i>Health Skills Activity</i> 239 <b>Teacher Wraparound Edition:</b> AL 249; BHS 252-253; HOHA 254; HSA 239; WS 250		
c.	Determine the benefits of proper food handling and preparation.	<b>Student Edition:</b> 247, 480-481 <i>Hands-On Health</i> 502 <i>Lesson Review</i> 247 #3 <b>Teacher Wraparound Edition:</b> HOHA 502		
d.	Critique products or supplements purportedly designed to enhance looks, performance, or general health.	The following page references can be used to help meet this standard. <b>Student Edition:</b> <i>Go Online</i> 263 <i>Health Skills Activity</i> 520 <i>Media Watch</i> 135, 205 <i>What Teens Think</i> 222, 240, 249 <b>Teacher Wraparound Edition:</b> AL 263; E 265; HL 241; MW 135, 205; TT 252; WT 222, 240, 249		
e.	Demonstrate the ability to balance caloric intake with energy expenditure.	<b>Student Edition:</b> 245, 264-265 <i>Building Health Skills</i> 270-271 <i>Figure</i> 245 <i>Lesson Review</i> 265 #3-#7 <b>Teacher Wraparound Edition:</b> AL 245; BHS 270-271; HSP 263		

<p><b>f.</b></p>	<p>Describe the benefits of physical fitness.</p>	<p><b>Student Edition:</b>  204-208, 209-212  <i>Figure 245</i>  <i>Health Skills Activity 207</i>  <i>Lesson Review 208 #2, #4, #6,</i>  231 #14  <i>Quick Write 209</i>  <b>Teacher Wraparound Edition:</b>  AL 206; HL 205, 219; HSA 207;  QW 209; RS 205</p>		
<p><b>g.</b></p>	<p>Record participation in a variety of daily physical activities.</p>	<p><b>Student Edition:</b>  217  <i>Figure 210, 211, 212, 217</i>  <i>Lesson Review 220 #6</i>  <i>Photo 216</i>  <b>Teacher Wraparound Edition:</b>  HSP 218; RS 217</p>		

<b>Objective 6.2:</b> Analyze the impact of the seven <b>dietary guidelines</b> on helping prevent <b>diet-related illnesses</b> .				
<b>a.</b>	List the seven dietary guidelines.	<b>Student Edition:</b> 244-246		
<b>b.</b>	Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.	<b>Student Edition:</b> 236-237, 238-242, 263, 266-268, 407 <i>Connect to Science</i> 415 <i>Health Skills Activity</i> 407 <i>Lesson Review</i> 237 #2, #5 <b>Teacher Wraparound Edition:</b> CTS 415; E 242; HL 241; HSA 407; HSP 407; WT 467		
<b>c.</b>	Determine the influence of heredity on illnesses.	<b>Student Edition:</b> 455-456, 509, 513 <i>Health Skills Activity</i> 457 <b>Teacher Wraparound Edition:</b> CP 509; DSWI 457; HL 468; HSA 457		
<b>d.</b>	Explain why following dietary guidelines may help prevent some illnesses.	<b>Student Edition:</b> 236-237, 238-242, 244-246, 263 <i>Building Health Skills</i> 252-253 <i>Lesson Review</i> 237 #5, 247 #1 <b>Teacher Wraparound Edition:</b> BHS 252-253; PCSH 262; UA 213; WT 467		

e.	Explain the impact of unhealthy daily food choices and habits.	<b>Student Edition:</b> 236-237, 263, 266-268, 509 <i>Lesson Review</i> 269 #2 <i>What Teens Think</i> 249 <b>Teacher Wraparound Edition:</b> WT 249; WTWTK 249		
<b>STANDARD VII: Students evaluate basic health information needed to advocate for personal, peer, and family health.</b>				
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: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE)</b> (pg #'s, etc.)	<b>Coverage in Ancillary Material</b> (titles, pg #'s, etc.)	<b>Not covered in TE, SE or ancillaries</b> ✓
<b>Objective 7.1:</b> Evaluate the reliability of <b>health information and services</b> based on established criteria.				
a.	Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.	<b>Student Edition:</b> 41, 392-395 <i>Building Health Skills</i> 396-397 <i>Figure</i> 493 <i>Health Skills Activity</i> 394 <b>Teacher Wraparound Edition:</b> AL 41, 298, 394; BHS 396-397; HL 141, 193; HSA 394; HSC 298; HSP 41, 138; PCSH 393; TH 143; TT 244, 381, 396		

b.	Determine media influences on perceptions and choices related to health.	<p><b>Student Edition:</b> 41 <i>Figure 41, 235</i> <i>Health Skills Activity 380, 520</i> <i>Media Watch 205, 335</i> <i>TIME health news 170, 272</i></p> <p><b>Teacher Wraparound Edition:</b> A 170, 272; CP 54 324, 343; HSA 380, 520; HSP 380; TH 58; WTWTK 264</p>		
c.	Develop criteria for determining reliability of health information and services.	<p>The following page references can be used to help meet this standard.</p> <p><b>Student Edition:</b> <i>Building Health Skills 396-397</i> <i>Health Skills Activity 380</i> <i>Media Watch 335, 348</i></p> <p><b>Teacher Wraparound Edition:</b> AL 41; BHS 369-397; HSA 380; MW 335, 348; TH 41, 106</p>		
<b>Objective 7.2:</b> Create and <b>advocacy plan</b> to address a health-related need.				
a.	Identify health issues that affect individuals and/or families.	<p><b>Student Edition:</b> 291, 294-295, 298, 311-313, 320-321, 335-336, 478, 508-509 <i>Lesson Review 43 #6</i></p> <p><b>Teacher Wraparound Edition:</b> DWSI 357; HL 320, 321; HSC 298</p>		

<p><b>b.</b></p>	<p>Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.</p>	<p><b>Student Edition:</b>  43, 165-166, 183, 281  <i>Figure</i> 166, 167  <i>Health Skills Activity</i> 132, 133, 516  <i>Lesson Review</i> 43 #6, 62 #6,  167 #4, #6, 183 #7, 281 #6  <i>Photo</i> 182  <b>Teacher Wraparound Edition:</b>  AL 104, 161, 287; HSA 132, 133,  516; HSC 182, 362; HSP 70, 165,  223; TH 143; WS 182</p>		
<p><b>c.</b></p>	<p>Predict the effect of an advocacy plan.</p>	<p>The following page references can be used to help facilitate a discussion about advocacy.  <b>Student Edition:</b>  <i>Lesson Review</i> 43 #6, 62 #6, 183 #7  <b>Teacher Wraparound Edition:</b>  AL 104, 161, 287; HSC 182;  HSP 70, 223; TH 143</p>		