

**GLENCOE CORRELATION**  
**TEEN HEALTH COURSE 2 ©2003**  
**ILLINOIS**  
**Health Performance Descriptors**  
**Grade 7 (F-G-H)**

DESCRIPTORS	PAGE REFERENCES
<b>Health Performance Descriptors</b>	
<b>22A</b> Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>• Discuss the differences between bacteria and viruses.</li> </ul>	SE: 332-335 <i>Hands On Health</i> 334
<ul style="list-style-type: none"> <li>• Apply basic first aid to injuries (burns).</li> </ul>	SE: 420 discusses stopping severe bleeding and treating burns
<ul style="list-style-type: none"> <li>• Describe common emergency procedures (e.g., fire, weather).</li> </ul>	SE: 410-415 <i>Quick Write</i> 410 TWE: MA 413
<ul style="list-style-type: none"> <li>• List stressors.</li> </ul>	SE: 198-200 TWE: VL 199
<ul style="list-style-type: none"> <li>• Describe different types of stress.</li> </ul>	SE: 198-200 TWE: COM 199
<ul style="list-style-type: none"> <li>• Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious).</li> </ul>	SE: 343-344, 346-348 TWE: COM 344
<ul style="list-style-type: none"> <li>• Describe signs and symptoms of common childhood illnesses.</li> </ul>	SE: 341-342 <i>Thinking Critically</i> 345
<ul style="list-style-type: none"> <li>• List early detection methods of diagnosing illnesses.</li> </ul>	SE: 372-373 TWE: MA 348 CT 373
<ul style="list-style-type: none"> <li>• Distinguish the difference between communicable and non-communicable diseases.</li> </ul>	SE: 332-335, 341-345, 346-349, 364-369, 370-375, 376-379, 380-383 TWE: CC 333
<ul style="list-style-type: none"> <li>• Recognize abusive behaviors.</li> </ul>	SE: 258-261 TWE: VL 259
<ul style="list-style-type: none"> <li>• Practice methods to be followed when abusive behavior is suspected or discovered.</li> </ul>	SE: 261-263 TWE: MA 262
<ul style="list-style-type: none"> <li>• Identify the types of vaccinations used to maintain health.</li> </ul>	SE: 300, 315, 340, 343, 345, 347 TWE: VL 345
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>• Compare and contrast bacteria and viruses.</li> </ul>	SE: 332-335 <i>Hands On Health</i> 334
<ul style="list-style-type: none"> <li>• Show awareness of rules, regulations, and safety procedures to be followed while engaged in physical activity.</li> </ul>	SE: 70, 76, 405-409 <i>Applying Health Skills</i> 409 TWE: MA 405
<ul style="list-style-type: none"> <li>• Describe safety rules to be followed when engaged in physical activity.</li> </ul>	SE: 70, 76, 405-409 <i>Applying Health Skills</i> 409 TWE: MA 405
<ul style="list-style-type: none"> <li>• Talk about various careers that promote health and safety or prevent illness.</li> </ul>	SE: 142-143 <i>Career Corner</i> 23, 117, 183, 297, 361, 445

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<ul style="list-style-type: none"> <li>Apply basic first aid procedures (e.g., bleeding).</li> </ul>	SE: 416-421 TWE: D 420
<ul style="list-style-type: none"> <li>Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).</li> </ul>	SE: 4-6, 16-17, 353-355, 368-369, 373-374, 379 TWE: C 7
<ul style="list-style-type: none"> <li>Recognize that prolonged exposure to stress can be detrimental to health.</li> </ul>	SE: 199-200, 379 TWE: FYI 201 HL 201
<ul style="list-style-type: none"> <li>Predict the consequences of not being immunized.</li> </ul>	SE: 340 TWE: CC 343
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Apply basic first aid procedures (e.g., weather-related injuries).</li> </ul>	SE: 416-421 TWE: HL 417
<ul style="list-style-type: none"> <li>Follow rules, regulations, and safety procedures while engaged in physical activity and encourage others to do so.</li> </ul>	SE: 70, 76, 405-409 <i>Applying Health Skills</i> 409 TWE: MA 405
<ul style="list-style-type: none"> <li>Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian).</li> </ul>	SE: 404-409 <i>Health Skills Activity</i> 406 <i>Building Health Skills</i> 424-425 TWE: MA 406
<ul style="list-style-type: none"> <li>Indicate behaviors/choices that may increase risks to one's health.</li> </ul>	SE: 12-14, 274-276, 349, 371-372, 380 TWE: COM 349
<ul style="list-style-type: none"> <li>Compare and contrast personal health-related behaviors/choices made now and in the past.</li> </ul>	SE: 14, 287-288, 291 TWE: MA 289
<ul style="list-style-type: none"> <li>Demonstrate behaviors/choices that reduce health risks.</li> </ul>	SE: 54-55, 108-109, 200-201, 231-235, 287, 379 TWE: CT 55
<ul style="list-style-type: none"> <li>Explain the possible consequences that prolonged exposure to stress may have on the body.</li> </ul>	SE: 199-200, 379 TWE: FYI 201 HL 201
<ul style="list-style-type: none"> <li>Describe and name STDs.</li> </ul>	SE: 346-350 TWE: FYI 347 MA 347, 348
<ul style="list-style-type: none"> <li>Identify the signs and symptoms of common STDs.</li> </ul>	SE: 346-350 TWE: MA 347, 348
<ul style="list-style-type: none"> <li>Demonstrate basic knowledge of H.I.V. and A.I.D.S.</li> </ul>	SE: 348-350 TWE: FYI 348
<b>22B</b> Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Compare and contrast safety and hygiene of other people and/or cultures.</li> </ul>	SE: <i>Connect to</i> 343
<ul style="list-style-type: none"> <li>Formulate a plan for making the school a safer place.</li> </ul>	SE: 256 <i>Thinking Critically</i> 257 TWE: MA 255 CT 256
<ul style="list-style-type: none"> <li>Use a decision-making process to make a healthy choice in a peer pressure situation.</li> </ul>	SE: 228-229, 231-233 <i>Health Skills Activity</i> 229 <i>Building Health Skills</i> 324-325 TWE: VL 229

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<ul style="list-style-type: none"> <li>Know where to go for health care and medicines.</li> </ul>	SE: 142-145, 301-302 <i>Health Skills Activity</i> 143 TWE: C 145
<ul style="list-style-type: none"> <li>Discuss how peers influence health-related choices/behaviors.</li> </ul>	SE: 11, 228-229, 285, 304 <i>Building Health Skills</i> 294-295 TWE: VL 228
<ul style="list-style-type: none"> <li>Discuss how to evaluate health-related information.</li> </ul>	SE: 132-134, 136-139 <i>Hands On Health</i> 135 <i>Building Health Skills</i> 148-149 TWE: CT 135
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire).</li> </ul>	SE: 398-400, 410-415 <i>Building Health Skills</i> 422-423 TWE: CT 411
<ul style="list-style-type: none"> <li>Recall actions and procedures that need to be taken in order to lessen the impact of emergencies on a person's health.</li> </ul>	SE: 399-400, 410-415 <i>Quick Write</i> 410 <i>Building Health Skills</i> 422-423 TWE: C 415 VL 415
<ul style="list-style-type: none"> <li>Evaluate the reliability of health-related information.</li> </ul>	SE: 132-134, 136-139 <i>Building Health Skills</i> 148-149 TWE: CT 135
<ul style="list-style-type: none"> <li>Discuss how peers affect health-related choices.</li> </ul>	SE: 11, 228-229, 285, 304 <i>Building Health Skills</i> 294-295 TWE: VL 228
<ul style="list-style-type: none"> <li>Recognize the seriousness of signs and symptoms of illnesses.</li> </ul>	SE: 342-344, 366-367, 372, 374-375 TWE: HL 343
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning).</li> </ul>	SE: 398-400, 410-415 <i>Building Health Skills</i> 422-423 TWE: CT 411
<ul style="list-style-type: none"> <li>Distinguish between reliable and unreliable health information and advertising.</li> </ul>	SE: 133-134, 136-139 <i>Hands On Health</i> 135 <i>Building Health Skills</i> 148-149 TWE: CT 135
<ul style="list-style-type: none"> <li>Analyze teen trends and their relationship to health (diet, skin products, body piercing, tattoos).</li> </ul>	SE: 124, 130-131 <i>Connect to</i> 122 TWE: D 124
<ul style="list-style-type: none"> <li>Explain when it is appropriate to stay at home because of an illness.</li> </ul>	SE: 342-344 TWE: D 344
<ul style="list-style-type: none"> <li>Investigate the history and treatment of disease and its influences on the way we deal with diseases today.</li> </ul>	SE: <i>Applying Health Skills</i> 340 TWE: HL 343
<b>22C</b> Students who meet the standard can explain how the environment can affect health.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Name community and national groups responsible for regulating pollution.</li> </ul>	SE: 435 <i>Vocabulary</i> 439 TWE: CC 436

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Research laws and/or community ordinances that pertain to pollution.</li> </ul>	SE: Pages 430-434, 435-439 can be used by the teacher as a stimulus to assign a research project. <i>Building Health Skills</i> 442-443 TWE: BA 435
<ul style="list-style-type: none"> <li>Analyze the amount of noise produced by common products and sources and list possible health effects of noise.</li> </ul>	SE: 130-131 <i>Thinking Critically</i> 131
<ul style="list-style-type: none"> <li>Research ways to reduce noise pollution in one's environment.</li> </ul>	SE: 130-131 <i>Thinking Critically</i> 131
<ul style="list-style-type: none"> <li>Analyze tanning products and their effectiveness in preventing health-related problems.</li> </ul>	SE: 124, 431 <i>Connect to</i> 124 TWE: WT 124
<ul style="list-style-type: none"> <li>Collect and analyze water from a variety of sources (tap, rain, river).</li> </ul>	SE: This goal can be met when the teacher does "Investigating" on page 432. TWE: I 432
<ul style="list-style-type: none"> <li>Describe the effects of cigarette smoking on the environment.</li> </ul>	SE: 290, 435 TWE: D 436
<ul style="list-style-type: none"> <li>Investigate the possible health problems caused by inappropriate waste disposal.</li> </ul>	SE: 430-434 <i>Thinking Critically</i> 434 TWE: C 434
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Research waste disposal and how it may affect future generations and the environment.</li> </ul>	SE: 432-434, 436-437 <i>Hands On Health</i> 433 <i>Vocabulary</i> 439 <i>Building Health Skills</i> 440-441
<ul style="list-style-type: none"> <li>Identify specific agencies within the community that are responsible for specific environmental concerns/problems.</li> </ul>	SE: 435 TWE: BA 435
<ul style="list-style-type: none"> <li>Name organisms that cause food borne illnesses.</li> </ul>	SE: 90, 353, 432 <i>Health Skills Activity</i> 92
<ul style="list-style-type: none"> <li>Recognize food borne illnesses and diseases caused by environmental factors.</li> </ul>	SE: 432
<ul style="list-style-type: none"> <li>List chemicals found in cigarette smoke that pollute the body and the environment.</li> </ul>	SE: 274, 435 <i>Figure</i> 275 <i>Identify</i> 277 TWE: VL 275
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Debate ways that communities can get rid of waste more efficiently and effectively.</li> </ul>	SE: 433-434, 436-437 TWE: BA 435
<ul style="list-style-type: none"> <li>Research and report on possible solutions to local community and school environmental problems.</li> </ul>	SE: 435-439 <i>Applying Health Skills</i> 439 <i>Building Health Skills</i> 440-441, 442-443 TWE: I 438
<ul style="list-style-type: none"> <li>Explain the difference between e-coli, salmonella, and botulism.</li> </ul>	SE: 335 TWE: CC 335
<ul style="list-style-type: none"> <li>Research the effects on the body and the environment of substances found in cigarette smoke.</li> </ul>	SE: 274-276, 290, 435 TWE: C 277

DESCRIPTORS	PAGE REFERENCES
<b>23A</b> Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Explain how nerves and the brain work together.</li> </ul>	SE: 313-317 <i>Figure 313, 314</i> TWE: MA 315 WT 316
<ul style="list-style-type: none"> <li>Discover how blood travels throughout the body.</li> </ul>	SE: 64-67 <i>Figure 65</i> TWE: MIN 67
<ul style="list-style-type: none"> <li>Analyze how oxygen gets to the lungs.</li> </ul>	SE: 278-280 TWE: VL 279
<ul style="list-style-type: none"> <li>Illustrate how food is processed and moves through the digestive system.</li> </ul>	SE: 102-107 <i>Quick Write 102</i> <i>Hands On Health 106</i> TWE: COM 104
<ul style="list-style-type: none"> <li>Explain the basic functions of the reproductive system.</li> </ul>	SE: 160-163, 164-167 <i>Figure 161, 165</i> TWE: CL 163
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Discover how oxygen travels throughout the body.</li> </ul>	SE: 68, 278-280 TWE: VL 279
<ul style="list-style-type: none"> <li>Analyze what happens to food once it has been digested.</li> </ul>	SE: 104-107 <i>Figure 105</i> TWE: FYI 105
<ul style="list-style-type: none"> <li>Describe how blood circulates throughout the body.</li> </ul>	SE: 64-68 <i>Figure 65</i> TWE: MIN 67
<ul style="list-style-type: none"> <li>List ways that the body's systems work together.</li> </ul>	SE: 68, 168
<ul style="list-style-type: none"> <li>Explain the basic functions of the reproductive system.</li> </ul>	SE: 160-163, 164-167 <i>Figure 161, 165</i> TWE: CL 163
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Describe how the circulatory and respiratory systems work together.</li> </ul>	SE: 68
<ul style="list-style-type: none"> <li>List substances from other systems that are carried by blood.</li> </ul>	SE: 64-66, 68
<ul style="list-style-type: none"> <li>Explain what happens to the brain when it does not get oxygen.</li> </ul>	This objective can be met during a teacher/class discussion of the nervous system and problems of the nervous system on pages 314-315.
<ul style="list-style-type: none"> <li>Discuss ways that systems impact one another either in a positive or negative way.</li> </ul>	SE: 68
<b>23B</b> Students who meet the standard can explain the effects of health-related actions on the body systems.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Identify the benefits of both aerobic and anaerobic activities on the body's systems.</li> </ul>	SE: 57, 68 TWE: HL 377

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Predict what will happen if someone eats too many high calorie foods.</li> </ul>	SE: 97, 109, 372 <i>Health Skills Activity 377</i>
<ul style="list-style-type: none"> <li>List choices that have a positive influence on health.</li> </ul>	SE: 98-101, 231-233, 350-351 <i>Building Health Skills 114-115</i> <i>Health Skills Activity 281</i> TWE: MA 233
<ul style="list-style-type: none"> <li>List choices that have a negative influence on health.</li> </ul>	SE: 276, 312, 318-319, 346-349 TWE: MA 320
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Recognize the importance of establishing an ongoing exercise plan in order to sustain the health of the body's systems.</li> </ul>	SE: 54-58, 63, 68, 107 TWE: C 68
<ul style="list-style-type: none"> <li>Identify the components of a healthy lifestyle.</li> </ul>	SE: 4-7 <i>Hands On Health 6</i> TWE: C 7
<ul style="list-style-type: none"> <li>Evaluate a personal daily diet.</li> </ul>	SE: 94-97, 111 <i>Applying Health Skills 97</i> <i>Building Health Skills 114-115</i> TWE: D 89 C 97
<ul style="list-style-type: none"> <li>List choices that have a positive influence on health.</li> </ul>	SE: 98-101, 231-233, 350-351 <i>Building Health Skills 114-115</i> <i>Health Skills Activity 281</i> TWE: MA 233
<ul style="list-style-type: none"> <li>List choices that have a negative influence on health.</li> </ul>	SE: 276, 312, 318-321, 346-349 TWE: MA 320
<ul style="list-style-type: none"> <li>Describe the short-term effects of tobacco use on the body's systems.</li> </ul>	SE: 275-276 TWE: C 277
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Analyze the effects of drug use, misuse, and abuse on health status.</li> </ul>	SE: 300-303, 304-308, 309-312, 322 <i>Health Skills Activity 302</i> <i>Building Health Skills 324-325</i> TWE: C 312
<ul style="list-style-type: none"> <li>Identify factors affecting basic nutrient and energy requirements.</li> </ul>	SE: 88-93, 95-97 TWE: D 89
<ul style="list-style-type: none"> <li>Recognize the impact of diets on health.</li> </ul>	SE: 97, 109-111, 364 TWE: C 111
<ul style="list-style-type: none"> <li>Discuss the health risks of fad diets and eating disorders (anorexia, bulimia, overeating).</li> </ul>	SE: 97, 109-110 TWE: CT 110
<ul style="list-style-type: none"> <li>Explain the possible dangers of tattooing and body piercing.</li> </ul>	SE: 124
<ul style="list-style-type: none"> <li>List choices that have a positive influence on health.</li> </ul>	SE: 98-101, 231-233, 350-351 <i>Building Health Skills 114-115</i> <i>Health Skills Activity 281</i> TWE: MA 233
<ul style="list-style-type: none"> <li>List choices that have a negative influence on health.</li> </ul>	SE: 276, 312, 318-321, 346-349 TWE: MA 320

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems.</li> </ul>	SE: 276, 282-284, 290-291, 305, 308, 309-312, 315, 318-321 TWE: C 308
<b>23C</b> Students who meet the standard can describe factors that affect growth and development.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances.</li> </ul>	SE: 300-303, 304-308, 309-312, 322 <i>Health Skills Activity</i> 302 <i>Building Health Skills</i> 324-325 TWE: C 312
<ul style="list-style-type: none"> <li>Describe the rate of growth change during puberty.</li> </ul>	SE: 154-159, 174 TWE: VL 156
<ul style="list-style-type: none"> <li>Explain the effects of diet and exercise on body weight and composition.</li> </ul>	SE: 108-111 <i>Thinking Critically</i> 111 TWE: C 111
<ul style="list-style-type: none"> <li>Identify portion size and number of servings suggested to fulfill basic nutritional needs.</li> </ul>	SE: 96, 111 TWE: VL 96
<ul style="list-style-type: none"> <li>Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system.</li> </ul>	SE: 157-159, 221, 224-225, 226-227 <i>Figure</i> 221 TWE: D 157
<ul style="list-style-type: none"> <li>Define the phrase 'peer pressure'.</li> </ul>	SE: 228-229 TWE: CT 228
<ul style="list-style-type: none"> <li>Describe the process of group decision-making.</li> </ul>	The decision-making process can be used in group decision making. SE: 31-35
<ul style="list-style-type: none"> <li>List ways to counteract negative risk factors (delay factor, refusal skills).</li> </ul>	SE: 228-230, 231-235 <i>Building Health Skills</i> 46-47, 324-325 <i>Health Skills Activity</i> 234 TWE: C 235
<ul style="list-style-type: none"> <li>Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.</li> </ul>	SE: 4-7 <i>Hands On Health</i> 6 TWE: C 7
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development.</li> </ul>	SE: 300-303, 304-308, 309-312, 322 <i>Building Health Skills</i> 324-325 TWE: C 312
<ul style="list-style-type: none"> <li>Investigate options for healthy weight loss and gain.</li> </ul>	SE: 108-111 TWE: C 111
<ul style="list-style-type: none"> <li>Discuss physical, mental, emotional, and social changes that occur during puberty.</li> </ul>	SE: 154-159, 174 TWE: VL 156
<ul style="list-style-type: none"> <li>Recognize the relationships between diet (excesses and deficiencies) and the body's systems.</li> </ul>	SE: 78, 91, 109 TWE: MA 78
<ul style="list-style-type: none"> <li>Describe the principles of energy balance (calorie intake and expenditure).</li> </ul>	SE: 97, 109, 111
<ul style="list-style-type: none"> <li>Describe how peers influence one's life.</li> </ul>	SE: 11, 228-229, 285 TWE: CT 228

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Discuss dating as one way of exploring friendships and learning new social skills.</li> </ul>	SE: The teacher can use pages 226-228, Friendships and Peer Pressure, to lead into a discussion on dating.
<ul style="list-style-type: none"> <li>Identify criteria for acceptable dating behavior.</li> </ul>	SE: The teacher can use the pages discussing abstinence and STDs to frame discussions on dating behavior. See pages 232-233, 346-351, and <i>Building Health Skills</i> 358-359.
<ul style="list-style-type: none"> <li>Identify and develop effective coping skills.</li> </ul>	SE: 200-201 <i>Hands On Health</i> 202 <i>Thinking Critically</i> 202 TWE: DE 201
<ul style="list-style-type: none"> <li>Investigate the impact that significant people have on the health choices/lifestyles of others.</li> </ul>	SE: 10-11, 221, 228 <i>Applying Health Skills</i> 11 <i>Figure</i> 228 TWE: D 157
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Discuss the influences and behaviors that may lead to eating disorders.</li> </ul>	SE: 110 <i>Applying Health Skills</i> 111 TWE: CT 110
<ul style="list-style-type: none"> <li>Identify situations that cause stress.</li> </ul>	SE: 198-200 <i>Quick Write</i> 198 <i>Figure</i> 199 TWE: VL 199
<ul style="list-style-type: none"> <li>Recognize stress management techniques.</li> </ul>	SE: 200-201 <i>Hands On Health</i> 202 TWE: DE 201
<ul style="list-style-type: none"> <li>Identify the possible impact of death, loss, and/or divorce on the family and friends.</li> </ul>	SE: 222-223 TWE: D 222 FYI 222
<ul style="list-style-type: none"> <li>Investigate the relationships of, and the disparities among, physical, mental, emotional, and social changes occurring during puberty.</li> </ul>	SE: 154-159 TWE: VL 156
<ul style="list-style-type: none"> <li>Use the principles of energy balance to plan a diet and activity routine that will result in healthy body weight and composition.</li> </ul>	SE: 97, 108-111 TWE: C 111
<ul style="list-style-type: none"> <li>Use knowledgeable consumer skills to purchase healthy foods.</li> </ul>	SE: 92-93 <i>Building Health Skills</i> 114-115
<ul style="list-style-type: none"> <li>Recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet.</li> </ul>	SE: 10-11, 110 <i>Health Skills Activity</i> 110 <i>Building Health Skills</i> 112-113 TWE: CT 110
<ul style="list-style-type: none"> <li>Practice effective methods of communication (written, verbal, non-verbal).</li> </ul>	SE: 192-193, 216-217, 224-225 <i>Health Skills Activity</i> 218 <i>Building Health Skills</i> 238-239 TWE: DE 225
<ul style="list-style-type: none"> <li>Practice conflict resolution skills.</li> </ul>	SE: 248-251 <i>Building Health Skills</i> 264-265 TWE: BA 248

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify health-related choices which, if made today, can affect a person's physical, mental, emotional and social growth and development in the future.</li> </ul>	SE: 231-233, 276, 282-283, 287, 291, 350-351, 352-355 TWE: MA 232
<ul style="list-style-type: none"> <li>Discuss how making healthy choices and knowing family health history can help a person live a more healthy life.</li> </ul>	SE: 33, 91, 94, 98-101, 176-177, 232-233, 371 TWE: MA 232
<b>24A</b> Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Model good relationship skills.</li> </ul>	SE: 216-219, 220-225, 226-230, 231-233 TWE: C 225
<ul style="list-style-type: none"> <li>Determine consequences of conflict among peers and parents.</li> </ul>	SE: 222-223, 228-229, 244-247 TWE: D 245
<ul style="list-style-type: none"> <li>Use negotiation, mediation, and conflict resolution skills.</li> </ul>	SE: 248-251 <i>Building Health Skills</i> 264-265 TWE: BA 248
<ul style="list-style-type: none"> <li>Examine how negative/unsafe behavior affects others in the school environment.</li> </ul>	SE: 254, 256 TWE: CT 256
<ul style="list-style-type: none"> <li>Demonstrate ways that emotions are communicated.</li> </ul>	SE: 158, 194-197, 222-223 TWE: C 197
<ul style="list-style-type: none"> <li>Give examples of positive communication.</li> </ul>	SE: 192-193, 216-219, 224-225 <i>Health Skills Activity</i> 218 <i>Building Health Skills</i> 238-239 TWE: DE 225
<ul style="list-style-type: none"> <li>Role play situations where positive communication skills are used to avoid conflict.</li> </ul>	SE: <i>Health Skills Activity</i> 250 <i>Applying Health Skills</i> 257 TWE: CL 250 HSA 250
<ul style="list-style-type: none"> <li>Predict the consequences of bullying.</li> </ul>	SE: 256 <i>Health Skills Activity</i> 196 <i>Applying Health Skills</i> 257 <i>Building Health Skills</i> 266-267
<ul style="list-style-type: none"> <li>Appraise communication skills in relation to peer behavior.</li> </ul>	SE: 216-219, 227-230, 234-235 TWE: C 235
<ul style="list-style-type: none"> <li>Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.</li> </ul>	SE: 228 <i>Health Skills Activity</i> 206, 289, 307 <i>Figure</i> 228 <i>Building Health Skills</i> 326-327
<ul style="list-style-type: none"> <li>Cite examples of how violence is portrayed by the media.</li> </ul>	SE: <i>Media Watch</i> 245
<ul style="list-style-type: none"> <li>Define methods for addressing interpersonal differences in a positive manner.</li> </ul>	SE: 195, 222, 227 <i>Health Skills Activity</i> 218, 247 <i>Building Health Skills</i> 236-237, 326-327 <i>Figure</i> 256 TWE: C 257
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Examine how positive communication skills help to build and maintain relationships.</li> </ul>	SE: 216-219, 226-230, 231-235 <i>Building Health Skills</i> 238-239, 266-267 TWE: D 218

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Handle disagreements by using conflict mediation skills.</li> </ul>	SE: 248-251 <i>Building Health Skills</i> 264-265 TWE: BA 248
<ul style="list-style-type: none"> <li>Formulate strategies to promote a safe school environment.</li> </ul>	SE: 256 <i>Thinking Critically</i> 257 TWE: MA 255 CT 256
<ul style="list-style-type: none"> <li>Analyze how emotions are communicated.</li> </ul>	SE: 158, 194-197, 222-223 TWE: C 197
<ul style="list-style-type: none"> <li>Evaluate positive and negative communication skills in peer relationships.</li> </ul>	SE: 216-219, 226-230 <i>Health Skills Activity</i> 218 <i>Building Health Skills</i> 238-239, 266-267 TWE: D 218
<ul style="list-style-type: none"> <li>Critique different types of communications skills.</li> </ul>	SE: 216-219, 224 <i>Health Skills Activity</i> 219 <i>Building Health Skills</i> 238-239 TWE: MIN 217
<ul style="list-style-type: none"> <li>Infer consequences of bullying.</li> </ul>	SE: 256 <i>Health Skills Activity</i> 196 <i>Applying Health Skills</i> 257 <i>Building Health Skills</i> 266-267
<ul style="list-style-type: none"> <li>List possible causes of violence and consequences.</li> </ul>	SE: 252-256 TWE: MA 255
<ul style="list-style-type: none"> <li>Discover acceptable methods of asserting yourself in peer group situations.</li> </ul>	SE: 228-230, 254-255 <i>Health Skills Activity</i> 196 <i>Figure</i> 256 <i>Building Health Skills</i> 264-265, 266-267
<ul style="list-style-type: none"> <li>Analyze the media's influence on specific behaviors.</li> </ul>	SE: 11, 350 <i>Hands On Health</i> 284 <i>Media Watch</i> 285 <i>Building Health Skills</i> 358-359 TWE: FYI 253
<ul style="list-style-type: none"> <li>Interpret the methods for addressing interpersonal differences without harm.</li> </ul>	SE: 254-256 <i>Figure</i> 256 <i>Building Health Skills</i> 264-265, 266-267
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Elaborate on how positive communication can help build and maintain a healthy relationship.</li> </ul>	SE: 192-193, 216-219, 224-225 <i>Health Skills Activity</i> 218 <i>Applying Health Skills</i> 219 <i>Building Health Skills</i> 238-239 TWE: DE 225
<ul style="list-style-type: none"> <li>Demonstrate conflict mediation and conflict resolution skills.</li> </ul>	SE: 248-251 <i>Building Health Skills</i> 264-265 TWE: BA 248
<ul style="list-style-type: none"> <li>Recommend ways to promote a safe school environment.</li> </ul>	SE: 256 <i>Thinking Critically</i> 257 TWE: MA 255 CT 256

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce).</li> </ul>	SE: 195, 222-223 TWE: CL 223
<ul style="list-style-type: none"> <li>Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.</li> </ul>	SE: 216-219, 224-225, 226-227, 230 <i>Building Health Skills</i> 238-239 TWE: D 217
<ul style="list-style-type: none"> <li>Decide what actions to take when bullying occurs.</li> </ul>	SE: 229, 256 <i>Health Skills Activity</i> 196 <i>Applying Health Skills</i> 257 <i>Building Health Skills</i> 266-267
<ul style="list-style-type: none"> <li>Identify passive, aggressive, passive-aggressive, and assertive forms of communication.</li> </ul>	SE: 229, 323 <i>Health Skills Activity</i> 229, 234
<ul style="list-style-type: none"> <li>Examine possible causes of violence.</li> </ul>	SE: 252-253 TWE: FYI 253
<ul style="list-style-type: none"> <li>Apply acceptable methods of asserting yourself in peer group situations.</li> </ul>	SE: 228-230 <i>Building Health Skills</i> 46-47, 266-267 <i>Health Skills Activity</i> 196, 229, 234 TWE: CT 228
<ul style="list-style-type: none"> <li>Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise).</li> </ul>	SE: 218-219, 227, 229 <i>Health Skills Activity</i> 218, 229 <i>Quick Write</i> 248 TWE: DE 225
<b>24B</b> Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Discover how personal hygiene affects the process of an individual going through puberty.</li> </ul>	SE: 120-126, 352, 353 <i>Building Health Skills</i> 148-149 TWE: HL 123
<ul style="list-style-type: none"> <li>Use the decision-making process to assess and solve an individual health problem.</li> </ul>	SE: 31-34 <i>Hands On Health</i> 35 <i>Building Health Skills</i> 44-45, 114-115 <i>Health Skills Activity</i> 75, 176, 229, 277, 302 TWE: C 35
<ul style="list-style-type: none"> <li>Discuss how individuals can control their responses to other people's choices.</li> </ul>	SE: 195, 222, 227 <i>Health Skills Activity</i> 218, 247 <i>Building Health Skills</i> 236-237, 326-327 <i>Figure</i> 256 TWE: C 257
<ul style="list-style-type: none"> <li>Compare and contrast consequences for good and bad health choices.</li> </ul>	SE: 12-17, 31-35, 91, 276, 282-284, 305, 315-317 TWE: MA 13
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Discuss how emotional and social changes that occur during puberty affect decision-making.</li> </ul>	SE: 5-6, 188-193, 194-197, 222-223 TWE: CT 197

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Apply the decision-making model to solve a health problem.</li> </ul>	SE: 31-34 <i>Hands On Health</i> 35 <i>Building Health Skills</i> 44-45, 114-115 <i>Health Skills Activity</i> 75, 176, 229, 302 TWE: C 35
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>List health-related problems that affect adolescents.</li> </ul>	SE: 110, 282-286, 308, 346-351 TWE: CT 110, 348
<ul style="list-style-type: none"> <li>Explain how choices one makes now can affect one's health in the future.</li> </ul>	SE: 231-233, 276, 282-283, 287, 291, 350-351, 352-355 TWE: MA 232
<ul style="list-style-type: none"> <li>Formulate a plan to solve a health-related problem.</li> </ul>	SE: 91, 108-111 <i>Health Skills Activity</i> 99 <i>Building Health Skills</i> 114-115 TWE: C 101
<ul style="list-style-type: none"> <li>Identify barriers that can affect the decision-making process.</li> </ul>	SE: 11, 228-229 <i>Applying Health Skills</i> 7 <i>Hands On Health</i> 284 <i>Building Health Skills</i> 358-359 TWE: CT 227
<b>24C</b> Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.	
<b>Stage F</b>	
<ul style="list-style-type: none"> <li>Identify ways to seek assistance when uncomfortable.</li> </ul>	SE: 205, 261-263 TWE: C 263
<ul style="list-style-type: none"> <li>Establish a plan of action for avoiding dangerous situations.</li> </ul>	SE: 235, 254-256, 407 <i>Quick Write</i> 252 <i>Thinking Critically</i> 257 <i>Building Health Skills</i> 422-423 TWE: C 257
<ul style="list-style-type: none"> <li>Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).</li> </ul>	SE: 228-230, 231-235 <i>Building Health Skills</i> 46-47, 324-325 <i>Health Skills Activity</i> 323 TWE: MA 233 C 235
<ul style="list-style-type: none"> <li>Discuss peer pressure in terms of needing to use refusal skills.</li> </ul>	SE: 228-230, 231-235 <i>Health Skills Activity</i> 229 TWE: D 228
<b>Stage G</b>	
<ul style="list-style-type: none"> <li>Find school and community health-related resources available for assistance when in need.</li> </ul>	SE: 27, 205-206, 262-263, 289 <i>Applying Health Skills</i> 263 TWE: MA 263
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 12-17, 254-256, 307, 316-317 TWE: C 17, 257

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Apply refusal skills to potentially harmful situations (e.g., substance use, gangs, peer pressure).</li> </ul>	SE: 229, 231, 234-235 <i>Building Health Skills</i> 46-47, 324-325 <i>Health Skills Activity</i> 234, 323 TWE: C 235
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Discover the services available from school or community health-related resource agencies.</li> </ul>	SE: 27, 205-206, 262-263, 289 <i>Applying Health Skills</i> 263 TWE: MA 263
<ul style="list-style-type: none"> <li>Predict the outcomes of being in dangerous situations.</li> </ul>	SE: 254-256, 318-321, 404, 406-407 <i>Applying Health Skills</i> 257 TWE: C 257
<ul style="list-style-type: none"> <li>Employ refusal skills and negotiating skills to avoid becoming involved in potentially harmful situations.</li> </ul>	SE: 228-230, 231-235 <i>Building Health Skills</i> 46-47, 324-325 <i>Health Skills Activity</i> 323 TWE: C 235
<ul style="list-style-type: none"> <li>Discuss long- and short-term goal setting and the importance of each.</li> </ul>	SE: 36-39 <i>Health Skills Activity</i> 38 <i>Building Health Skills</i> 82-83, 236-237, 384-385 TWE: BA 36
<ul style="list-style-type: none"> <li>Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe).</li> </ul>	SE: 36-39 <i>Building Health Skills</i> 82-83, 236-237, 384-385 TWE: C 39

### Codes Used for TWE Pages

BA	Bellringer Activity
C	Close
CC	Cross Curricular Activity
CL	Cooperative Learning
COM	Comprehending
CT	Critical Thinking
D	Discussing
DE	Demonstrating
FYI	FYI
HL	Health Literacy
HSA	Health Skills Activity
I	Investigating
MA	More About
MIN	Meeting Individual Needs
VL	Visual Learning
WT	What Teens Want to Know