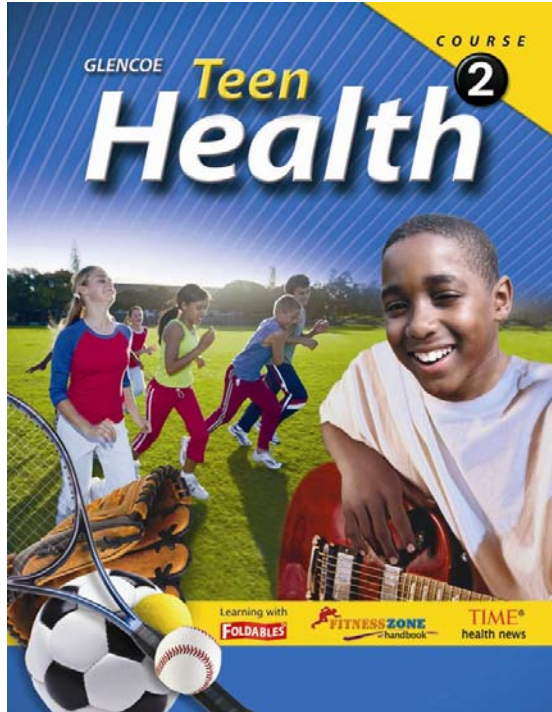




Course of Study
Health Education
Seventh Grade



COURSE
2

Teen
Health

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CORRELATION TO ALABAMA
COURSE OF STUDY

STANDARDS	PAGE REFERENCES
Community and Consumer Health	
<p>1. Describe resources that provide health care services. Examples: county health departments, American Red Cross, American Diabetes Association</p>	<p>Student Edition: 10-12, 353, 354, 355 <i>Careers for the 21st Century</i> 20 <i>Lesson 5 Review</i> 355 #3, #8 Teacher Wraparound Edition: AL 354; HS 11</p>
<p>2. Explain cultural influences on health behaviors, including social norms, family traditions and stereotypes. Example: family eating habits</p>	<p>Student Edition: 21, 115, 128 <i>Lesson 2 Review</i> 115 #4, #5 <i>Figure 11.6</i> 341 Teacher Wraparound Edition: HS114; RS 341; UA 21</p>

STANDARDS	PAGE REFERENCES
Environmental Health	
<p>3. Describe how health is affected by the environment. Example: respiratory problems caused by second-hand smoke</p>	<p>Student Edition: 248-249, 508-512 <i>Lesson 1 Review</i> 512 #6 <i>Lesson 4 Review</i> 251 #1, #5, #6 <i>Quick Write</i> 508</p> <p>Teacher Wraparound Edition: AL 249; APK 508; AV 509; BT 228C; DSI 250; FZ 510; HSP 509; WS 249; WTT 510</p>
<p>4. Evaluate advances in technology that can improve environmental health. Examples: alternative energy sources, recycling</p>	<p>Student Edition: <i>Figure 16.1</i> 515 <i>Standardized Test Practice</i> 523</p> <p>Teacher Wraparound Edition: BT 506C; HS 515; TH 516</p> <p>Students also can research renewable energy sources stated on 506C.</p>
Family Health	
<p>5. Describe the influence of family history, culture, and environment on the causes and prevention of disease and other health problems.</p>	<p>Student Edition: 18-21, 180, 440-441, 446</p> <p>Teacher Wraparound Edition: AL 20; BT 438C; CP 20; HL 21; UA 19</p>
Personal Health and Safety	
<p>6. Propose strategies for self-defense, including parking lot safety, Internet safety, and telephone safety.</p>	<p>Student Edition: 202-205, 206-210, 211-216 <i>Building Health Skills</i> 222-223 <i>Figure 7.2</i> 213 <i>Figure 7.3</i> 215 <i>Lesson 1 Review</i> 205 #3 <i>Lesson 2 Review</i> 201 #4, #5, #7 <i>Time Health News</i> 224</p> <p>Information about abuse can help a student identify signs of abuse.</p> <p>Student Edition: 217-221</p> <p>Teacher Wraparound Edition: AL 203, BHS 222; C 214; HS 212, 214; QW 211; RS 213; TA 224; WTWK 214</p> <p>Learning about conflict and resolving conflict also will enable students to develop strategies for safety.</p>

STANDARDS	PAGE REFERENCES
Mental and Emotional Health	
<p>7. Demonstrate decision-making skills as they relate to situations involving health risks. Examples: responding appropriately to sexual harassment, avoiding physical conflict, objecting to verbal and physical bullying, avoiding inappropriate electronic communication</p>	<p>Student Edition: 36-41, 206-210, 211-215 <i>Figure 2.3</i> 40 <i>Figure 7.2</i> 213 <i>Figure 7.3</i> 215 <i>Lesson 1 Review</i> 41 #8 <i>Lesson 2 Review</i> 210 #2, #3, #5 Teacher Wraparound Edition: AL 215; APK 36, HSA 209; HSP 214; R 215; STR 200D; WTWK 214</p>
Nutrition	
<p>8. Plan a healthy meal.</p> <ul style="list-style-type: none"> Comparing nutrient density in a variety of snacks and beverages 	<p>Student Edition: 104-110, 111-114, 116-119 <i>Connect To...</i> 117 <i>Figure 4.1</i> 109 <i>Figure 4.2</i> 112 <i>Figure 4.3B</i> 113 <i>Figure 4.4</i> 117 <i>Go Online</i> 119 <i>Lesson 1 Review</i> 110 #4-#7 <i>Lesson 3 Review</i> 121 #2 <i>Reading Check</i> 119 Teacher Wraparound Edition: AL 118; BT 102C; HSC 118; UA 118</p>
<p>9. Explain ways microorganisms can cause food-borne illnesses.</p>	<p>Student Edition: 120-121, 405 <i>Lesson 1 Review</i> 406 #4 <i>Lesson 3 Review</i> 121 #4 Teacher Wraparound Edition: AL 120; BT102C</p>

STANDARDS	PAGE REFERENCES
Prevention and Control of Disease	
<p>10. Describe diseases of the nervous, reproductive, circulatory, and respiratory systems.</p>	<p>Student Edition: 235, 240, 274-275, 376, 380-381 <i>Figure 8.1</i> 233 <i>Figure 8.4</i> 239 <i>Figure 12.4</i> 376 <i>Health Skills Activity</i> 377 Teacher Wraparound Edition: BT 228C; HL 73; HSA 376</p>
<p>11. Compare the short- and long-term effects of risky behaviors that compromise adolescent health.</p> <ul style="list-style-type: none"> • Predicting potential health consequences of popular trends, including tattooing, piercing, and self-mutilation 	<p>Student Edition: 23-27 <i>Lesson 4 Review</i> 27 #2, #5 <i>Lesson 4 Review</i> 285 #6 Teacher Wraparound Edition: HS 25; R24 Piercing, tattooing, or self mutilation can be included with these pages for class discussion.</p>
<p>12. Identify disease-causing agents. Examples: viruses, protozoa, bacteria, fungi</p>	<p>Student Edition: 402-404 <i>Figure 13.1</i> 403 <i>Lesson 1 Review</i> 406 #1, #3, #6, #7 Teacher Wraparound Edition: BT 400C; RS 403; TH 403; UA 403</p>
Substance Use and Abuse	
<p>13. Recognize substance misuse, abuse, and dependence.</p> <ul style="list-style-type: none"> • Recognizing legal age to purchase tobacco and alcohol in Alabama • Explaining psychological, legal, and financial consequences of substance abuse 	<p>Student Edition: 242-244, 250-251, 253, 270-271, 280-281, 282-285 <i>Lesson 1 Review</i> 271 #4-#6 <i>Lesson 4 Review</i> 251 #2, #3 <i>Lesson 4 Review</i> 285 #1, #2, #4 <i>Time Health News</i> 292 <i>What Teens Think</i> 279 Teacher Wraparound Edition: C 243; C 244, CP 244</p>