

GLENCOE CORRELATION
TEEN HEALTH COURSE 1 ©2003
ILLINOIS
Health Performance Descriptors
Grade 6 (E-F-G)

DESCRIPTORS	PAGE REFERENCES
Health Performance Descriptors	
22A Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety.	
Stage E	
<ul style="list-style-type: none"> Discuss procedures to be followed if fire is suspected. 	Fire safety and prevention are discussed: SE: 262 TWE: VL 262
<ul style="list-style-type: none"> Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons). 	SE: 272-276 <i>Quick Write 272</i> <i>Health Skills Activity 277</i> <i>Building Health Skills 284-285</i> TWE: MA 276
<ul style="list-style-type: none"> Explain the importance of regular health screenings (eye, dental, physical). 	SE: 8, 88, 95-96, 105 TWE: HL 95
<ul style="list-style-type: none"> Name items checked by physicians during regular health screenings. 	SE: 105 TWE: GS 105 (Visiting physician can describe a health screening.)
<ul style="list-style-type: none"> State signs and symptoms of illnesses (e.g., measles, mumps, chicken pox). 	SE: 187-188, 192, 198 TWE: MA 194
<ul style="list-style-type: none"> Discuss the benefits of early detection and treatment of illness. 	SE: 195, 198
<ul style="list-style-type: none"> Recognize that some diseases can be controlled more easily than others. 	SE: 195, 197-201 <i>Health Skills Activity 199</i> TWE: MA 200
<ul style="list-style-type: none"> Discuss behaviors that may be considered to be abusive. 	SE: 58
<ul style="list-style-type: none"> Know what to do if abusive behavior is suspected or discovered. 	SE: 59 <i>Applying Health Skills 59</i> TWE: CC 58
<ul style="list-style-type: none"> Explain the importance of vaccinations. 	SE: 188, 189-190, 234 <i>Thinking Critically 190</i> TWE: HL 189
Stage F	
<ul style="list-style-type: none"> Discuss the differences between bacteria and viruses. 	SE: 183 TWE: VL 183
<ul style="list-style-type: none"> Apply basic first aid to injuries (burns). 	SE: 272-276 <i>Health Skills Activity 277</i> <i>Distinguish 277</i> <i>Building Health Skills 284-285</i> TWE: C 277
<ul style="list-style-type: none"> Describe common emergency procedures (e.g., fire, weather). 	SE: 262, 270-271 <i>Health Skills Activity 270</i> <i>Applying Health Skills 271</i>

DESCRIPTORS	PAGE REFERENCES
• List stressors.	SE: 42-43 TWE: FYI 42
• Describe different types of stress.	SE: 41-43 TWE: RC 42
• Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious).	SE: 195, 198-199 TWE: BC 197
• Describe signs and symptoms of common childhood illnesses.	SE: 187-188 TWE: MA 188
• List early detection methods of diagnosing illnesses.	SE: 195, 198
• Distinguish the difference between communicable and non-communicable diseases.	SE: 182, 187-190, 191-195, 196-201 <i>Thinking Critically</i> 186 <i>Health Skills Activity</i> 199 TWE: D 198
• Recognize abusive behaviors.	SE: 58
• Practice methods to be followed when abusive behavior is suspected or discovered.	SE: 59 <i>Applying Health Skills</i> 59 TWE: CC 58
• Identify the types of vaccinations used to maintain health.	SE: 188, 189-190, 234 TWE: HL 189
Stage G	
• Compare and contrast bacteria and viruses.	SE: 183 TWE: VL 183
• Show awareness of rules, regulations, and safety procedures to be followed while engaged in physical activity.	SE: 266-269 TWE: D 267 VL 268
• Describe safety rules to be followed when engaged in physical activity.	SE: 266-269 TWE: D 267 VL 268
• Talk about various careers that promote health and safety or prevent illness.	SE: <i>Career Corners</i> 29, 113, 147, 179, 207, 227, 255
• Apply basic first aid procedures (e.g., bleeding).	SE: 272-276 TWE: RC 275
• Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).	SE: 39-40, 43-45, 116-117, 188-189 <i>Health Skills Activity</i> 152 TWE: VL 189
• Recognize that prolonged exposure to stress can be detrimental to health.	SE: 42-43 TWE: D 43
• Predict the consequences of not being immunized.	SE: 188, 189-190, 234 TWE: HL 189
22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.	
Stage E	
• Discuss the components of a decision-making process.	SE: 14-19 <i>Health Skills Activity</i> 18 <i>Thinking Critically</i> 19 <i>Building Health Skills</i> 26-27 TWE: C 19

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Cite examples of how the media portrays situations showing self-diagnosis and self-medication. 	SE: <i>Media Watch</i> 238
<ul style="list-style-type: none"> Tell others how they influence other people's health choices/behaviors. 	SE: 63-65 <i>Health Skills Activity</i> 18 <i>Building Health Skills</i> 24-25 TWE: MA 15
<ul style="list-style-type: none"> Recall positive health behaviors, choices, and skills. 	SE: 8-13, 43-45, 246-248 <i>Building Health Skills</i> 26-27, 250-251 TWE: C 13
<ul style="list-style-type: none"> Give examples of health-related advertisements. 	SE: 101, 103 <i>Building Health Skills</i> 110-111 <i>Media Watch</i> 238 TWE: HL 101
<ul style="list-style-type: none"> Describe how the media influence health-related behaviors, choices, and skills. 	SE: 10, 24, 74, 219, 247 <i>Media Watch</i> 214
<ul style="list-style-type: none"> Discuss ways to make the school and community safer places. 	SE: 75, 264-265 <i>Applying Health Skills</i> 265 TWE: CL 264
Stage F	
<ul style="list-style-type: none"> Compare and contrast safety and hygiene of other people and/or cultures. 	The teacher can meet this objective when discussing preventing communicable diseases. SE: 189-190, 191, 195
<ul style="list-style-type: none"> Formulate a plan for making the school a safer place. 	SE: 264 <i>Applying Health Skills</i> 265 TWE: CL 264
<ul style="list-style-type: none"> Use a decision-making process to make a healthy choice in a peer pressure situation. 	SE: 63-65 <i>Health Skills Activity</i> 64 TWE: DE 63
<ul style="list-style-type: none"> Know where to go for health care and medicines. 	SE: 104-106, 238 TWE: D 105
<ul style="list-style-type: none"> Discuss how peers influence health-related choices/behaviors. 	SE: 10, 63-64 <i>Building Health Skills</i> 24-25 TWE: MA 15 DE 63
<ul style="list-style-type: none"> Discuss how to evaluate health-related information. 	SE: 9, 100-103 <i>Health Skills Activity</i> 39, 119 <i>Building Health Skills</i> 110-111, 224-225
Stage G	
<ul style="list-style-type: none"> Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire). 	SE: 262, 270-271 <i>Applying Health Skills</i> 271
<ul style="list-style-type: none"> Recall actions and procedures that need to be taken in order to lessen the impact of emergencies on a person's health. 	SE: 270-271 <i>Health Skills Activity</i> 270 TWE: COM 270
<ul style="list-style-type: none"> Evaluate the reliability of health-related information. 	SE: 9, 100-103 <i>Health Skills Activity</i> 39, 119 <i>Building Health Skills</i> 110-111, 224-225

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Discuss how peers affect health-related choices. 	SE: 10, 63-64 <i>Building Health Skills 24-25</i> TWE: MA 15 DE 63
<ul style="list-style-type: none"> Recognize the seriousness of signs and symptoms of illnesses. 	SE: 187-188, 192, 198 TWE: MA 194
22C Students who meet the standard can explain how the environment can affect health.	
Stage E	
<ul style="list-style-type: none"> Discuss methods used by schools, communities, and individuals to dispose of waste. 	SE: 280-283 <i>Building Health Skills 286-287</i> TWE: DE 281
<ul style="list-style-type: none"> Explain how depletion of the ozone layer can affect health. 	SE: 279 <i>Reviewing Terms and Facts 283</i>
<ul style="list-style-type: none"> Explain the possible effects of noise pollution on health. 	SE: 98 <i>Connect To 98</i> <i>Thinking Critically 99</i> TWE: DE 98
<ul style="list-style-type: none"> Compare healthy environments and healthy people to unhealthy environments and unhealthy people. 	SE: 278-280 TWE: D 279
<ul style="list-style-type: none"> Discuss how temperatures affect health. 	SE: 141, 269 <i>Vocabulary 271</i> <i>Thinking Critically 271</i>
<ul style="list-style-type: none"> Analyze hazards associated with the prolonged exposure to the sun (ultra-violet rays). 	SE: 90, 95, 198 <i>Thinking Critically 93</i> TWE: CC 90
<ul style="list-style-type: none"> Analyze the cleanliness of the water in one's environment. 	SE: 279-282
<ul style="list-style-type: none"> Discover water purification systems used in communities, at home, and at school. 	The teacher can meet this objective when discussing protecting water sources. SE: 281 TWE: CLA 281
<ul style="list-style-type: none"> Recognize possible sources of pollution in specific environments (your home, your school, your community). 	SE: 278-280 <i>Quick Write 278</i> TWE: D 279
Stage F	
<ul style="list-style-type: none"> Name community and national groups responsible for regulating pollution. 	SE: Pollution in general is discussed on pages 278-282.
<ul style="list-style-type: none"> Research laws and/or community ordinances that pertain to pollution. 	SE: Pollution in general is discussed on pages 278-282.
<ul style="list-style-type: none"> Analyze the amount of noise produced by common products and sources and list possible health effects of noise. 	SE: 98 <i>Figure 98</i> <i>Connect To 98</i> TWE: VL 98
<ul style="list-style-type: none"> Research ways to reduce noise pollution in one's environment. 	SE: 98 <i>Figure 98</i> <i>Connect To 98</i> TWE: VL 98

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze tanning products and their effectiveness in preventing health-related problems. 	SE: 90 <i>Building Health Skills</i> 108-109 TWE: CC 90 DE 90
<ul style="list-style-type: none"> Collect and analyze water from a variety of sources (tap, rain, river). 	The teacher can meet this objective when discussing protecting water sources. SE: 281 TWE: CLA 281
<ul style="list-style-type: none"> Describe the effects of cigarette smoking on the environment. 	Secondhand smoke is discussed on page SE: 217
<ul style="list-style-type: none"> Investigate the possible health problems caused by inappropriate waste disposal. 	SE: 279-280
Stage G	
<ul style="list-style-type: none"> Research waste disposal and how it may affect future generations and the environment. 	SE: 280-283
<ul style="list-style-type: none"> Identify specific agencies within the community that are responsible for specific environmental concerns/problems. 	Pollution in general is discussed on pages SE: 278-282 TWE: FYI 280
<ul style="list-style-type: none"> Name organisms that cause food borne illnesses. 	SE: 184
<ul style="list-style-type: none"> Recognize food borne illnesses and diseases caused by environmental factors. 	SE: 279-280 TWE: FYI 280
<ul style="list-style-type: none"> List chemicals found in cigarette smoke that pollute the body and the environment. 	SE: 212 <i>Health Skills Activity</i> 216 TWE: COM 213 D 213
23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	
Stage E	
<ul style="list-style-type: none"> Explain what muscles do for the body. 	SE: 152, 156 TWE: FYI 156
<ul style="list-style-type: none"> Identify what gives the body its size and shape. 	SE: 154-156, 166-167 <i>Developing Good Character</i> 167 TWE: CL 155
<ul style="list-style-type: none"> Recognize the parts of the digestive system. 	SE: 163 <i>Quick Write</i> 161 <i>Applying Health Skills</i> 164 TWE: C 164
<ul style="list-style-type: none"> Label the parts of the respiratory system. 	SE: 159 <i>Applying Health Skills</i> 160 TWE: VL 159
<ul style="list-style-type: none"> Identify the parts of the circulatory system. 	SE: 157 TWE: CC 157
<ul style="list-style-type: none"> Know the parts of the nervous system. 	SE: 161-162 <i>Vocabulary</i> 164 TWE: MA 162
<ul style="list-style-type: none"> Explain the basic functions of the nervous system. 	SE: 161-162 TWE: MA 162

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the basic functions of the digestive system. 	SE: 163 <i>Quick Write</i> 161 <i>Applying Health Skills</i> 164 TWE: C 164
<ul style="list-style-type: none"> Describe the basic functions of the circulatory system. 	SE: 157-159 <i>Thinking Critically</i> 160 TWE: CC 157
<ul style="list-style-type: none"> Explain the basic functions of the respiratory system. 	SE: 159-160 <i>Applying Health Skills</i> 160 TWE: MIN 158
Stage F	
<ul style="list-style-type: none"> Explain how nerves and the brain work together. 	SE: 151-153, 161-162 TWE: C 153 MA 162
<ul style="list-style-type: none"> Discover how blood travels throughout the body. 	SE: 157-159 <i>Identify</i> 160 TWE: CC 157
<ul style="list-style-type: none"> Analyze how oxygen gets to the lungs. 	SE: 159-160 TWE: AN 159
<ul style="list-style-type: none"> Illustrate how food is processed and moves through the digestive system. 	SE: 163 <i>Applying Health Skills</i> 164 TWE: C 164
<ul style="list-style-type: none"> Explain the basic functions of the reproductive system. 	SE: Organs of the reproductive system are mentioned on pages 166-167.
Stage G	
<ul style="list-style-type: none"> Discover how oxygen travels throughout the body. 	SE: 159-160 TWE: AN 159
<ul style="list-style-type: none"> Analyze what happens to food once it has been digested. 	SE: 163-164 TWE: C 164
<ul style="list-style-type: none"> Describe how blood circulates throughout the body. 	SE: 157-159 <i>Identify</i> 160 TWE: CC 157
<ul style="list-style-type: none"> List ways that the body's systems work together. 	SE: 151-153 <i>Thinking Critically</i> 153 TWE: CC 152
<ul style="list-style-type: none"> Explain the basic functions of the reproductive system. 	SE: Organs of the reproductive system are mentioned on pages 166-167.
23B Students who meet the standard can explain the effects of health-related actions on the body systems.	
Stage E	
<ul style="list-style-type: none"> List the effects of alcohol, drugs, and tobacco on the body's systems. 	SE: 214-217, 220, 231-233, 240-245 <i>Health Skills Activity</i> 216 <i>Thinking Critically</i> 217 <i>Quick Write</i> 240 <i>Identify</i> 245 TWE: MA 244
<ul style="list-style-type: none"> Explain the relationship between diet and exercise to the body. 	SE: 116-120, 121-124, 126-132, 133-137 <i>Quick Write</i> 121 TWE: MA 131

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Recognize the positive effects of physical activity on the body's systems. 	SE: 133-136 <i>Quick Write</i> 133 TWE: MA 136
<ul style="list-style-type: none"> Recognize the negative effects of physical activity on the body's systems. 	Exercising safely is discussed on pages SE: 140-141, 269
<ul style="list-style-type: none"> Define the word 'calorie'. 	SE: 130 <i>Thinking Critically</i> 132 <i>Figure</i> 135 TWE: CC 130
<ul style="list-style-type: none"> List foods that have high caloric content. 	SE: 131 can be used to prompt such a food list.
<ul style="list-style-type: none"> Classify foods into groups based on their major nutrient contribution. 	SE: 117-118, 121-124 TWE: CL 118 D 122
<ul style="list-style-type: none"> List choices that have a positive influence on health. 	SE: 126-129 <i>Applying Health Skills</i> 132 <i>Building Health Skills</i> 142-143 TWE: C 132
<ul style="list-style-type: none"> List choices that have a negative influence on health. 	SE: 131-132 <i>Reading Check</i> 130
Stage F	
<ul style="list-style-type: none"> Identify the benefits of both aerobic and anaerobic activities on the body's systems. 	SE: 134, 137
<ul style="list-style-type: none"> Predict what will happen if someone eats too many high calorie foods. 	SE: 130 <i>Reading Check</i> 130
<ul style="list-style-type: none"> List choices that have a positive influence on health. 	SE: 126-129 <i>Applying Health Skills</i> 132 <i>Building Health Skills</i> 142-143 TWE: C 132
<ul style="list-style-type: none"> List choices that have a negative influence on health. 	SE: 131-132
Stage G	
<ul style="list-style-type: none"> Recognize the importance of establishing an ongoing exercise plan in order to sustain the health of the body's systems. 	SE: 133-135 TWE: CC 135
<ul style="list-style-type: none"> Identify the components of a healthy lifestyle. 	SE: 8-13, 20-23, 43-45, 127-129, 133-135 <i>Building Health Skills</i> 26-27
<ul style="list-style-type: none"> Evaluate a personal daily diet. 	SE: 121-125, 127-129 TWE: CL 124
<ul style="list-style-type: none"> List choices that have a positive influence on health. 	SE: 126-129 <i>Applying Health Skills</i> 132 <i>Building Health Skills</i> 142-143 TWE: C 132
<ul style="list-style-type: none"> List choices that have a negative influence on health. 	SE: 131-132 <i>Reading Check</i> 130 TWE: R 131
<ul style="list-style-type: none"> Describe the short-term effects of tobacco use on the body's systems. 	SE: 213-215, 216-217 TWE: VL 214

DESCRIPTORS	PAGE REFERENCES
23C Students who meet the standard can describe factors that affect growth and development.	
Stage E	
<ul style="list-style-type: none"> Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body. 	SE: 212, 214-215, 216, 231, 233-233
<ul style="list-style-type: none"> Recognize personal health behaviors and/or choices that reduce risks of health problems. 	SE: 218-221, 238, 246-248 <i>Building Health Skills</i> 222-223, 250-251, 252-253 <i>Hands On Health</i> 244 <i>Health Skills Activity</i> 248 TWE: HL 5
<ul style="list-style-type: none"> Demonstrate interpersonal behaviors that can help people feel comfortable with one another. 	SE: 5, 11, 54-57, 60-62, 66-69 <i>Health Skills Activity</i> 11 <i>Thinking Critically</i> 59, 69 <i>Building Health Skills</i> 76-77 TWE: HL 68
<ul style="list-style-type: none"> Identify risk-taking behaviors. 	SE: 14, 17, 39-40, 258 <i>Applying Health Skills</i> 40 TWE: D 16
<ul style="list-style-type: none"> Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being. 	SE: 5 <i>Hands On Health</i> 6 TWE: CC 5
<ul style="list-style-type: none"> Define the word 'puberty'. 	SE: 166
<ul style="list-style-type: none"> Identify changes associated with puberty. 	SE: 166-167 <i>Thinking Critically</i> 169
<ul style="list-style-type: none"> Identify characteristics of puberty and the effects of these changes on physical, mental, and social development. 	SE: 166-168 <i>Thinking Critically</i> 169
<ul style="list-style-type: none"> List factors that contribute to positive self-esteem. 	SE: 32-35 <i>Applying Health Skills</i> 35
<ul style="list-style-type: none"> Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes. 	SE: 129 <i>Health Skills Activity</i> 119 <i>Thinking Critically</i> 120 <i>Hands On Health</i> 125 TWE: MA 129
<ul style="list-style-type: none"> Recognize reliable sources of food and dietary information. 	SE: 9, 121-122 <i>Health Skills Activity</i> 119
<ul style="list-style-type: none"> Develop the ability to formulate new friendships. 	SE: 60-62 TWE: D 61
<ul style="list-style-type: none"> Explain how and which hereditary traits are passed on from parent to child. 	SE: 170-171 <i>Applying Health Skills</i> 173 TWE: CC 171
Stage F	
<ul style="list-style-type: none"> Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances. 	SE: 238-239, 246-249 <i>Contrast</i> 239

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the rate of growth change during puberty. 	SE: 166 Mental and social development during puberty are also discussed on pages SE: 166-168
<ul style="list-style-type: none"> Explain the effects of diet and exercise on body weight and composition. 	SE: 130-132 <i>Analyze</i> 132 TWE: AN 130 MA 131
<ul style="list-style-type: none"> Identify portion size and number of servings suggested to fulfill basic nutritional needs. 	SE: <i>Figure</i> 124 TWE: VL 124
<ul style="list-style-type: none"> Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system. 	SE: 33, 54-56, 60-62 <i>Recall</i> 59
<ul style="list-style-type: none"> Define the phrase 'peer pressure'. 	SE: 63 TWE: DE 63
<ul style="list-style-type: none"> Describe the process of group decision-making. 	SE: 63-65 TWE: CL 64
<ul style="list-style-type: none"> List ways to counteract negative risk factors (delay factor, refusal skills). 	SE: 64-65 <i>Health Skills Activity</i> 64 TWE: CL 64
<ul style="list-style-type: none"> Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being. 	SE: 4-7 <i>Hands On Health</i> 6 <i>Applying Health Skills</i> 7 TWE: D 6
Stage G	
<ul style="list-style-type: none"> Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development. 	SE: 213-216, 220, 230-233, 240-245 TWE: CL 232 MA 244
<ul style="list-style-type: none"> Investigate options for healthy weight loss and gain. 	SE: 130-132 TWE: MA 131
<ul style="list-style-type: none"> Discuss physical, mental, emotional, and social changes that occur during puberty. 	SE: 165-168 <i>Thinking Critically</i> 169 TWE: MA 167
<ul style="list-style-type: none"> Recognize the relationships between diet (excesses and deficiencies) and the body's systems. 	SE: 116-120, 127-129 <i>Building Health Skills</i> 142-143 TWE: COM 118
<ul style="list-style-type: none"> Describe the principles of energy balance (calorie intake and expenditure). 	SE: 130-131 TWE: MA 131
<ul style="list-style-type: none"> Describe how peers influence one's life. 	SE: 10, 63-65, 219, 230 <i>Building Health Skills</i> 24-25 TWE: MA 15 CL 64
<ul style="list-style-type: none"> Discuss dating as one way of exploring friendships and learning new social skills. 	SE: Friendships and appropriate relationships are discussed on pages 39, 60-62, 195.
<ul style="list-style-type: none"> Identify criteria for acceptable dating behavior. 	SE: Friendships and appropriate relationships are discussed on pages 39, 60-62, 195.

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify and develop effective coping skills. 	SE: 34, 40, 41-45 <i>Hands On Health 44</i> TWE: C 45
<ul style="list-style-type: none"> Investigate the impact that significant people have on the health choices/lifestyles of others. 	SE: 10, 54-56, 60-62 TWE: MA 15
24A Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	
Stage E	
<ul style="list-style-type: none"> Explain how to build and maintain healthy relationships. 	SE: 55-57, 60-62, 67-69 <i>Building Health Skills 76-77</i> TWE: C 69
<ul style="list-style-type: none"> Identify common causes of conflict among peers and parents. 	SE: 57-58, 63-65, 70 <i>Thinking Critically 59</i> TWE: BA 70
<ul style="list-style-type: none"> Describe negotiating, mediation, and consensus building skills. 	SE: 72-73 <i>Thinking Critically 75</i> <i>Building Health Skills 78-79</i> TWE: CL 72
<ul style="list-style-type: none"> Simulate ways to settle disagreements among peers and parents. 	SE: <i>Building Health Skills 76-77, 78-79</i> TWE: CL 72
<ul style="list-style-type: none"> Predict your emotional responses in different situations. 	SE: 36-38 <i>Building Health Skills 46-47</i> TWE: D 37
<ul style="list-style-type: none"> Analyze possible consequences of conflict. 	SE: 74-75 TWE: D 74
<ul style="list-style-type: none"> Apply positive communication skills to avoid conflict. 	SE: 67-68, 71-73, 75 <i>Building Health Skills 78-79</i> TWE: CL 72
<ul style="list-style-type: none"> Simulate situations where bullying occurs. 	SE: Conflict and violence are discussed on pages 70-75.
<ul style="list-style-type: none"> Discuss consequences of bullying. 	SE: Conflict and violence are discussed on pages 70-75.
<ul style="list-style-type: none"> Relate how positive and negative communication affects others. 	SE: 63, 66-69 <i>Thinking Critically 65</i> <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77</i> TWE: CC 73
<ul style="list-style-type: none"> Identify acceptable methods of asserting yourself in peer group situations. 	SE: 63-65 <i>Health Skills Activity 64, 72</i> <i>Building Health Skills 76-77</i> TWE: CL 64
<ul style="list-style-type: none"> Express acceptable methods of asserting yourself in peer group situations. 	SE: 63-65 <i>Health Skills Activity 64, 72</i> <i>Building Health Skills 76-77</i> TWE: CL 64
<ul style="list-style-type: none"> Describe and give examples of how media influences choices and behavior. 	SE: 10, 24, 74 <i>Applying Health Skills 75</i> TWE: FYI 74

DESCRIPTORS	PAGE REFERENCES
Stage F	
<ul style="list-style-type: none"> Model good relationship skills. 	SE: 55-57, 60-62, 67-69 <i>Building Health Skills 76-77</i> TWE: C 69
<ul style="list-style-type: none"> Determine consequences of conflict among peers and parents. 	SE: 57-58, 63-65, 70 <i>Thinking Critically 59</i> TWE: BA 70
<ul style="list-style-type: none"> Use negotiation, mediation, and conflict resolution skills. 	SE: 72-73 <i>Thinking Critically 75</i> <i>Building Health Skills 78-79</i> TWE: CL 72
<ul style="list-style-type: none"> Examine how negative/unsafe behavior affects others in the school environment. 	SE: 264 TWE: CL 264
<ul style="list-style-type: none"> Demonstrate ways that emotions are communicated. 	SE: 36-39 <i>Building Health Skills 46-47</i> TWE: CL 37
<ul style="list-style-type: none"> Give examples of positive communication. 	SE: 67-69 <i>Thinking Critically 69</i> <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77</i> TWE: HL 68
<ul style="list-style-type: none"> Role play situations where positive communication skills are used to avoid conflict. 	SE: <i>With a Group 64</i> <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77</i> TWE: CL 72
<ul style="list-style-type: none"> Predict the consequences of bullying. 	SE: Conflict and violence are discussed on pages 70-75.
<ul style="list-style-type: none"> Appraise communication skills in relation to peer behavior. 	SE: 63-65 <i>With a Group 64, 72</i> <i>Building Health Skills 76-77, 78-79</i> TWE: CL 64
<ul style="list-style-type: none"> Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. 	SE: 63, 70-75 <i>With a Group 72</i> <i>Developing Good Character 72</i> <i>Building Health Skills 76-77, 78-79</i> TWE: CL 64, 72
<ul style="list-style-type: none"> Cite examples of how violence is portrayed by the media. 	SE: 74 <i>Applying Health Skills 75</i> TWE: FYI 74
<ul style="list-style-type: none"> Define methods for addressing interpersonal differences in a positive manner. 	SE: 67-68, 72-73 <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77, 78-79</i> TWE: CC 73
Stage G	
<ul style="list-style-type: none"> Examine how positive communication skills help to build and maintain relationships. 	SE: 66-69 <i>Hands On Health 68</i> <i>Building Health Skills 76-77</i> TWE: HL 68 C 69

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Handle disagreements by using conflict mediation skills. 	SE: 72-73 <i>Thinking Critically 75</i> <i>Building Health Skills 78-79</i> TWE: CL 72
<ul style="list-style-type: none"> Formulate strategies to promote a safe school environment. 	SE: 264 TWE: CL 264
<ul style="list-style-type: none"> Analyze how emotions are communicated. 	SE: 36-39 <i>Building Health Skills 46-47</i> TWE: CL 37
<ul style="list-style-type: none"> Evaluate positive and negative communication skills in peer relationships. 	SE: 67-69, 70-75 <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77</i> TWE: HL 68
<ul style="list-style-type: none"> Critique different types of communications skills. 	SE: 67-69 <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77</i> TWE: HL 68
<ul style="list-style-type: none"> Infer consequences of bullying. 	SE: Conflict and violence are discussed on pages 70-75.
<ul style="list-style-type: none"> List possible causes of violence and consequences. 	SE: 74-75 TWE: FYI 74
<ul style="list-style-type: none"> Discover acceptable methods of asserting yourself in peer group situations. 	SE: 67-68, 72-73 <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77, 78-79</i> TWE: CC 73
<ul style="list-style-type: none"> Analyze the media's influence on specific behaviors. 	SE: 10, 24, 74, 219 TWE: FYI 74
<ul style="list-style-type: none"> Interpret the methods for addressing interpersonal differences without harm. 	SE: 72-73 <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77</i> TWE: CL 72
24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	
Stage E	
<ul style="list-style-type: none"> List ways cleanliness affects personal hygiene/health. 	SE: 87-90, 92-93, 189 <i>Health Skills Activity 91</i> TWE: HL 89
<ul style="list-style-type: none"> Describe key components of a decision-making process. 	SE: 14-18 <i>Building Health Skills 26-27</i> TWE: BA 14
<ul style="list-style-type: none"> Give examples where and when a decision-making process can be used. 	SE: 14, 129 <i>Health Skills Activity 18</i> <i>Building Health Skills 26-27, 250-251</i> TWE: BA 14
<ul style="list-style-type: none"> Differentiate between rights and responsibilities. 	SE: 17, 56 <i>Developing Good Character 56</i> <i>Health Skills Activity 57</i> TWE: C 19

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify options available to solve a problem or make a decision. 	SE: 16 <i>Health Skills Activity 18</i> <i>Building Health Skills 26-27</i> TWE: D 16
<ul style="list-style-type: none"> Analyze consequences for poor health choices. 	SE: 17, 191-192, 213-217, 231-233 <i>Connect To 98</i> <i>Thinking Critically 233</i> TWE: HL 232
<ul style="list-style-type: none"> Select a health problem and give examples of choices and consequences. 	SE: 39, 230-233 <i>Thinking Critically 233</i> TWE: HL 232
Stage F	
<ul style="list-style-type: none"> Discover how personal hygiene affects the process of an individual going through puberty. 	SE: 87-90, 92-93, 189 <i>Health Skills Activity 91</i> TWE: HL 89
<ul style="list-style-type: none"> Use the decision-making process to assess and solve an individual health problem. 	SE: 14-18 <i>Building Health Skills 26-27, 142-143, 250-251</i> TWE: BA 14
<ul style="list-style-type: none"> Discuss how individuals can control their responses to other people's choices. 	SE: 71, 75 TWE: D 71
<ul style="list-style-type: none"> Compare and contrast consequences for good and bad health choices. 	SE: 16-18, 130-133, 220, 231-233, 240-245 TWE: D 16
Stage G	
<ul style="list-style-type: none"> Discuss how emotional and social changes that occur during puberty affect decision-making. 	SE: 14, 166-167 <i>Thinking Critically 169</i>
<ul style="list-style-type: none"> Apply the decision-making model to solve a health problem. 	SE: <i>Health Skills Activity 18</i> <i>Building Health Skills 26-27, 142-143, 250-251</i> TWE: BA 14
24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.	
Stage E	
<ul style="list-style-type: none"> Recognize situations that can cause children to feel uncomfortable. 	SE: <i>With a Group 264</i>
<ul style="list-style-type: none"> Identify places to avoid because of potential danger. 	SE: 265 <i>Health Skills Activity 264</i>
<ul style="list-style-type: none"> Identify safe places and activities. 	SE: 263, 266-269 TWE: CL 267
<ul style="list-style-type: none"> Identify characteristics of peer pressure. 	SE: 63-65 <i>Health Skills Activity 64</i> <i>Thinking Critically 65</i> TWE: CL 64
<ul style="list-style-type: none"> Practice using refusal skills. 	SE: 40, 64-65, 221, 246-247 <i>Health Skills Activity 64</i> <i>Thinking Critically 65</i> <i>Building Health Skills 222-223</i> TWE: DE 63

DESCRIPTORS	PAGE REFERENCES
Stage F	
<ul style="list-style-type: none"> Identify ways to seek assistance when uncomfortable. 	SE: 265 <i>Health Skills Activity 265</i>
<ul style="list-style-type: none"> Establish a plan of action for avoiding dangerous situations. 	SE: 263-265 <i>Health Skills Activity 264</i> TWE: CL 264
<ul style="list-style-type: none"> Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches). 	SE: 63-65, 221, 247 <i>Building Health Skills 222-223, 250-251</i> <i>Hands On Health 244</i> <i>Health Skills Activity 248</i> TWE: DE 63
<ul style="list-style-type: none"> Discuss peer pressure in terms of needing to use refusal skills. 	SE: 63-65, 221, 247 <i>Health Skills Activity 64, 248</i> <i>Building Health Skills 78-79, 222-223, 250-251</i> TWE: DE 63
Stage G	
<ul style="list-style-type: none"> Find school and community health-related resources available for assistance when in need. 	SE: 264-265 TWE: CL 264
<ul style="list-style-type: none"> Analyze the possible outcomes of being in dangerous situations (e.g., riding without a helmet, riding in a car with someone who is intoxicated) and suggest different options that could have been chosen. 	SE: 17, 263-264 <i>Thinking Critically 265</i> TWE: CL 232
<ul style="list-style-type: none"> Apply refusal skills to potentially harmful situations (e.g., substance use, gangs, peer pressure). 	SE: 63-65, 221, 247 <i>Building Health Skills 222-223, 250-251</i> <i>Hands On Health 244</i> <i>Health Skills Activity 248</i> TWE: DE 63

Codes Used for TWE Pages

AN	Analyzing	DE	Demonstrating
BA	Bellringer Activity	FYI	FYI
BC	Beyond the Classroom	GS	Guest Speaker
C	Close	HL	Health Literacy
CC	Cross Curriculum	MA	More About
CL	Cooperative Learning	MIN	Meeting Individual Needs
CLA	Cooperative Learning Activity	QW	Quick Write
COM	Comprehending	R	Researching
D	Discussing	RC	Reading Check
		VL	Visual Learning