

**GLENCOE CORRELATION**  
**TEEN HEALTH COURSE 3 ©2003**  
**ILLINOIS**  
**Health Performance Descriptors**  
**Grade 8 (G-H-I)**

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 G</b>	
<ul style="list-style-type: none"> <li>• Compare and contrast bacteria and viruses.</li> </ul>	SE: 446-447 TWE: CC 447
<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: 238-240, 513, 515-519 <i>Give Examples</i> 241 <i>Thinking Critically</i> 241 TWE: MA 240
<ul style="list-style-type: none"> <li>• Describe safety rules to be followed when engaged in physical activity.</li> </ul>	SE: 238-240, 513, 515-519 TWE: MA 240
<ul style="list-style-type: none"> <li>• Talk about various careers that promote health and safety or prevent illness.</li> </ul>	SE: 63-65 <i>Career Corner</i> 25, 217, 317, 413, 441, 543 TWE: D 64
<ul style="list-style-type: none"> <li>• Apply basic first aid procedures (e.g., bleeding).</li> </ul>	SE: 524-527, 528-532, 533-537 <i>Building Health Skills</i> 538-539 TWE: C 525
<ul style="list-style-type: none"> <li>• Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).</li> </ul>	SE: 41-43, 371, 389, 449, 457, 487-488 <i>Building Health Skills</i> 22-23 <i>Health Skills Activity</i> 43 <i>Applying Health Skills</i> 201 TWE: C 457
<ul style="list-style-type: none"> <li>• Recognize that prolonged exposure to stress can be detrimental to health.</li> </ul>	SE: 39-40, 380, 493 TWE: FYI 41
<ul style="list-style-type: none"> <li>• Predict the consequences of not being immunized.</li> </ul>	SE: 452-453 <i>Applying Health Skills</i> 453 TWE: MA 452
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>• Apply basic first aid procedures (e.g., weather-related injuries).</li> </ul>	SE: 524-527, 528, 533-537 <i>Building Health Skills</i> 537-538 TWE: C 525
<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: 238-240, 513, 515-519 <i>Thinking Critically</i> 241 TWE: MA 240
<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: 514-519 <i>List</i> 519 TWE: DE 516
<ul style="list-style-type: none"> <li>• Indicate behaviors/choices that may increase risks to one's health.</li> </ul>	SE: 14-17, 298-301, 320-323, 458-463 TWE: C 302
<ul style="list-style-type: none"> <li>• Compare and contrast personal health-related behaviors/choices made now and in the past.</li> </ul>	SE: 308-311, 330-333 TWE: IN 17

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Demonstrate behaviors/choices that reduce health risks.</li> </ul>	SE: 41-43, 371, 389, 449, 457, 487-488 <i>Building Health Skills 22-23</i> <i>Health Skills Activity 43</i> <i>Applying Health Skills 201</i> TWE: C 457
<ul style="list-style-type: none"> <li>Explain the possible consequences that prolonged exposure to stress may have on the body.</li> </ul>	SE: 39-40 TWE: FYI 41
<ul style="list-style-type: none"> <li>Describe and name STDs.</li> </ul>	SE: 460-463 TWE: FYI 462
<ul style="list-style-type: none"> <li>Identify the signs and symptoms of common STDs.</li> </ul>	SE: 462 TWE: FYI 462
<ul style="list-style-type: none"> <li>Demonstrate basic knowledge of H.I.V. and A.I.D.S.</li> </ul>	SE: 464-467 TWE: C 467
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Explore ways that technology can be used to impact health and safety.</li> </ul>	SE: 483, 487-488, 492 <i>Connect to 65</i> <i>Hands On Health 490</i> TWE: R 487
<ul style="list-style-type: none"> <li>Discuss ways that the media has influenced health and safety issues.</li> </ul>	SE: 49, 309, 332 <i>Media Watch 46, 257</i> <i>Building Health Skills 336-337</i> TWE: AK 332
<ul style="list-style-type: none"> <li>Apply basic first aid procedures (e.g., CPR, Heimlich maneuver).</li> </ul>	SE: 536 <i>Figure 536, 537</i> <i>Applying Health Skills 537</i> TWE: I 536
<ul style="list-style-type: none"> <li>Recognize the differences between communicable and non-communicable diseases.</li> </ul>	SE: 454-456, 476-479 <i>Figure 447</i> TWE: C 479
<ul style="list-style-type: none"> <li>Define the terms 'chronic' and 'acute'.</li> </ul>	SE: 476 <i>Vocabulary 476</i>
<ul style="list-style-type: none"> <li>Describe the differences among chronic and acute diseases.</li> </ul>	SE: 476 TWE: CT 477
<ul style="list-style-type: none"> <li>Know the differences among diseases that are communicable, non-communicable, acute, chronic, and degenerative.</li> </ul>	SE: 454-456, 476-479 TWE: CT 447
<ul style="list-style-type: none"> <li>Determine the signs and symptoms of the top three chronic diseases (cancer, heart disease, and diabetes).</li> </ul>	SE: 484-488, 489-493, 494 TWE: MA 490
<ul style="list-style-type: none"> <li>Identify organisms that cause STDs.</li> </ul>	SE: 461-463 TWE: HL 460
<ul style="list-style-type: none"> <li>Investigate ways that effective health promotion and illness prevention can maintain and/or improve health.</li> </ul>	SE: 41-43, 371, 389, 449, 457, 487-488 TWE: C 457

DESCRIPTORS	PAGE REFERENCES
<b>22B</b> Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.	
<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: 511-512, 520-523 <i>Health Skills Activity</i> 512, 522 TWE: CL 511 C 523
<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: 508-513, 514-519, 520-523, 524-527, 528-532 TWE: C 527
<ul style="list-style-type: none"> <li>Evaluate the reliability of health-related information.</li> </ul>	SE: 45-46, 68-69 <i>Hands On Health</i> 70 <i>Building Health Skills</i> 78-79, 260-261 <i>Health Skills Activity</i> 456 TWE: MA 45
<ul style="list-style-type: none"> <li>Discuss how peers affect health-related choices.</li> </ul>	SE: 49, 147-148, 309 <i>Quick Write</i> 147 TWE: BA 147
<ul style="list-style-type: none"> <li>Recognize the seriousness of signs and symptoms of illnesses.</li> </ul>	SE: 454-457, 460-461, 463, 489-492 <i>Figure</i> 455, 462, 486 TWE: HL 456
<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: 511-512, 520-523 <i>Health Skills Activity</i> 512, 522 TWE: CL 511 C 523
<ul style="list-style-type: none"> <li>Distinguish between reliable and unreliable health information and advertising.</li> </ul>	SE: 45-46, 60, 68-69 <i>Hands On Health</i> 70 <i>Building Health Skills</i> 78-79, 260-261 <i>Media Watch</i> 310 <i>Applying Health Skills</i> 348 TWE: MA 45
<ul style="list-style-type: none"> <li>Analyze teen trends and their relationship to health (diet, skin products, body piercing, tattoos).</li> </ul>	SE: 254, 256-258, 347 TWE: WT 347
<ul style="list-style-type: none"> <li>Explain when it is appropriate to stay at home because of an illness.</li> </ul>	SE: 449, 454 <i>Quick Write</i> 454 TWE: COM 455
<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> on page 457 can be used by the teacher to meet this goal.
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Discuss laws that have been written to govern the production and dissemination of health information and products (e.g., food labels).</li> </ul>	SE: 72-74 <i>Health Skills Activity</i> 61, 74
<ul style="list-style-type: none"> <li>Identify the steps to follow to become an informed and intelligent health consumer.</li> </ul>	SE: 45-46, 58-62, 68-69 <i>Building Health Skills</i> 78-79 TWE: MA 45

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain what it means to be health literate.</li> </ul>	SE: 19, 45-46, 58-61, 68-69 <i>Health Skills Activity 66</i> <i>Hands On Health 66</i> <i>Building Health Skills 78-79</i> TWE: MA 45
<ul style="list-style-type: none"> <li>Discuss how peoples' productivity (at school, at work, at home) is affected by health.</li> </ul>	SE: 307, 449, 454 TWE: COM 455
<ul style="list-style-type: none"> <li>Know the differences between personnel and agencies whose job it is to prevent, control, and maintain health.</li> </ul>	SE: 63-67, 72-75 <i>Health Skills Activity 66</i> <i>Thinking Critically 75</i> TWE: BC 65
<ul style="list-style-type: none"> <li>Discuss the role that the media has had and should have in the dissemination of health information and in the promotion of health-related products.</li> </ul>	SE: 49, 309, 332 <i>Media Watch 46, 257</i> <i>Building Health Skills 336-337</i> TWE: AK 332
<ul style="list-style-type: none"> <li>Investigate the socioeconomic effects of health-related issues (prevention, productivity, insurance, health care).</li> </ul>	SE: 66-67, 307 TWE: I 66
<ul style="list-style-type: none"> <li>Explain the need for appropriate health care throughout life for the prevention and maintenance of health.</li> </ul>	SE: 4-6, 41-43, 46-47, 453, 457 <i>Hands On Health 448</i> TWE: MA 452
<b>22C</b> Students who meet the standard can explain how the environment can affect health.	
<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: 549-551, 552-557 <i>Hands On Health 549</i> TWE: C 551
<ul style="list-style-type: none"> <li>Identify specific agencies within the community that are responsible for specific environmental concerns/problems.</li> </ul>	SE: 74, 552 TWE: R 553
<ul style="list-style-type: none"> <li>Name organisms that cause food borne illnesses.</li> </ul>	SE: 203, 448 TWE: D 394
<ul style="list-style-type: none"> <li>Recognize food borne illnesses and diseases caused by environmental factors.</li> </ul>	SE: 203, 448 <i>Vocabulary 207</i> TWE: D 394
<ul style="list-style-type: none"> <li>List chemicals found in cigarette smoke that pollute the body and the environment.</li> </ul>	SE: 300, 306 TWE: DE 300
<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: 550, 552-557 <i>Building Health Skills 558-559, 560-561</i> TWE: HL 555
<ul style="list-style-type: none"> <li>Research and report on possible solutions to local community and school environmental problems.</li> </ul>	SE: 550, 552-557 <i>Building Health Skills 558-559, 560-561</i> TWE: HL 555
<ul style="list-style-type: none"> <li>Explain the difference between e-coli, salmonella, and botulism.</li> </ul>	SE: Pages 203, 448 can be used by the teacher to prompt a discussion or activity to meet this goal.
<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: 300-302, 306 TWE: DE 300

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<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Discuss global environmental problems and how they affect people.</li> </ul>	SE: 546-551 TWE: C 551
<ul style="list-style-type: none"> <li>Analyze the history and progress of environmental problems.</li> </ul>	SE: 547, 551
<ul style="list-style-type: none"> <li>Investigate food preparation and its effect on food borne illnesses.</li> </ul>	SE: 203, 448
<ul style="list-style-type: none"> <li>Discover ways that an individual can reduce the risks of being afflicted with a food borne illness.</li> </ul>	SE: 203, 448 <i>Photo and Caption 203</i>
<ul style="list-style-type: none"> <li>Recognize the relationship between the environment, disease, and health (e.g., genetic altering of food supply, use of pesticides).</li> </ul>	SE: 546-551 TWE: C 551
<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 G</b>	
<ul style="list-style-type: none"> <li>Discover how oxygen travels throughout the body.</li> </ul>	SE: 376, 381-382 TWE: HL 382
<ul style="list-style-type: none"> <li>Analyze what happens to food once it has been digested.</li> </ul>	SE: 391-393 TWE: CC 393
<ul style="list-style-type: none"> <li>Describe how blood circulates throughout the body.</li> </ul>	SE: 376-377 TWE: DE 377
<ul style="list-style-type: none"> <li>List ways that the body's systems work together.</li> </ul>	SE: 368, 376, 378, 381, 391-392, 396 <i>Connect to 379</i> <i>Building Health Skills 408-409</i> TWE: CT 382
<ul style="list-style-type: none"> <li>Explain the basic functions of the reproductive system.</li> </ul>	SE: 400-404 TWE: CT 404
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>Describe how the circulatory and respiratory systems work together.</li> </ul>	SE: 376-377, 381-382 TWE: CT 382
<ul style="list-style-type: none"> <li>List substances from other systems that are carried by blood.</li> </ul>	SE: 376-378, 381 <i>Connect to 379</i> TWE: VL 377
<ul style="list-style-type: none"> <li>Explain what happens to the brain when it does not get oxygen.</li> </ul>	SE: Pages 376-377, 381-382 can be used by the teacher to prompt discussions or activities to meet this goal.
<ul style="list-style-type: none"> <li>Discuss ways that systems impact one another either in a positive or negative way.</li> </ul>	SE: 368, 376, 378, 381, 391-392, 396 <i>Connect to 379</i> <i>Building Health Skills 408-409</i> TWE: CT 382
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Recognize that all of the body's systems interrelate and impact each other.</li> </ul>	SE: 368, 376, 378, 381, 391-392, 396 <i>Connect to 379</i> <i>Building Health Skills 408-409</i> TWE: CT 382
<ul style="list-style-type: none"> <li>Describe the effects of nutrition, stress, substances, and disease on the body's systems.</li> </ul>	SE: 370, 379-380, 383, 394, 398-399 TWE: I 404

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Analyze the effects of different forms of exercise on the body's systems.</li> </ul>	SE: 371, 375, 380, 384, 399 TWE: DE 371
<ul style="list-style-type: none"> <li>Investigate ways and behaviors that can improve or maintain the functioning of the body's systems.</li> </ul>	SE: 371, 375, 380, 384, 389, 395, 399 TWE: D 393
<ul style="list-style-type: none"> <li>Recognize personal health behaviors and choices that help or hinder the functioning of the body's systems.</li> </ul>	SE: 370-371, 375, 379-380, 383-384, 389, 394-395, 398-399 TWE: D 393
<b>23B</b> Students who meet the standard can explain the effects of health-related actions on the body systems.	
<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: 371, 375, 380, 384, 399 TWE: DE 371
<ul style="list-style-type: none"> <li>Identify the components of a healthy lifestyle.</li> </ul>	SE: 4-6 <i>Hands On Health 7</i> <i>Figure 15</i> <i>Building Health Skills 522-523</i> TWE: C 7
<ul style="list-style-type: none"> <li>Evaluate a personal daily diet.</li> </ul>	SE: 202-206, 208-211 <i>Health Skills Activity 210</i> <i>Applying Health Skills 211</i> <i>Building Health Skills 212-213, 214-215</i> TWE: C 211
<ul style="list-style-type: none"> <li>List choices that have a positive influence on health.</li> </ul>	SE: 6, 14, 17, 46-47 <i>Figure 15</i> <i>Health Skills Activity 18, 346, 398</i> <i>Building Health Skills 20-21, 22-23</i> TWE: C 19
<ul style="list-style-type: none"> <li>List choices that have a negative influence on health.</li> </ul>	SE: 15-17, 148, 173, 298-302, 320-323, 325-326 TWE: CC 299
<ul style="list-style-type: none"> <li>Describe the short-term effects of tobacco use on the body's systems.</li> </ul>	SE: 299-302, 306-307 TWE: CL 301
<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: 276-280, 281-285 <i>Figure 278, 280, 283</i> <i>Building Health Skills 290-291</i> TWE: MA 283
<ul style="list-style-type: none"> <li>Identify factors affecting basic nutrient and energy requirements.</li> </ul>	SE: 229, 238, 251-255, 256-259 <i>Figure 221</i> <i>Applying Health Skills 255</i> TWE: WT 238 C 255
<ul style="list-style-type: none"> <li>Recognize the impact of diets on health.</li> </ul>	SE: 202-206, 251-255, 256-258 TWE: FYI 257
<ul style="list-style-type: none"> <li>Discuss the health risks of fad diets and eating disorders (anorexia, bulimia, overeating).</li> </ul>	SE: 254, 256-258, 347 TWE: WT 347
<ul style="list-style-type: none"> <li>Explain the possible dangers of tattooing and body piercing.</li> </ul>	SE: 347 TWE: WT 347

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<ul style="list-style-type: none"> <li>List choices that have a positive influence on health.</li> </ul>	SE: 6, 14, 17, 46-47 <i>Figure 15</i> <i>Health Skills Activity 18, 346, 398</i> <i>Building Health Skills 20-21, 22-23</i> TWE: C 19
<ul style="list-style-type: none"> <li>List choices that have a negative influence on health.</li> </ul>	SE: 15-17, 148, 173, 298-302, 320-323, 325-326 TWE: CC 299
<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: 277-280, 281-285, 299-301, 320-323, 325-327 TWE: CL 301
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Analyze the effects of drug use on vehicle operation.</li> </ul>	SE: Pages 325-326 discuss drinking and driving and can be used by the teacher to prompt discussions and activities to meet this goal.
<ul style="list-style-type: none"> <li>Analyze how behaviors can impact the maintenance of health and/or the prevention of disease.</li> </ul>	SE: 6, 14-17, 46-47, 151-155, 449 <i>Health Skills Activity 18</i> TWE: CT 448
<ul style="list-style-type: none"> <li>Discuss the effects of sleep deprivation on the body.</li> </ul>	SE: 5, 41, 389, 399
<ul style="list-style-type: none"> <li>Describe the short-term and long-term effects of stress on the body.</li> </ul>	SE: 40, 380, 398-399, 493 TWE: FYI 41
<ul style="list-style-type: none"> <li>Know the effects that disease can have on the body's systems (e.g., diabetes, cancer).</li> </ul>	SE: 484-488, 489-493, 494-495 TWE: MA 485
<ul style="list-style-type: none"> <li>Compare nutritional value of supplements and additives.</li> </ul>	SE: Pages 194-195 can be used by the teacher to prompt discussions and activities to meet this goal. TWE: R 194
<ul style="list-style-type: none"> <li>Evaluate a diet in terms of sugar, sodium, fats, and fiber.</li> </ul>	SE: 196-201, 209, 380, 395 <i>Media Watch 201</i> <i>Thinking Critically 201</i> TWE: WT 200
<ul style="list-style-type: none"> <li>List choices that have a positive influence on health.</li> </ul>	SE: 6, 14, 17, 46-47 <i>Figure 15</i> <i>Health Skills Activity 18, 346, 398</i> <i>Building Health Skills 20-21, 22-23</i> TWE: C 19
<ul style="list-style-type: none"> <li>List choices that have a negative influence on health.</li> </ul>	SE: 15-17, 148, 173, 298-302, 320-323, 325-326 TWE: CC 299
<b>23C Students who meet the standard can describe factors that affect growth and development.</b>	
<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: 276-280, 281-285 <i>Figure 278, 280, 283</i> TWE: MA 283
<ul style="list-style-type: none"> <li>Investigate options for healthy weight loss and gain.</li> </ul>	SE: 251-255 <i>Hands On Health 252</i> <i>List 255</i> TWE: HL 254

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<ul style="list-style-type: none"> <li>Discuss physical, mental, emotional, and social changes that occur during puberty.</li> </ul>	SE: 8-13, 86-90, 91-95, 142-146, 400-405, 429-431 TWE: MA 11
<ul style="list-style-type: none"> <li>Recognize the relationships between diet (excesses and deficiencies) and the body's systems.</li> </ul>	SE: 251-252, 256-258, 478, 487, 493 TWE: FYI 251
<ul style="list-style-type: none"> <li>Describe the principles of energy balance (calorie intake and expenditure).</li> </ul>	SE: 253-254 <i>Hands On Health</i> 252 <i>Applying Health Skills</i> 255 TWE: OB 253
<ul style="list-style-type: none"> <li>Describe how peers influence one's life.</li> </ul>	SE: 13, 49, 142-145, 147-150, 309, 330 <i>Hands On Health</i> 149 TWE: MA 148
<ul style="list-style-type: none"> <li>Discuss dating as one way of exploring friendships and learning new social skills.</li> </ul>	SE: 145-146 TWE: CC 146
<ul style="list-style-type: none"> <li>Identify criteria for acceptable dating behavior.</li> </ul>	SE: 146, 153 <i>Building Health Skills</i> 158-159 TWE: CC 146 MA 178
<ul style="list-style-type: none"> <li>Identify and develop effective coping skills.</li> </ul>	SE: 88-90, 93-95, 100, 106-109 <i>Health Skills Activity</i> 430 TWE: MA 88
<ul style="list-style-type: none"> <li>Investigate the impact that significant people have on the health choices/lifestyles of others.</li> </ul>	SE: 48-49, 147-148, 309, 330 <i>Building Health Skills</i> 20-22 TWE: BA 147
<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: 256-258 <i>Media Watch</i> 257 <i>Building Health Skills</i> 262-263, 360-361 TWE: C 259
<ul style="list-style-type: none"> <li>Identify situations that cause stress.</li> </ul>	SE: 39-40, 133, 398 <i>Quick Write</i> 39 <i>Applying Health Skills</i> 399 TWE: D 42
<ul style="list-style-type: none"> <li>Recognize stress management techniques.</li> </ul>	SE: 41-43 <i>Health Skills Activity</i> 43, 398, 430 <i>Building Health Skills</i> 112-113, 500-501 TWE: DE 43
<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: 106-109 <i>Health Skills Activity</i> 107 <i>Applying Health Skills</i> 109 TWE: CT 108
<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: 8-13, 86-90, 91-95, 142-146, 400-405, 429-431 TWE: MA 11
<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: 253-254 <i>Hands On Health</i> 252 <i>Applying Health Skills</i> 255 TWE: OB 253

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use knowledgeable consumer skills to purchase healthy foods.</li> </ul>	SE: 58-61, 209-211 <i>Health Skills Activity</i> 206, 210 <i>Building Health Skills</i> 212-213 TWE: MA 59
<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: 256-258 <i>Media Watch</i> 257 <i>Building Health Skills</i> 262-263, 360-361
<ul style="list-style-type: none"> <li>Practice effective methods of communication (written, verbal, non-verbal).</li> </ul>	SE: 34-38, 169 <i>Connect to</i> 36 <i>Hands On Health</i> 36 <i>Applying Health Skills</i> 38, 109, 467 <i>Building Health Skills</i> 184-185 TWE: C 38
<ul style="list-style-type: none"> <li>Practice conflict resolution skills.</li> </ul>	SE: 168-171 <i>Building Health Skills</i> 182-183, 436-437 TWE: CL 170
<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: 14-19, 46-47, 154-155, 241, 458-460, 487-480 <i>Building Health Skills</i> 22-23 <i>Applying Health Skills</i> 155 TWE: WT 15
<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: 14-19, 46-47, 458-460, 485-488 <i>Building Health Skills</i> 22-23 TWE: WT 15
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Identify the responsibilities and consequences in relationships.</li> </ul>	SE: 120, 123, 130-133, 146, 152-155 TWE: R 154
<ul style="list-style-type: none"> <li>Demonstrate stress management techniques.</li> </ul>	SE: 41-43 <i>Health Skills Activity</i> 43, 398, 430 <i>Building Health Skills</i> 112-113, 500-501 TWE: DE 43
<ul style="list-style-type: none"> <li>Explain the long-term effects of stress on physical, mental, emotional, and social health.</li> </ul>	SE: 40, 380, 398-399, 493 TWE: FYI 41
<ul style="list-style-type: none"> <li>List interventions and strategies that can be utilized in a variety of health-related situations.</li> </ul>	SE: 100, 101-105, 169-170, 180-181, 287-288, 328-329 <i>Building Health Skills</i> 470-471 TWE: HL 102
<ul style="list-style-type: none"> <li>Discuss the characteristics and development needs related to the stages of the life cycle.</li> </ul>	SE: 416-420, 426-431, 432-435 TWE: CC 429 CL 433
<ul style="list-style-type: none"> <li>Identify the different stages of the life cycle.</li> </ul>	SE: 416-420, 426-431, 432-435 TWE: BA 426
<ul style="list-style-type: none"> <li>Explain the relationship between conception and the fertility cycle.</li> </ul>	SE: 403-404, 416-420 <i>Thinking Critically</i> 405 TWE: CT 404
<ul style="list-style-type: none"> <li>Apply the principles of energy balance, calorie intake, and expenditure to plan a diet and activity routine that will result in healthy body weight and composition.</li> </ul>	SE: 253-254 <i>Hands On Health</i> 252 <i>Applying Health Skills</i> 255 TWE: OB 253

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities.</li> </ul>	SE: 34-38, 169 <i>Connect to 36</i> <i>Hands On Health 36</i> <i>Applying Health Skills 38, 109, 467</i> <i>Building Health Skills 184-185</i> TWE: C 38
<ul style="list-style-type: none"> <li>Analyze food choices and activity practices used to maintain weight and body composition.</li> </ul>	SE: 250-255 <i>Figure 254</i> <i>Applying Health Skills 255</i> TWE: C 255
<ul style="list-style-type: none"> <li>Discuss how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future.</li> </ul>	SE: 14-19, 46-47, 154-155, 241, 458-460, 487-480 <i>Building Health Skills 22-23</i> <i>Applying Health Skills 155</i> TWE: WT 15
<b>24A</b> Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	
<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: 34-37, 168-170 <i>Hands On Health 36, 93</i> <i>Building Health Skills 184-185</i> TWE: C 38
<ul style="list-style-type: none"> <li>Handle disagreements by using conflict mediation skills.</li> </ul>	SE: 168-171 <i>Building Health Skills 182-183, 436-437</i> TWE: CL 170
<ul style="list-style-type: none"> <li>Formulate strategies to promote a safe school environment.</li> </ul>	SE: 168-170, 172-176, 513 TWE: CL 170
<ul style="list-style-type: none"> <li>Analyze how emotions are communicated.</li> </ul>	SE: 91-95 <i>Thinking Critically 95</i> <i>Building Health Skills 110-111</i> TWE: D 94
<ul style="list-style-type: none"> <li>Evaluate positive and negative communication skills in peer relationships.</li> </ul>	SE: 34-38, 147-150, 164-167, 168-171 <i>Hands On Health 36</i> <i>Building Health Skills 52-53, 184-185</i> TWE: D 148
<ul style="list-style-type: none"> <li>Critique different types of communications skills.</li> </ul>	SE: 34-38, 169 <i>Hands On Health 36</i> <i>Applying Health Skills 38, 109, 467</i> <i>Building Health Skills 184-185</i> TWE: C 38
<ul style="list-style-type: none"> <li>Infer consequences of bullying.</li> </ul>	SE: 166 TWE: DE 166
<ul style="list-style-type: none"> <li>List possible causes of violence and consequences.</li> </ul>	SE: 172-174 <i>Quick Write 172</i> TWE: BA 172
<ul style="list-style-type: none"> <li>Discover acceptable methods of asserting yourself in peer group situations.</li> </ul>	SE: 148-150, 310 <i>Health Skills Activity 284, 332</i> <i>Building Health Skills 292-293</i> TWE: CL 284

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Analyze the media's influence on specific behaviors.</li> </ul>	SE: 49, 309, 332 <i>Media Watch</i> 46, 257 <i>Building Health Skills</i> 336-337 TWE: AK 332
<ul style="list-style-type: none"> <li>Interpret the methods for addressing interpersonal differences without harm.</li> </ul>	SE: 35-38, 168-170 <i>Hands On Health</i> 36, 93 <i>Health Skills Activity</i> 284, 332
<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: 34-37, 168-170 <i>Hands On Health</i> 36, 93 <i>Building Health Skills</i> 184-185 TWE: C 38
<ul style="list-style-type: none"> <li>Demonstrate conflict mediation and conflict resolution skills.</li> </ul>	SE: 168-171 TWE: CL 170
<ul style="list-style-type: none"> <li>Recommend ways to promote a safe school environment.</li> </ul>	SE: 174 <i>Health Skills Activity</i> 174 TWE: D 174
<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: 91-95, 106-109 TWE: BA 91 C 109
<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: 34-37, 168-170 <i>Hands On Health</i> 36, 93 <i>Building Health Skills</i> 184-185 TWx: C 38
<ul style="list-style-type: none"> <li>Decide what actions to take when bullying occurs.</li> </ul>	SE: 166 TWE: DE 166
<ul style="list-style-type: none"> <li>Identify passive, aggressive, passive-aggressive, and assertive forms of communication.</li> </ul>	SE: 149 The section Expressing Emotions on pages 93-94 can be used by the teacher to discuss different forms of communication.
<ul style="list-style-type: none"> <li>Examine possible causes of violence.</li> </ul>	SE: 172-173, 179, 328 <i>Quick Write</i> 172 TWE: BA 172
<ul style="list-style-type: none"> <li>Apply acceptable methods of asserting yourself in peer group situations.</li> </ul>	SE: 37-38, 149-150, 310 <i>Building Health Skills</i> 52-53, 540-541 <i>Health Skills Activity</i> 240, 332 TWE: CL 37
<ul style="list-style-type: none"> <li>Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise).</li> </ul>	SE: 35-38, 148-150, 168-171 <i>Building Health Skills</i> 52-53, 182-183, 436-437, 540-541 <i>Health Skills Activity</i> 240, 332 TWE: CL 170
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Practice negotiation, mediation, and conflict resolution skills.</li> </ul>	SE: 168-171 <i>Hands On Health</i> 165 <i>Building Health Skills</i> 182-183, 436-437 TWE: CL 170
<ul style="list-style-type: none"> <li>Describe the effect of conflict and violence upon the health of the individual.</li> </ul>	SE: 127, 165-167, 173-174, 176, 177-179 TWE: MA 178

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the effect of conflict and violence upon the health of a family.</li> </ul>	SE: 127, 177-179, 328
<ul style="list-style-type: none"> <li>Describe the effect of conflict and violence upon the health of the community and school.</li> </ul>	SE: 172-174 TWE: WT 175
<ul style="list-style-type: none"> <li>Discuss strategies for maintaining a safe school environment.</li> </ul>	SE: 174 <i>Health Skills Activity</i> 174 TWE: D 174
<ul style="list-style-type: none"> <li>Advocate ways to promote a safe school environment.</li> </ul>	SE: 174 <i>Health Skills Activity</i> 174 TWE: D 174
<ul style="list-style-type: none"> <li>Predict how emotions may be communicated in different situations.</li> </ul>	SE: 91-95 <i>Hands On Health</i> 93 <i>Building Health Skills</i> 110-111 TWE: D 94
<ul style="list-style-type: none"> <li>Analyze good communication skills in relationships.</li> </ul>	SE: 34-37 <i>Hands On Health</i> 36, 93, 127 TWE: HL 35
<ul style="list-style-type: none"> <li>Analyze causes and effects of violence.</li> </ul>	SE: 172-174, 179, 328 <i>Quick Write</i> 172 TWE: BA 172
<ul style="list-style-type: none"> <li>Critique the media's influence on behavior.</li> </ul>	SE: 49, 59-60, 309, 332 <i>Media Watch</i> 46, 257 <i>Building Health Skills</i> 336-337 TWE: AK 332
<ul style="list-style-type: none"> <li>Identify positive methods for addressing interpersonal differences.</li> </ul>	SE: 35-38, 148-150, 168-170 <i>Hands On Health</i> 36, 127 <i>Building Health Skills</i> 182-183, 436-438 TWE: CT 12
<b>24B</b> Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	
<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: 10-13, 16-18, 142-144, 154-155, 308-309 <i>Health Skills Activity</i> 30, 99 TWE: MA 99
<ul style="list-style-type: none"> <li>Apply the decision-making model to solve a health problem.</li> </ul>	SE: 28-30 <i>Health Skills Activity</i> 30, 210, 483 TWE: VL 29
<b>Stage H</b>	
<ul style="list-style-type: none"> <li>List health-related problems that affect adolescents.</li> </ul>	SE: 241, 256-258, 345-346, 460-463 TWE: MA 283
<ul style="list-style-type: none"> <li>Explain how choices one makes now can affect one's health in the future.</li> </ul>	SE: 6, 14-17, 46-47, 151-155, 449 <i>Health Skills Activity</i> 18 <i>Building Health Skills</i> 498-499 TWE: CT 448
<ul style="list-style-type: none"> <li>Formulate a plan to solve a health-related problem.</li> </ul>	SE: 230-235, 253-255, 333, 449, 459-460 <i>Applying Health Skills</i> 255, 449 TWE: C 333

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify barriers that can affect the decision-making process.</li> </ul>	SE: 48-49, 148, 309 <i>Health Skills Activity 309</i> <i>Building Health Skills 438-439</i> TWE: HL 29
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Explain how adolescent health problems can affect others.</li> </ul>	SE: 306-307, 325-326, 448, 458
<ul style="list-style-type: none"> <li>Explain the value of identifying options to solve a health-related problem.</li> </ul>	SE: 230-235, 253-255, 333, 449, 459-460 <i>Applying Health Skills 255, 449</i> TWE: C 333
<ul style="list-style-type: none"> <li>Analyze the options to solve a health-related problem.</li> </ul>	SE: 230-235, 253-255, 333, 449, 459-460 <i>Applying Health Skills 255, 449</i> TWE: C 333
<ul style="list-style-type: none"> <li>Determine which option best solves the health-related problem.</li> </ul>	SE: 230-235, 253-255, 333, 449, 459-460 <i>Applying Health Skills 255, 449</i> TWE: C 333
<ul style="list-style-type: none"> <li>Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision.</li> </ul>	SE: 230-235, 253-255, 333, 449, 459-460 <i>Applying Health Skills 255, 449</i> TWE: C 333
<b>24C</b> Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.	
<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: 65, 72-75, 101-105, 180-181, 287-288, 328 <i>Health Skills Activity 66</i> TWE: BC 65
<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: 15-17, 152, 167, 173, 176, 323, 325 TWE: WT 15
<ul style="list-style-type: none"> <li>Apply refusal skills to potentially harmful situations (e.g., substance use, gangs, peer pressure).</li> </ul>	SE: 37-38, 149-150, 310 <i>Health Skills Activity 240, 332</i> <i>Building Health Skills 540-541</i> TWE: CL 37
<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: 65, 70-71, 72-75, 101-105 <i>Health Skills Activity 66</i> TWE: BC 65, 107
<ul style="list-style-type: none"> <li>Predict the outcomes of being in dangerous situations.</li> </ul>	SE: 15-17, 152, 167, 173, 176, 323, 325 TWE: WT 15
<ul style="list-style-type: none"> <li>Employ refusal skills and negotiating skills to avoid becoming involved in potentially harmful situations.</li> </ul>	SE: 37-38, 149-150, 310 <i>Health Skills Connection 240, 332</i> <i>Building Health Skills 540-541</i> TWE: CL 37
<ul style="list-style-type: none"> <li>Discuss long- and short-term goal setting and the importance of each.</li> </ul>	SE: 31-32 <i>Building Health Skills 50-51, 158-159</i> TWE: MA 31

DESCRIPTORS	PAGE REFERENCES
<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: 31-33 <i>Building Health Skills</i> 50-51, 158-159 TWE: MA 31
<b>Stage I</b>	
<ul style="list-style-type: none"> <li>Identify short-term personal life goals.</li> </ul>	SE: 17, 31-32, 151-155 <i>Building Health Skills</i> 50-51, 158-159, 314-315, 438-439 TWE: MA 31
<ul style="list-style-type: none"> <li>Identify long-term personal life goals.</li> </ul>	SE: 31-32, 151-155 <i>Building Health Skills</i> 50-51, 158-159, 314-315 TWE: MA 31
<ul style="list-style-type: none"> <li>Monitor achievement and revise short-term personal life goals.</li> </ul>	SE: 31-33 <i>Building Health Skills</i> 50-51, 158-159
<ul style="list-style-type: none"> <li>Identify personal health goals (i.e., avoiding substances, dating limits, nutrition, and fitness).</li> </ul>	SE: 31-33 <i>Building Health Skills</i> 50-51, 158-159 TWE: MA 31
<ul style="list-style-type: none"> <li>Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke).</li> </ul>	SE: 28-30 <i>Health Skills Activity</i> 30 <i>Thinking Critically</i> 33 <i>Building Health Skills</i> 314-315
<ul style="list-style-type: none"> <li>Identify barriers that could limit achievement of personal health goals.</li> </ul>	SE: 148, 309 <i>Health Skills Activity</i> 309 <i>Building Health Skills</i> 438-439 TWE: HL 29

### Codes Used for TWE Pages

AK	Applying Knowledge
BA	Bellringer Activity
BC	Beyond the Classroom
C	Close
CC	Cross Curriculum
CL	Cooperative Learning
COM	Comprehending
CT	Critical Thinking
D	Discussing
DE	Demonstrating
FYI	FYI
HL	Health Literacy
I	Investigating
IN	Interviewing
MA	More About
OB	Observing
R	Researching
VL	Visual Learning
WT	What Teens Want to Know