

Textbook Alignment to the Utah Core – Health 9-12

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: Dr. Melissa Grim

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 9-12 Core Curriculum

Title: Glencoe Health © 2009 ISBN#: 0-07-875877-5

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: Determine the influence of behavioral choices on mental, social, emotional, physical, and spiritual health .				
a.	Explain Maslow’s Hierarchy of Needs and resources available to support those needs.	Student Edition: 70-71, 507 <i>Thinking Critically</i> 507 #5 <i>Understanding Key Concepts</i> 86 #7 Teacher Wraparound Edition: HC 70; RS 70		
b.	Analyze the positive and negative effects of environmental factors on mental health.	Student Edition: 114 <i>Real-World Health</i> 136-137 <i>Thinking Critically</i> 132 #9, 133 #28 Teacher Wraparound Edition: CT 119; PS 128		

<p>c.</p>	<p>Identify the healthy and unhealthy uses of defense mechanisms in daily life.</p>	<p>Student Edition: 81 <i>Figure 3.11</i> 81 <i>Reviewing Facts and Vocabulary</i> 83 #2 <i>Understanding Key Concepts</i> 87 #33 Teacher Wraparound Edition: AL 81</p>		
<p>d.</p>	<p>Describe common mental disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.</p>	<p>Student Edition: 114-116, 118-121, 300-301 <i>Project-Based Assessment</i> 88, 134 <i>Thinking Critically</i> 117 #4, 133 #20 <i>Time Health</i> 130 Teacher Wraparound Edition: AL 115; MA 116; PM 121; UA 301</p>		
<p>e.</p>	<p>Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.</p>	<p>Student Edition: 67, 69, 100-101, 611-612 <i>Reading Check</i> 204 <i>Time Health</i> 84 Teacher Wraparound Edition: AL 199; MA 198; TW 100; UA 200; WS 69</p>		

Objective 1.2: Demonstrate positive strategies for managing stress.			
a.	Identify situations or circumstances that cause stress.	Student Edition: 92, 93 <i>Hands-On Health</i> 106 <i>Health Skills Activity</i> 100 <i>Real World Connection</i> 96 <i>Reviewing Facts and Vocabulary</i> 96 #2 Teacher Wraparound Edition: AL 93; CT 94	
b.	Evaluate personal responses to stressful situations.	Student Edition: 93 <i>Activating Prior Knowledge</i> 90 <i>Hands-On Health</i> 106 <i>Health Skills Activity</i> 100 <i>Thinking Critically</i> 96 #4, #5 Teacher Wraparound Edition: MA 92; MI 92; TW 94; WS 93	
c.	Develop a variety of healthy ways to reduce or prevent stress.	Student Edition: 92-95, 97-101 <i>Hands-On Health</i> 106 <i>Real World Connection</i> 96 <i>Reviewing Facts and Vocabulary</i> 96 #2 <i>Thinking Critically</i> 109 #22, #26 Teacher Wraparound Edition: CL 97; HL 640; RL 97; Sf 98; TT 79, 99; TW 100	

<p>d.</p>	<p>Design a time-management plan for stress prevention or reduction.</p>	<p>Student Edition: 98 <i>Hands-On Health</i> 106 <i>Health Skills Activity</i> 100 <i>Real-World Health</i> 136-137 <i>Thinking Critically</i> 101 #4, 109 #24 Teacher Wraparound Edition: Sf 98</p>		
<p>Objective 1.3: Analyze the grieving process.</p>				
<p>a.</p>	<p>Identify emotions or reactions associated with grief.</p>	<p>Student Edition: 102-105 <i>Project-Based Assessment</i> 110 <i>Thinking Critically</i> 110 #38, #39 <i>Understanding Key Concepts</i> 109 #30, #31 Teacher Wraparound Edition: HS 103; MI 103</p>		
<p>b.</p>	<p>Determine a variety of healthy ways to express or process these emotions.</p>	<p>Student Edition: 102-105 <i>Project-Based Assessment</i> 110 <i>Understanding Key Concepts</i> 109 #32 Teacher Wraparound Edition: HSP 103; PS 104</p>		

c.	Determine the role family, friends, schools, and communities can play in helping individuals with grief.	Student Edition: 104-105 <i>Real Life Issues</i> 102 <i>Thinking Critically</i> 110 #40 <i>Understanding Key Concepts</i> 109 #32 Teacher Wraparound Edition: En 105; HSP 103		
Objective 1.4: Develop a decision-making process to resolve a dilemma.				
a.	Determine the influence of values, dreams, and goals on the decision-making process.	Student Edition: 42-44, 54, 294, 331, 334, 500, 501 <i>Thinking Critically</i> 57 #19 Teacher Wraparound Edition: AL 43; UA 42		
b.	Predict the short- and long-term effects of risks.	Student Edition: 40-41, 75-76, 208-209, 369, 542-546, 553-555, 569-570, 573-575 <i>Figure 2.7</i> 42 <i>Real World Connection</i> 125, 547 <i>Thinking Critically</i> 547 #5, 577 #4, 587 #23 Teacher Wraparound Edition: AI 43; CL 44; MI 41, 573; TW 40; WS 542, 546		

<p>c.</p>	<p>Evaluate the effects of media on perceptions and decisions.</p>	<p>Student Edition: 46-48, 52-53, 548 <i>Applying Health Skills</i> 49 #6, 483 #6, 529 #6, 557 #6, 583 #6, 663 #6 <i>Health Skills Activity</i> 309 <i>Project-Based Assessment</i> 562 <i>Thinking Critically</i> 552 #5 <i>Time Health</i> 534, 558 Teacher Wraparound Edition: HSP 48; MA 48</p>		
<p>d.</p>	<p>Identify steps in decision making.</p>	<p>Student Edition: 40-41 <i>Applying Health Skills</i> 125 #6, 151 #6, 391 #6, 805 #6 <i>Figure 2.7</i> 42 <i>Health Skills Activity</i> 46, 369, 477, 637 <i>Writing Critically</i> 45 #7 Teacher Wraparound Edition: AI 43, CL 44; Hc 56</p>		
<p>e.</p>	<p>Weigh ethical implications of decisions.</p>	<p>Student Edition: <i>Figure 2.7</i> 42 <i>Health Skills Activity</i> 45, 369 <i>Thinking Critically</i> 57 #27 Teacher Wraparound Edition: AI 43; MI 41; WS 42</p>		

STANDARD II: Students develop health-promoting and risk-reducing behaviors used 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: Determine the individual and societal implications of drug use and non-use.				
a.	Identify consequences of illegal and legal/age-restricted drug use.	Student Edition: 529, 532-533, 542-546, 556-557, 572, 573-574, 592, 595, 601, 605-610 <i>Real World Connection</i> 547 <i>Time Health</i> 558, 584 <i>Writing Critically</i> 571 #7 Teacher Wraparound Edition: CA 596; CL 449; HL 328, 568; MR 545		
b.	Identify some common antagonistic and synergistic effects of drug interactions.	Student Edition: 528, 568 <i>Thinking Critically</i> 537 #20, 571 #4, 587 #9, 619 #25		

<p>c.</p>	<p>Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.</p>	<p>Student Edition: 533, 545, 546, 553-555, 573-575, 578-580, 582, 596 <i>Activating Prior Knowledge</i> 564 <i>Reviewing Facts and Vocabulary</i> 597 #3 <i>Thinking Critically</i> 560 #11, 587 #23 Teacher Wraparound Edition: MR 544</p>		
<p>d.</p>	<p>Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.</p>	<p>Student Edition: 474-475, 544, 553-555, 578-580, 596 <i>Reviewing Facts and Vocabulary</i> 557 #2, 583 #2 <i>Thinking Critically</i> 477 #5, 557 #4 Teacher Wraparound Edition: CL 475; CT 471; HL 580; MI 473; TT 471</p>		

<p>e.</p>	<p>Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.</p>	<p>Student Edition: 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 Teacher Wraparound Edition: CT 532; HL 534; TW 606</p>		
<p>f.</p>	<p>Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance abuse.</p>	<p>Student Edition: 549, 550, 576-577, 611-612 <i>Applying Health Skills</i> 577 #6 <i>Hands-On Health</i> 616 <i>Health Skills Activity</i> 552, 571 <i>Teens Making a Difference</i> 556 <i>Thinking Critically</i> 587 #25 <i>Time Health</i> 558, 584 Teacher Wraparound Edition: WS 555</p>		

Objective 2.2: Analyze the impact an individual could have in promoting substance abuse prevention, intervention, and treatment.				
a.	List a variety of activities that could be positive alternatives to substance abuse.	Student Edition: 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 Practice</i> 520 Teacher Wraparound Edition: HSP 582; MI 613; WS 555		
b.	Determine ways in which all peers can help with prevention and intervention of substance abuse.	Student Edition: <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 <i>Time Health</i> 558, 584 <i>Writing Critically</i> 557 #7 Teacher Wraparound Edition: CT 581; MI 555; Sf 556; WS 554		

c.	Identify benefits of a strong support system.	<p>Student Edition: 550, 577, 611-612 <i>Applying Health Skills</i> 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</p> <p>Teacher Wraparound Edition: HL 208; HSP 210; WS 208, 555</p>		
d.	Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.	<p>Student Edition: 551, 582-583, 614 <i>Real-World Health</i> 622-623 <i>Reviewing Facts and Vocabulary</i> 552 #2</p> <p>Teacher Wraparound Edition: CA 574, 596; CL 551; HC 548, 614; HL 550; HSP 582</p>		
e.	Compile a list of community/agency resources available to support individuals impacted by substance abuse.	<p>Student Edition: 551, 582-583, 614 <i>Activity Beyond the Classroom</i> 519 <i>Teens Making a Difference</i> 556 <i>Unit Project</i> 520</p> <p>Teacher Wraparound Edition: CL 551; HC 548, 614; HSP 582; UP 520</p>		

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: Analyze the influence of differing cultural and societal norms regarding gender roles on behavior, dreams, and goals.				
a.	Predict how an individual's beliefs regarding gender roles may influence behavior, dreams and goals.	Student Edition: Chapter 3 can be extended to meet this indicator to discuss beliefs regarding gender roles and how they impact goal setting.		
b.	Identify factors that influence beliefs about gender roles; e.g., age, media, media representation, culture, societal norms.	Student Edition: Chapter 3 can be extended to meet this indicator to discuss beliefs regarding gender roles.		
c.	Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.	Student Edition: Chapter 3 can be extended to meet this indicator to discuss beliefs regarding gender-specific messages and their impact on personal and professional goals through the lifespan.		

Objective 3.2: Develop skills that contribute to healthy, dynamic relationships.			
a.	Identify characteristics necessary for healthy relationships; e.g., empathy, confidence, trust, individual rights and responsibilities.	Student Edition: 145, 146-147, 148-150 <i>Reviewing Facts and Vocabulary</i> 151 #1 <i>Understanding Key Concepts</i> 160 #5 Teacher Wraparound Edition: CA 145; TT 145; UA 173	
b.	Identify skills necessary for healthy relationships; e.g., communication, listening, goal-setting.	Student Edition: 34-35, 145-146, 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 Teacher Wraparound Edition: HSP 145; MI 153; MR 154	

c.	Generate ways to open discussions with parents/guardians.	<p>Student Edition: 34-35, 80, 104, 145-146, 149, 152-156 <i>Applying Health Skills</i> 171 #6 <i>Project-Based Assessment</i> 162 <i>Reviewing Facts and Vocabulary</i> 177 #1 <i>Thinking Critically</i> 162 #29 <i>Writing Critically</i> 171 #7</p> <p>Teacher Wraparound Edition: HL 172; HSP 145; MI 153; MR 154</p>		
d.	Identify the role of grief and loss in relationships.	<p>Student Edition: 103-105 <i>Project-Based Assessment</i> 110 <i>Thinking Critically</i> 110 #38, #39</p> <p>Teacher Wraparound Edition: HS 103</p>		
e.	Develop ways to accept, manage, and/or adapt to changes in relationships.	<p>Student Edition: 172-176, 196 <i>Health Skills Activity</i> 177, 197 <i>Project-Based Assessment</i> 188 <i>Thinking Critically</i> 177 #5 <i>Time Health</i> 184</p> <p>Teacher Wraparound Edition: PS 176; RS 174</p>		

Objective 3.3: Demonstrate the skills needed to manage unhealthy or dangerous relationships or situations.				
a.	Identify unhealthy behaviors; e.g., coercion, selfishness, obsessions, neediness, control, manipulation, apathy, aggression.	Student Edition: 234-235, 237-238 <i>Real Life Issues</i> 236 <i>Reviewing Facts and Vocabulary</i> 241 #2 <i>Time Health</i> 242 Teacher Wraparound Edition: HSP 238; RS 239		
b.	Predict the possible consequences when there is a wide disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.	Student Edition: 208-209 Chapter 8, Lesson 1 and/or Chapter 9, Lesson 4 also can be extended to meet this indicator.		
c.	Identify the behaviors that lead to sexual harassment and/or aggression.	Student Edition: 150, 234-235, 237-238 <i>Real Life Issues</i> 236 <i>Real World Connection</i> 151 <i>Time Health</i> 242 Teacher Wraparound Edition: HL 150		

<p>d.</p>	<p>Develop strategies for managing sexual harassment/aggression in self and others.</p>	<p>Student Edition: 202-203, 210, 234-235, 238, 239, 726-730 <i>Applying Health Skills</i> 211 #6 <i>Hands-On Health</i> 212 <i>Real Life Issues</i> 236 <i>Thinking Critically</i> 215 #22 <i>Time Health</i> 242 Teacher Wraparound Edition: HC 726; HSP 210; MA 236; RS 239; Sf 664; TT 223; WS 665</p>		
<p>e.</p>	<p>Identify people, resources, and services that may help with personal or relationship issues.</p>	<p>Student Edition: 224-228, 240-241 <i>Applying Health Skills</i> 241 #6 <i>Teens Making a Difference</i> 222 <i>Thinking Critically</i> 245 #27 Teacher Wraparound Edition: HC 224, 240; MA 222; PS 226</p>		
<p>Objective 3.4: Predict how responsibilities related to sexual development and health maintenance change throughout the lifecycle.</p>				
<p>a.</p>	<p>Explain reproductive anatomy and physiology of females and males.</p>	<p>Student Edition: 446-450, 452-456, 470-477, 496-498 <i>Critical Thinking</i> 457 #5 <i>Hands-On Health</i> 458 Teacher Wraparound Edition: CT 454; MA 446, 452; WS 453, 455</p>		

b.	Identify the benefits of sexual abstinence.	Student Edition: 205-210, 449, 455, 664 <i>Thinking Critically</i> 211 #4, 216 #35 <i>Writing Critically</i> 211 #7 Teacher Wraparound Edition: MI 208; WS 665		
c.	Describe how sexual abstinence contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.	Student Edition: 205-210, 449, 455, 664 <i>Thinking Critically</i> 211 #4, 216 #35 <i>Writing Critically</i> 211 #7 Teacher Wraparound Edition: MI 208; WS 665		
d.	Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence, disease prevention, contraception/condom use. (Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)	Student Edition: 205-210, 449, 455, 664 <i>Thinking Critically</i> 211 #4, 216 #35 <i>Writing Critically</i> 211 #7 Teacher Wraparound Edition: HL 658; MI 208; WS 665		
e.	Explain the importance of health maintenance, including breast and testicular self-exams, pap smears, and annual physical examination.	Student Edition: 448-449, 455, 470-475 <i>Applying Health Skills</i> 451 #7, 457 #6 <i>Project-Based Assessment</i> 462 <i>Real World Connection</i> 451 Teacher Wraparound Edition: AL 449; HC 472; PS 448; WS 449		

f.	Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal changes, prostate and other cancers.	Student Edition: 448-449, 450, 454, 455, 456, 502-503, 505-507, 508-510 <i>Real World Connection</i> 451 <i>Thinking Critically</i> 451 #5, 462 #33		
g.	Adoption presentation.	Student Edition: Chapter 18, Lesson 2 can be extended to further discuss adoption.		
Objective 3.5: Determine the benefits of planning for pregnancy and parenthood.				
a.	Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.	Student Edition: 473, 474-475, 506-507 <i>Health Skills Activity</i> 476 Teacher Wraparound Edition: HC 472		
b.	Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.	Student Edition: 304, 470-477 <i>Real Life Issues</i> 470 <i>Thinking Critically</i> 477 #4, 490 #8 <i>Writing Critically</i> 477 #7 Teacher Wraparound Edition: CT 471; HAS 476; HC 472; HSP 472		

c.	Explain the various stages of fetal development and birth.	Student Edition: 470-471, 477 <i>Figure 17.2</i> 472 Teacher Wraparound Edition: CT 472; En 477; RS 471		
d.	Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.	Student Edition: 474-476, 481-482 <i>Applying Health Skills</i> 477 #6 <i>Figure 25.5</i> 696 <i>Thinking Critically</i> 477 #4, #5 Teacher Wraparound Edition: CT 471, 474; HL 470; HSP 472; TT 471		

STANDARD IV: Students analyze issues related to health promotion and disease 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) 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 4.1: Analyze how non-communicable, chronic illnesses affect individuals, families, and society.				
a.	Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.	Student Edition: 115-116, 121, 688-692, 695, 704, 705-706, 707-708 <i>Figure 25.5</i> 696 <i>Real Life Issues</i> 702 Teacher Wraparound Edition: AL 115; MA 688		
b.	Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.	Student Edition: 688-692, 704, 705, 707-708 <i>Fitness Zone</i> 697 <i>Real Life Issues</i> 695 <i>Reviewing Facts and Vocabulary</i> 694 #2 <i>Writing Critically</i> 694 #7 Teacher Wraparound Edition: AL 696; MA 688; MR 692		

<p>c.</p>	<p>Explain the positive and negative results of living with health challenges.</p>	<p>Student Edition: 689-692, 700-701, 704, 705-706, 707-708 <i>Real Life Issues</i> 688, 702 <i>Reviewing Facts and Vocabulary</i> 708 #2 <i>Writing Critically</i> 708 #7</p>		
<p>d.</p>	<p>Determine the benefits of assisting those living with chronic illness for individuals, volunteers, family, and community.</p>	<p>Student Edition: 712-713 <i>Applying Health Skills</i> 679 #6 <i>Real Life Issues</i> 674 <i>Teens Making a Difference</i> 181, 673 <i>Thinking Critically</i> 683 #25 Teacher Wraparound Edition: En 673, 694; HSP 677; PSW 674</p>		

Objective 4.2: Analyze the impact of HIV disease, hepatitis, and sexually transmitted infection on self and others.				
a.	Explain transmission, physiology, and treatments for HIV disease, hepatitis, and sexually transmitted infections.	Student Edition: 658-663, 664-668, 669-672, 674-678 <i>Hands-On Health</i> 680 <i>Project-Based Assessment</i> 684 <i>Reviewing Facts and Vocabulary</i> 673 #1, #2 <i>Time Health</i> 650 Teacher Wraparound Edition: CL 667, 675; CT 660, 661, 662; En 632, 663, 668; MA 638; Sf 664; WS 648		
b.	Determine methods of prevention; e.g., correct condom use per package instructions. (Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)	Student Edition: 205-210, 449, 455, 664-667 <i>Thinking Critically</i> 211 #4; 216 #35 <i>Writing Critically</i> 211 #7 Teacher Wraparound Edition: AL 678; MI 208; WS 665		

c.	Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.	Student Edition: 208-210, 507, 658-663 <i>Hands-On Health</i> 680 <i>Reviewing Facts and Vocabulary</i> 211 #2 <i>Thinking Critically</i> 211 #25, 216 #32 Teacher Wraparound Edition: AF 661; AI 209; AL 209; CT 209		
STANDARD V: Students determine how individual and group behaviors impact 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 Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 5.1: Demonstrate ability to manage conflict peacefully and safely.				
a.	Explain the role of conflict in interpersonal relationships.	Student Edition: 174-176, 195-196, 234-235 <i>Applying Health Skills</i> 241 #6 <i>Health Skills Activity</i> 157, 197 <i>Real Life Issues</i> 172, 236 <i>Time Health</i> 184, 242 Teacher Wraparound Edition: MA 174; RS 239; TW 168		

b.	Identify warning signs that conflict may be escalating.	Student Edition: 36, 178-180, 220-223, 224-228 <i>Project-Based Assessment</i> 246 <i>Real Life Issues</i> 178 Teacher Wraparound Edition: He 219; MI 227; Sf 220; UA 222		
c.	Develop strategies for dealing safely with conflict.	Student Edition: 34-35, 36, 220-223, 224-228 <i>Health Skills Activity</i> 157 <i>Project-Based Assessment</i> 246 Teacher Wraparound Edition: CA 36; He 219; HSP 225; MI 227; Sf 220; TT 233; UA 222		
d.	Practice conflict-management skills and/or strategies.	Student Edition: 34-35, 36, 220-223, 224-228 <i>Health Skills Activity</i> 157 <i>Project-Based Assessment</i> 246 Teacher Wraparound Edition: CA 36; He 219; HSP 225; MI 227; Sf 220; TT 233; UA 222		
Objective 5.2: Identify ways to help self or others when dealing with suicide .				
a.	Identify warning signs of suicide.	Student Edition: 118-121, 122-124 <i>Real World Connection</i> 125 <i>Thinking Critically</i> 133 #27 <i>Time Health</i> 130 Teacher Wraparound Edition: HS 124; MI 123; MR 122		

b.	Practice skills or strategies that can help prevent a suicide; e.g., questioning skills, communicating with others, asking for help, expressing emotions, referral.	Student Edition: 126-129 <i>Health Skills Activity 117</i> <i>Thinking Critically 110 #40</i> <i>Writing Critically 105 #7</i> Teacher Wraparound Edition: HC 124; PC 66		
c.	Compile a list of resources in the school and community to help a person dealing with suicide.	Student Edition: 126-129 <i>Health Skills Activity 117</i> <i>Thinking Critically 110 #40</i> <i>Writing Critically 105 #7</i> Teacher Wraparound Edition: HC 124; PC 66		
Objective 5.3: Develop strategies for ensuring personal safety in a variety of situations.				
a.	Identify potentially dangerous situations.	Student Edition: 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> Teacher Wraparound Edition: HC 224, 240; MA 222; TT 233		

b.	Identify person(s) to rely on in risky situations.	<p>Student Edition: 224-228, 238, 239, 240-241 <i>Applying Health Skills</i> 241 #6 <i>Real Life Issues</i> 236 <i>Thinking Critically</i> 245 #29 <i>Time Health</i> 242</p> <p>Teacher Wraparound Edition: HC 224, 240; MA 222; TT 233</p>		
c.	Create safety plans to address a variety of potential risks; e.g., automobile, recreational, natural disasters, assault, rape, confrontations, domestic and other violence.	<p>Student Edition: 220-223, 224-228, 742, 744-746, 748-749 <i>Project-Based Assessment</i> 246 <i>Real Life Issues</i> 739 <i>Thinking Critically</i> 743 #5 <i>Time Health</i> 585</p> <p>Teacher Wraparound Edition: AL 742; CA 36; CT 733, 741; He 219; HSP 225; MI 227; Sf 220; TT 233; UA 222; WT 735</p>		
Objective 5.4: Analyze the process of creating a safe and caring environment for citizens.				
a.	Identify common values, rules, and responsibilities of various communities; e.g., nonviolence, respect, responsibility, honest, civility, cooperation, compassion.	<p>Student Edition: 74, 76, 170-171 <i>Real World Connection</i> 77 <i>Reviewing Facts and Vocabulary</i> 77</p> <p>Teacher Wraparound Edition: En 77</p>		

<p>b.</p>	<p>Identify ways a community cares for itself; e.g., Neighborhood Watch, city and school clean-up, law enforcement, community mobilization, health resources and services, volunteerism.</p>	<p>Student Edition: 126-129, 551, 582-583, 614, 792-793, 796-799 <i>Teens Making a Difference</i> 556, 673 <i>Unit Project</i> 520 Teacher Wraparound Edition: HC 548, 614; HSP 582</p>		
<p>c.</p>	<p>Compile a list of community/agency resources that contribute to a safe and caring community; e.g., public safety and health, recreational opportunities, mental health services.</p>	<p>Student Edition: 126-129, 551, 582-583, 614, 792-793, 796-799 <i>Applying Health Skills</i> 663 #6 <i>Figure 12.4</i> 323 <i>Health Skills Activity</i> 117 <i>Project-Based Activity</i> 348 <i>Real Life Issues</i> 674 <i>Teens Making a Difference</i> 556, 673 <i>Thinking Critically</i> 105 #7, 336 #5, 346 #8, 683 #25 Teacher Wraparound Edition: AL 793, 796; HC 8, 24, 648, 690, 714, 798; PC 66; PS 674; TW 666</p>		

STANDARD VI: Students plan to incorporate 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: Evaluate nutrient density and balance of individual food intake.				
a.	Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.	Student Edition: 258-265 <i>Project-Based Assessment</i> 286 <i>Thinking Critically</i> 285 #6, 286 #34 Teacher Wraparound Edition: AI 267; HSP 264; MA 258, 262; WS 260		
b.	Evaluate various types of foods using the food labels.	Student Edition: 274-277 <i>Applying Health Skills</i> 281 #6 <i>Hands-On Health</i> 282 <i>Reviewing Facts and Vocabulary</i> 281 #1, #2 <i>Thinking Critically</i> 281 #4, #5 Teacher Wraparound Edition: HSP 275; TT 275		

<p>c.</p>	<p>Compare individual nutrient intake and Recommended Daily Allowances (RDA).</p>	<p>Student Edition: 265, 266-273, 290-291, 303-304 <i>Figure 10.6</i> 263 <i>Figure 10.7</i> 264 <i>Project-Based Assessment</i> 30 <i>Real World Connection</i> 270, 694 <i>Thinking Critically</i> 285 #25, 314 #31 <i>Time Health</i> 310 Teacher Wraparound Edition: AL 263, 269, 272, 304; CL 269, 271; HSP 270; UA 267; WS 268</p>		
<p>d.</p>	<p>Identify low-nutrient foods.</p>	<p>Student Edition: 261, 269 <i>Figure 11.1</i> 291 <i>Fitness Zone</i> 275 <i>Thinking Critically</i> 257 #5 <i>Time Health</i> 310 <i>Reading Writing Practice</i> 287 Teacher Wraparound Edition: Sf 272</p>		
<p>e.</p>	<p>Identify nutrient-dense foods that are enjoyable and cost effective.</p>	<p>Student Edition: 268-269 <i>Fitness Zone</i> 269, 275 <i>Real Life Issues</i> 254 <i>Thinking Critically</i> 265 #5, 285 #26, #27 <i>Time Health</i> 310 Teacher Wraparound Edition: AL 272; Sf 272</p>		

Objective 6.2: Design a personal peak performance plan to include proper nutrition, physical activity, and healthy behaviors.			
a.	Identify the five components of fitness and how to attain each.	Student Edition: 324-330, 332-333 <i>Understanding Key Concepts</i> 347 #22 Teacher Wraparound Edition: MA 324; Re 330	
b.	Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.	Student Edition: 255, 258, 269, 290-291, 294-296, 306, 318-321, 327-330, 331-332 <i>Fitness Zone</i> 256 <i>Health Skills Activity</i> 257 <i>Understanding Key Concepts</i> 284 #4 Teacher Wraparound Edition: CL 331; HL 282; HSP 269	
c.	Determine how fast food could be included in the plan.	Student Edition: 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 Teacher Wraparound Edition: CA 271; Sf 272	

<p>d.</p>	<p>Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.</p>	<p>Student Edition: 298-299, 300-301 <i>Project-Based Assessment</i> 314 <i>Thinking Critically</i> 302 #5, 313 #19, #21, #23, #24 <i>Writing Critically</i> 302 #7 Teacher Wraparound Edition: AL 299; CT 259; HC 298; MI 298; TW 308</p>		
<p>e.</p>	<p>Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.</p>	<p>Student Edition: 478, 481-483, 693 <i>Fitness Zone</i> 697 <i>Thinking Critically</i> 15 #5 Teacher Wraparound Edition: HSP 12</p>		
<p>f.</p>	<p>Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.</p>	<p>Student Edition: 266-273 <i>Thinking Critically</i> 285 #25, 314 #33 <i>Time Health</i> 310 <i>Understanding Key Concepts</i> 285 #22 Teacher Wraparound Edition: AL 263, 269, 272, 304; CL 269, 271; HSP 270; UA 267; WS 268</p>		

Objective 6.3: Analyze the relationship between a healthy sense of self and eating patterns.			
a.	Identify characteristics of a healthy self and body.	<p>Student Edition: 101, 254, 270-273, 290-295, 296, 303-307, 318-321, 398, 445, 542-546, 568-569, 592-594 <i>Hands-On Health</i> 344 <i>Real World Connection</i> 547, 694</p> <p>Teacher Wraparound Edition: CT 271; HL 344, 640; MA 270, 320, 324; MS 310; TW 334</p>	
b.	Compare body image and body acceptance and the influence of one on the other.	<p>Student Edition: 66-69, 75-76, 247, 297-298 <i>Health In Action</i> 65 <i>Thinking Critically</i> 86 #10 <i>Teens Speak Out</i> 350-351 <i>Time Health</i> 84</p> <p>Teacher Wraparound Edition: HC 76; MI 69; MR 68; NBA 350; TS 351; TW 498</p>	

c.	Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.	Student Edition: 297 <i>Applying Health Skills</i> 302 #6 <i>Real-World Health</i> 350-351 <i>Reviewing Facts and Vocabulary</i> 302 #1 <i>Understanding Key Concepts</i> 312 #15 Teacher Wraparound Edition: GR 297; RS 298		
d.	Explain the potential impact of negative body image and acceptance; e.g., fad, dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.	Student Edition: 298-299 <i>Real Life Issues</i> 297 <i>Thinking Critically</i> 302 #5, 313 #19, #21 Teacher Wraparound Edition: AL 299; CT 259; HC 298; MI 298; TW 308		
e.	Develop strategies for improving body image and acceptance.	Student Edition: 66-69, 75-76, 298 <i>Real Life Issues</i> 297 <i>Thinking Critically</i> 86 #10 <i>Time Health</i> 84 Teacher Wraparound Edition: En 302; MI 69; MR 68; TW 350		

<p>f.</p>	<p>Identify warning signs and short- and long-term effects of disordered eating.</p>	<p>Student Edition: 300-301 <i>Thinking Critically</i> 313 #20, #23, #24 <i>Understanding Key Concepts</i> 313 #17</p>		
<p>g.</p>	<p>Identify ways to help someone who is experiencing disordered eating.</p>	<p>Student Edition: 301-302 <i>Project-Based Assessment</i> 314 <i>Understanding Key Concepts</i> 313 #18 Teacher Wraparound Edition: TW 300; WS 301</p>		

STANDARD VII: Students evaluate health information needed to advocate for personal, peer, family, community, and environmental 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: Determine how fads and trends may influence health.				
a.	Identify health-related fads and trends.	Student Edition: 298-299 <i>Project-Based Assessment</i> 378 <i>Thinking Critically</i> 302 #5, 313 #19, #21 <i>Time Health</i> 374 Teacher Wraparound Edition: AL 299; CT 259; HC 298; MI 298; TW 308		

<p>b.</p>	<p>Summarize how fads and trends have influenced health in the past.</p>	<p>The following references discuss how fads and trends affect health and can be extended to show health differences from the past. Student Edition: 231, 298-299, 728-729, 730 <i>Project-Based Assessment</i> 378 <i>Time Health</i> 374 Teacher Wraparound Edition: AL 299; CT 259; HC 298; MI 298; TW 308</p>		
<p>c.</p>	<p>Predict how fads and trends may influence in the future.</p>	<p>Student Edition: 231, 728-730 <i>Applying Health Skills</i> 49 #6, 483 #6, 529 #6, 583 #6, 663 #6 <i>Hands-On Health</i> 534 <i>Health Skills Activity</i> 309 <i>Thinking Critically</i> 245 #26, 752 #8 Teacher Wraparound Edition: CL 231; HL 230; HSP 48, 231; WS 729</p>		
<p>Objective 7.2: Create and implement and advocacy plan to address an unmet health need.</p>				
<p>a.</p>	<p>Identify various professions that contribute to, or advocate for, health.</p>	<p>Student Edition: 60-61, 248-249, 464-465, 518-519, 720-721, 796-799 Teacher Wraparound Edition: CL 127</p>		

<p>b.</p>	<p>Identify health needs, opportunities to be proactive, related to community resources, and available services.</p>	<p>Student Edition: 39, 51, 556 <i>Applying Health Skills</i> 547 #6, 713 #6, 811 #6 <i>Health Skills Activity</i> 552 <i>Reviewing Facts and Vocabulary</i> 552 #2 <i>Teens Making a Difference</i> 556, 581, 615 <i>Thinking Critically</i> 562 #35 <i>Time Health</i> 558, 584 Teacher Wraparound Edition: AL 614; CL 551, 711; HC 548; HSP 582</p>		
<p>c.</p>	<p>Practice advocacy skills and methods.</p>	<p>Student Edition: 556, 613-614 <i>Applying Health Skills</i> 547 #6 <i>Health Skills Activity</i> 552 <i>Reviewing Facts and Vocabulary</i> 552 #2 <i>Teens Making a Difference</i> 556, 581, 615 <i>Thinking Critically</i> 562 #35 <i>Time Health</i> 558, 584 <i>Unit Project</i> 520 Teacher Wraparound Edition: AL 614; CL 551, 711; HC 548, 614; HSP 582</p>		

<p>d.</p>	<p>Reflect on results of the action process.</p>	<p>Student Edition: 613-614, 712 <i>Health Skills Activity</i> 552 <i>Teens Making a Difference</i> 556, 581, 615 <i>Time Health</i> 558, 584 Teacher Wraparound Edition: HC 548</p>		
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