

GLENCOE CORRELATION
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ILLINOIS
Health Performance Descriptors
Grade 9-10 (H-I-J)

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 H	
<ul style="list-style-type: none"> Apply basic first aid procedures (e.g., weather-related injuries). 	SE: 736-740 <i>Health Skills Activity 739</i> TWE: HC 738
<ul style="list-style-type: none"> Follow rules, regulations, and safety procedures while engaged in physical activity and encourage others to do so. 	SE: 95-97, 714-718, 723-724 <i>Exploring Issues 95</i> TWE: D 723
<ul style="list-style-type: none"> Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian). 	SE: 714-718, 719-724 <i>Real Life 716</i> <i>Exploring Issues 721</i> <i>Health Minute 722</i> TWE: MA 716, 717
<ul style="list-style-type: none"> Indicate behaviors/choices that may increase risks to one's health. 	SE: 18-19, 77-78, 153-155, 307, 542-545, 574-578, 592, 597, 649 <i>Real Life 19</i> TWE: MA 19
<ul style="list-style-type: none"> Compare and contrast personal health-related behaviors/choices made now and in the past. 	SE: 514-519, 520-523, 548-550 <i>Hands-On Health 35, 118, 678</i> TWE: MA 35
<ul style="list-style-type: none"> Demonstrate behaviors/choices that reduce health risks. 	SE: 6, 20-21, 75, 77, 113, 206-209, 318-322, 625-626, 685
<ul style="list-style-type: none"> Explain the possible consequences that prolonged exposure to stress may have on the body. 	SE: 200-203 <i>Did You Know? 201</i> TWE: HL 202
<ul style="list-style-type: none"> Describe and name STDs. 	SE: 652-656 TWE: MA 653
<ul style="list-style-type: none"> Identify the signs and symptoms of common STDs. 	SE: 652-656 <i>Thinking Critically 657</i> TWE: MA 653
<ul style="list-style-type: none"> Demonstrate basic knowledge of H.I.V. and A.I.D.S. 	SE: 658-661, 662-667 <i>Real Life 660</i> <i>Did You Know? 661</i> TWE: C 661
Stage I	
<ul style="list-style-type: none"> Explore ways that technology can be used to impact health and safety. 	SE: 16, 58, 742 <i>Social Studies Connection 23</i> <i>Eye on the Media 380</i> Q & A 403 <i>Real Life 490</i> TWE: CI 745

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<ul style="list-style-type: none"> Discuss ways that the media has influenced health and safety issues. 	SE: 15-16, 49 <i>Eye on the Media</i> 22, 104, 138, 164, 410, 556 TWE: MA 50 CL 112
<ul style="list-style-type: none"> Apply basic first aid procedures (e.g., CPR, Heimlich maneuver). 	SE: 742-746 <i>Beyond the Classroom</i> 703 <i>Exploring Issues</i> 745 TWE: MA 743
<ul style="list-style-type: none"> Recognize the differences between communicable and non-communicable diseases. 	SE: 622-625, 674 TWE: MA 623
<ul style="list-style-type: none"> Define the terms 'chronic' and 'acute'. 	The term <i>chronic</i> is defined on page SE: 688 Noncommunicable chronic diseases are discussed on pages SE: 688-694 Acute health problems are discussed on page 677.
<ul style="list-style-type: none"> Describe the differences among chronic and acute diseases. 	SE: 622-625, 674, 688
<ul style="list-style-type: none"> Know the differences among diseases that are communicable, non-communicable, acute, chronic, and degenerative. 	SE: 622-625, 674, 688
<ul style="list-style-type: none"> Determine the signs and symptoms of the top three chronic diseases (cancer, heart disease, and diabetes). 	SE: 675-677, 683-684, 686, 691-692 TWE: TP 681
<ul style="list-style-type: none"> Identify organisms that cause STDs. 	SE: 652-656 TWE: MA 653
<ul style="list-style-type: none"> Investigate ways that effective health promotion and illness prevention can maintain and/or improve health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323
Stage J	
<ul style="list-style-type: none"> Chronicle past, present and future technologies that impact health and safety. 	SE: 16, 58, 742 <i>Social Studies Connection</i> 23 <i>Eye on the Media</i> 380 Q & A 403 <i>Real Life</i> 490 TWE: CI 745
<ul style="list-style-type: none"> Cite specific examples of how the media has impacted views and/or responses to health or safety issues. 	SE: 15-16, 49 <i>Eye on the Media</i> 22, 104, 138, 164, 410, 556 TWE: MA 50 CL 112
<ul style="list-style-type: none"> Apply basic first aid procedures (all presented to date). 	SE: 736-741, 742-748, 749-754, 755-759 <i>Health Skills Activity</i> 739 <i>Hands-On Health</i> 753 TWE: MA 751
<ul style="list-style-type: none"> Describe strategies used to manage communicable diseases. 	SE: 625-626, 636-640 TWE: D 636

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify strategies that can be used to manage chronic and degenerative diseases. 	SE: 408, 688-690, 692 TWE: MA 693
<ul style="list-style-type: none"> Analyze personal health strategies that can be followed to maintain and/or improve health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323
<ul style="list-style-type: none"> Compare and contrast chronic and communicable diseases. 	SE: 622-625, 688-694
<ul style="list-style-type: none"> Evaluate the effectiveness of health prevention and illness prevention methods and/or programs. 	SE: 625-626, 631-633, 640 <i>Health Minute 25</i> <i>Thinking Critically 626</i> TWE: D 624
<ul style="list-style-type: none"> Discover long-term consequences of STDs. 	SE: 650-651, 652-655 TWE: CI 654
22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.	
Stage H	
<ul style="list-style-type: none"> Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning). 	SE: 725-729 <i>Health Skills Activity 726</i> <i>Thinking Critically 729</i> TWE: C 729
<ul style="list-style-type: none"> Distinguish between reliable and unreliable health information and advertising. 	SE: 32, 49-51 <i>Eye on the Media 104, 218, 782</i> <i>Applying Health Skills 667</i> TWE: HL 52 MA 104
<ul style="list-style-type: none"> Analyze teen trends and their relationship to health (diet, skin products, body piercing, tattoos). 	SE: 151-152, 363 <i>Hands-On Health 153</i> <i>Eye on the Media 164</i> TWE: D 363
<ul style="list-style-type: none"> Explain when it is appropriate to stay at home because of an illness. 	Rest is recommended for common communicable diseases. SE: 636 <i>Photo caption 635</i> TWE: D 636
<ul style="list-style-type: none"> Investigate the history and treatment of disease and its influences on the way we deal with diseases today. 	SE: 16, 686 <i>Reviewing Facts 16</i> TWE: MA 686
Stage I	
<ul style="list-style-type: none"> Discuss laws that have been written to govern the production and dissemination of health information and products (e.g., food labels). 	SE: 50, 63, 130 <i>Beyond the Classroom 25</i> TWE: SW 542
<ul style="list-style-type: none"> Identify the steps to follow to become an informed and intelligent health consumer. 	SE: 8-9, 32, 48-53, 54-59, 60-63 <i>Real Life 51</i> TWE: D 49
<ul style="list-style-type: none"> Explain what it means to be health literate. 	SE: 8-9, 32 <i>Thinking Critically 9</i> TWE: MA 8
<ul style="list-style-type: none"> Discuss how peoples' productivity (at school, at work, at home) is affected by health. 	SE: 596-597 TWE: D 636

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Know the differences between personnel and agencies whose job it is to prevent, control, and maintain health. 	SE: 55-58, 64-65 <i>Career Corner</i> 23, 381, 459, 481, 509 TWE: HC 57
<ul style="list-style-type: none"> 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. 	SE: 15-16, 49 <i>Eye on the Media</i> 22, 104, 138, 164, 410, 556 TWE: MA 50 CL 112
<ul style="list-style-type: none"> Investigate the socioeconomic effects of health-related issues (prevention, productivity, insurance, health care). 	SE: 54-58, 545, 578, 596-597 TWE: HC 57
<ul style="list-style-type: none"> Explain the need for appropriate health care throughout life for the prevention and maintenance of health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323
Stage J	
<ul style="list-style-type: none"> Analyze laws that govern the production and dissemination of health information and products. 	SE: 50, 63, 130 <i>Beyond the Classroom</i> 25 TWE: SW 542
<ul style="list-style-type: none"> Demonstrate the ability to find reliable health information. 	SE: 8-9, 15-16, 32, 48-51 <i>Science Connection</i> 23, 43, 105, 219 TWE: MA 8, 580
<ul style="list-style-type: none"> Recommend ways that individuals, families, and communities can help improve and/or maintain health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626 <i>Beyond the Classroom</i> 25 TWE: SW 542
<ul style="list-style-type: none"> Summarize ways that the media have influenced the perception of health issues or health choices. 	SE: 15-16, 49 <i>Eye On the Media</i> 22, 104, 138, 164, 410, 556 TWE: MA 50 CL 112
<ul style="list-style-type: none"> Plan ways to improve and/or maintain health throughout the life cycle. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 20
22C Students who meet the standard can explain how the environment can affect health.	
Stage H	
<ul style="list-style-type: none"> Debate ways that communities can get rid of waste more efficiently and effectively. 	SE: 772-773, 779-781 TWE: HC 773
<ul style="list-style-type: none"> Research and report on possible solutions to local community and school environmental problems. 	SE: 768-769 <i>Real Life Activity</i> 770 <i>Applying Health Skills</i> 771, 781 <i>Thinking Critically</i> 776 <i>Eye on the Media</i> 782 <i>Social Studies Connection</i> 783 TWE: CL 769
<ul style="list-style-type: none"> Explain the difference between e-coli, salmonella, and botulism. 	SE: 135, 641 <i>Did You Know?</i> 623 TWE: EX 623

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Research the effects on the body and the environment of substances found in cigarette smoke. 	SE: 433, 540-545, 769 <i>Figure 767</i> <i>Real Life 770</i> TWE: MA 541
Stage I	
<ul style="list-style-type: none"> Discuss global environmental problems and how they affect people. 	SE: 766, 768-771, 772-775 <i>Figure 767</i> TWE: CL 769
<ul style="list-style-type: none"> Analyze the history and progress of environmental problems. 	SE: 772-775
<ul style="list-style-type: none"> Investigate food preparation and its effect on food borne illnesses. 	SE: 134-137, 625 <i>Did You Know? 623</i> TWE: HC 135 MA 136
<ul style="list-style-type: none"> Discover ways that an individual can reduce the risks of being afflicted with a food borne illness. 	SE: 135-137, 625 <i>Applying Health Skills 137</i> <i>Health Minute 641</i> TWE: HC 135 MA 136
<ul style="list-style-type: none"> Recognize the relationship between the environment, disease, and health (e.g., genetic altering of food supply, use of pesticides). 	SE: 766, 772-775 <i>Figure 767</i> Q & A 769 <i>Math Connection 783</i> TWE: CT 767
Stage J	
<ul style="list-style-type: none"> Describe specific steps one can take to minimize environmental problems. 	SE: 768-769, 772-776, 777-781 <i>Personal Health Inventory 765</i> <i>Real Life 770</i> <i>Hands-On Health 780</i> TWE: SW 768
<ul style="list-style-type: none"> Research ways the global community is addressing environmental issues. 	SE: 768-769, 772-776, 777-781 <i>Hands-On Health 780</i> <i>Applying Health Skills 781</i> TWE: SW 768 CC 778
<ul style="list-style-type: none"> Summarize ways that individuals can impact environmental issues at home, at school, in their community, and in the global community. 	SE: 768-769, 772-776, 777-781 <i>Personal Health Inventory 765</i> <i>Real Life 770</i> <i>Hands-On Health 780</i> TWE: SW 768
<ul style="list-style-type: none"> Compare and contrast how individuals, communities, states, and countries prevent and correct environmental problems. 	SE: 768-769, 772-776, 777-781 <i>Thinking Critically 776</i> <i>Hands-On Health 780</i> TWE: SW 768
23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	
Stage H	
<ul style="list-style-type: none"> Describe how the circulatory and respiratory systems work together. 	SE: 416-417, 428 TWE: TP 428

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> List substances from other systems that are carried by blood. 	SE: 416, 419, 428, 465
<ul style="list-style-type: none"> Explain what happens to the brain when it does not get oxygen. 	SE: 402, 428 (explains the role of oxygen for the brain; the converse is implied)
<ul style="list-style-type: none"> Discuss ways that systems impact one another either in a positive or negative way. 	SE: 416-417, 419, 428, 443, 454 TWE: TP 428
Stage I	
<ul style="list-style-type: none"> Recognize that all of the body's systems interrelate and impact each other. 	SE: 416-417, 419, 428, 443, 454 TWE: TP 428
<ul style="list-style-type: none"> Describe the effects of nutrition, stress, substances, and disease on the body's systems. 	SE: 202, 390, 406, 423-424, 426, 432-435 <i>Figure 679</i> TWE: CL 426
<ul style="list-style-type: none"> Analyze the effects of different forms of exercise on the body's systems. 	SE: 74-79, 390, 396, 406, 423-424 <i>Hands-On Health 76</i> TWE: MA 77
<ul style="list-style-type: none"> Investigate ways and behaviors that can improve or maintain the functioning of the body's systems. 	SE: 202, 390, 406, 423-424, 426, 432-435 <i>Figure 679</i> TWE: CL 426
<ul style="list-style-type: none"> Recognize personal health behaviors and choices that help or hinder the functioning of the body's systems. 	SE: 6, 18-21, 153-155, 206-209, 318-322, 568-573, 574-578, 592-597, 625-626, 685 TWE: C 323
Stage J	
<ul style="list-style-type: none"> Analyze the interrelationships that the systems have on one another. 	SE: 417-419, 422, 428, 442-443, 464-465 TWE: TP 428
<ul style="list-style-type: none"> Predict the impact that a person's health behaviors and/or choices may have on the body's systems. 	SE: 6, 18-21, 153-155, 206-209, 318-322, 568-573, 574-578, 592-597, 625-626, 685 TWE: C 323
23B Students who meet the standard can explain the effects of health-related actions on the body systems.	
Stage H	
<ul style="list-style-type: none"> Analyze the effects of drug use, misuse, and abuse on health status. 	SE: 589, 591, 592-597, 598-602, 603-610 <i>Did You Know? 610</i> TWE: MA 595
<ul style="list-style-type: none"> Identify factors affecting basic nutrient and energy requirements. 	SE: 77-79, 157-163, 684 <i>Math Connection 165</i> TWE: MA 77 CT 162
<ul style="list-style-type: none"> Recognize the impact of diets on health. 	SE: 148-150, 151-152 <i>Eye on the Media 164</i> TWE: CC 152 CL 607
<ul style="list-style-type: none"> Discuss the health risks of fad diets and eating disorders (anorexia, bulimia, overeating). 	SE: 151-156 <i>Hands-On Health 153</i> <i>Applying Health Skills 156</i> <i>Eye on the Media 164</i> TWE: CC 152
<ul style="list-style-type: none"> Explain the possible dangers of tattooing and body piercing. 	SE: 363 TWE: D 363

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> List choices that have a positive influence on health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 20
<ul style="list-style-type: none"> List choices that have a negative influence on health. 	SE: 18-19, 153-155, 307, 542-545, 568-573, 574-578, 592-597, 649 TWE: MA 19
<ul style="list-style-type: none"> Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems. 	SE: 542-545, 568-573, 574-578, 592-597, 598-602, 603-610 TWE: MA 609
Stage I	
<ul style="list-style-type: none"> Analyze the effects of drug use on vehicle operation. 	SE: 720, 722 TWE: D 720
<ul style="list-style-type: none"> Analyze how behaviors can impact the maintenance of health and/or the prevention of disease. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 20
<ul style="list-style-type: none"> Discuss the effects of sleep deprivation on the body. 	SE: 94, 207, 632 <i>Science Connection</i> 23 <i>Exploring Issues</i> 518
<ul style="list-style-type: none"> Describe the short-term and long-term effects of stress on the body. 	SE: 111, 200-203, 626 <i>Did You Know?</i> 201 <i>Thinking Critically</i> 204 TWE: HL 202
<ul style="list-style-type: none"> Know the effects that disease can have on the body's systems (e.g., diabetes, cancer). 	SE: 391-393, 398, 407-409, 423-427, 433-435, 681-687, 691-693 TWE: D 691
<ul style="list-style-type: none"> Compare nutritional value of supplements and additives. 	SE: 126, 131-132, 161 <i>Myth or Fact</i> 109 <i>Applying Health Skills</i> 163 TWE: D 119
<ul style="list-style-type: none"> Evaluate a diet in terms of sugar, sodium, fats, and fiber. 	SE: 114-118, 126 <i>Hands-On Health</i> 118 <i>Thinking Critically</i> 121 <i>Applying Health Skills</i> 121 <i>Health Minute</i> 126 TWE: MA 117
<ul style="list-style-type: none"> List choices that have a positive influence on health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 20
<ul style="list-style-type: none"> List choices that have a negative influence on health. 	SE: 18-19, 153-155, 307, 542-545, 568-573, 574-578, 592-597, 649 TWE: MA 19
Stage J	
<ul style="list-style-type: none"> Explain how the use of drugs, alcohol, and tobacco can affect a fetus/infant. 	SE: 494-495, 552, 575-576, 596 <i>Did You Know?</i> 494 TWE: MA 494
<ul style="list-style-type: none"> Design and construct a diet based on the Dietary Guidelines for Americans and the USDA Food Pyramid. 	SE: 122-129, 147 <i>Health Minute</i> 115 <i>Hands-On Health</i> 118 <i>Applying Health Skills</i> 121 TWE: D 117

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze how health-related choices made today can affect a person's health in the future. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 685
<ul style="list-style-type: none"> Explain how choices made by a pregnant woman can affect the health status and development of a fetus. 	SE: 162, 492-497, 552, 575-576, 596 <i>Hands-On Health</i> 495 TWE: MA 162, 494
<ul style="list-style-type: none"> List choices that have a positive influence on health. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 20
<ul style="list-style-type: none"> List choices that have a negative influence on health. 	SE: 18-19, 153-155, 307, 542-545, 568-573, 574-578, 592-597, 649 TWE: MA 19
23C Students who meet the standard can describe factors that affect growth and development.	
Stage H	
<ul style="list-style-type: none"> Discuss the influences and behaviors that may lead to eating disorders. 	SE: 144, 147, 151-156 <i>Eye on the Media</i> 164 TWE: TP 151
<ul style="list-style-type: none"> Identify situations that cause stress. 	SE: 199 TWE: A 199 CL 200
<ul style="list-style-type: none"> Recognize stress management techniques. 	SE: 205-209 <i>Hands-On Health</i> 191, 207 <i>Applying Health Skills</i> 203 <i>Health Minute</i> 208 TWE: MA 13 CC 207
<ul style="list-style-type: none"> Identify the possible impact of death, loss, and/or divorce on the family and friends. 	SE: 238-241, 281 <i>Health Minute</i> 239 TWE: MA 239
<ul style="list-style-type: none"> Investigate the relationships of, and the disparities among, physical, mental, emotional, and social changes occurring during puberty. 	SE: 514-519 <i>Quick Start</i> 514 <i>Figure</i> 515, 518 <i>Exploring Issues</i> 518 TWE: TP 514
<ul style="list-style-type: none"> Use the principles of energy balance to plan a diet and activity routine that will result in healthy body weight and composition. 	SE: 78-79, 110, 144-145 <i>Math Connection</i> 139 TWE: SW 145
<ul style="list-style-type: none"> Use knowledgeable consumer skills to purchase healthy foods. 	SE: 123, 125-129, 130-133 <i>Exploring Issues</i> 112 <i>Real Life</i> 127 TWE: HL 131
<ul style="list-style-type: none"> Recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet. 	SE: 12-16, 77, 111-113 <i>Hands-On Health</i> 15 <i>Eye on the Media</i> 164 TWE: CL 112
<ul style="list-style-type: none"> Practice effective methods of communication (written, verbal, non-verbal). 	SE: 250-251, 254-261 <i>Health Skills Activity</i> 186, 212, 259, 478 TWE: MA 257

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<ul style="list-style-type: none"> Practice conflict resolution skills. 	SE: 264-267, 339-340 <i>Health Minute</i> 264 <i>Applying Health Skills</i> 267, 340 TWE: A 263
<ul style="list-style-type: none"> Identify health-related choices which, if made today, can affect a person’s physical, mental, emotional and social growth and development in the future. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 685
<ul style="list-style-type: none"> Discuss how making healthy choices and knowing family health history can help a person live a more healthy life. 	SE: 6, 12, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323
Stage I	
<ul style="list-style-type: none"> Identify the responsibilities and consequences in relationships. 	SE: 260, 304-305, 313-317, 318-323 <i>Exploring Issues</i> 314 <i>Health Minute</i> 317 <i>Quick Start</i> 318 TWE: CL 320
<ul style="list-style-type: none"> Demonstrate stress management techniques. 	SE: 205-209 <i>Hands-On Health</i> 191, 207 <i>Applying Health Skills</i> 203 <i>Health Minute</i> 208 TWE: MA 13 CC 207
<ul style="list-style-type: none"> Explain the long-term effects of stress on physical, mental, emotional, and social health. 	SE: 200-204, 626, 679, 690 <i>Thinking Critically</i> 304 <i>Hands-On Health</i> 449 TWE: A 202
<ul style="list-style-type: none"> List interventions and strategies that can be utilized in a variety of health-related situations. 	SE: 58, 231-232, 547, 613-615 <i>Real Life</i> 549 <i>Beyond the Classroom</i> 583 TWE: C 233
<ul style="list-style-type: none"> Discuss the characteristics and development needs related to the stages of the life cycle. 	SE: 486-491, 504-507, 514-519, 521-523, 529-533 TWE: CT 505
<ul style="list-style-type: none"> Identify the different stages of the life cycle. 	SE: 486-491, 504-507, 514-519, 521-523, 529-533 TWE: CT 505
<ul style="list-style-type: none"> Explain the relationship between conception and the fertility cycle. 	SE: 474-476, 486-487 Q & A 487
<ul style="list-style-type: none"> 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. 	SE: 78-79, 110, 144-145 <i>Math Connection</i> 139 TWE: SW 145
<ul style="list-style-type: none"> Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities. 	SE: 254-261 <i>Hands-On Health</i> 240, 258, 311 <i>Did You Know?</i> 256 TWE: SW 255
<ul style="list-style-type: none"> Analyze food choices and activity practices used to maintain weight and body composition. 	SE: 77-79, 110-113, 122-129, 148-150, 157-161 TWE: HL 128

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Discuss how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323 CL 685
Stage J	
<ul style="list-style-type: none"> Analyze the interrelationships of working, family roles, school, and peers on a person's physical, mental, emotional, and social health. 	SE: 7-8, 12-14, 275-276, 303-306 <i>Hands-On Health</i> 15 <i>Figure</i> 275 TWE: SW 6
<ul style="list-style-type: none"> Design and implement a personal health plan adaptable to changing lifelong needs. 	SE: 5, 20 <i>Hands-On Health</i> 35, 118, 678 <i>Real Life</i> 84 <i>Health Skills Activity</i> 89 TWE: HL 123
<ul style="list-style-type: none"> Explain how choices and behaviors of a pregnant woman can affect fetal health and development. 	SE: 487, 492-496, 552, 575-576, 596 <i>Did You Know?</i> 494 TWE: D 487
<ul style="list-style-type: none"> Analyze diets for variety and balance. 	SE: 123, 127 <i>Thinking Critically</i> 129
<ul style="list-style-type: none"> Evaluate dietary options, supplements, and additives as they might affect health. 	SE: 126, 131-132, 161 <i>Myth or Fact</i> 109 <i>Applying Health Skills</i> 163 TWE: D 119
<ul style="list-style-type: none"> Analyze marketing/media influences on health choices. 	SE: 15-16, 49 <i>Eye on the Media</i> 22, 138, 410, 458, 556, 700 TWE: MA 50
<ul style="list-style-type: none"> Analyze how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: CL 685
24A Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	
Stage H	
<ul style="list-style-type: none"> Elaborate on how positive communication can help build and maintain a healthy relationship. 	SE: 254-261 <i>Health Skills Activity</i> 29, 212, 259, 284 <i>Hands-On Health</i> 240, 311 TWE: MA 257
<ul style="list-style-type: none"> Demonstrate conflict mediation and conflict resolution skills. 	SE: 264-267, 338-340 <i>Hands-On Health</i> 525 TWE: HC 266
<ul style="list-style-type: none"> Recommend ways to promote a safe school environment. 	SE: 335-340 <i>Exploring Issues</i> 339 <i>Applying Health Skills</i> 340 TWE: HC 338
<ul style="list-style-type: none"> Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce). 	SE: 188-190, 238-241, 281-282 <i>Health Skills Activity</i> 186 TWE: D 239

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace. 	SE: 254-261 <i>Health Skills Activity</i> 29, 212, 259, 284 <i>Hands-On Health</i> 240, 311 TWE: MA 257
<ul style="list-style-type: none"> Decide what actions to take when bullying occurs. 	SE: 336 <i>Health Skills Activity</i> 259 <i>Figure</i> 336 TWE: D 336
<ul style="list-style-type: none"> Identify passive, aggressive, passive-aggressive, and assertive forms of communication. 	SE: 255, 310-312 <i>Hands-On Health</i> 311 TWE: D 310
<ul style="list-style-type: none"> Examine possible causes of violence. 	SE: 187, 262-263, 341-343 <i>Figure</i> 263 <i>Exploring Issues</i> 265 TWE: CL 342
<ul style="list-style-type: none"> Apply acceptable methods of asserting yourself in peer group situations. 	SE: 309-311 <i>Health Minute</i> 310 <i>Hands-On Health</i> 311 TWE: D 310
<ul style="list-style-type: none"> Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise). 	SE: 251 Q & A 251 TWE: HL 251
Stage I	
<ul style="list-style-type: none"> Practice negotiation, mediation, and conflict resolution skills. 	SE: 30, 250-251, 262-267, 310-311, 339-340 <i>Applying Health Skills</i> 340 TWE: C 340
<ul style="list-style-type: none"> Describe the effect of conflict and violence upon the health of the individual. 	SE: 286-290, 344-347, 348-353 <i>Did You Know?</i> 287 TWE: HL 265
<ul style="list-style-type: none"> Describe the effect of conflict and violence upon the health of a family. 	SE: 286-290, 344-347, 348-353 <i>Did You Know?</i> 287 TWE: HL 265
<ul style="list-style-type: none"> Describe the effect of conflict and violence upon the health of the community and school. 	SE: 286-290, 335-338, 344-347, 348-353, 597 <i>Language Arts Connection</i> 617 TWE: HL 265
<ul style="list-style-type: none"> Discuss strategies for maintaining a safe school environment. 	SE: 335-340 <i>Exploring Issues</i> 339 <i>Thinking Critically</i> 340 TWE: HC 338
<ul style="list-style-type: none"> Advocate ways to promote a safe school environment. 	SE: 335-340 <i>Exploring Issues</i> 339 TWE: HC 338
<ul style="list-style-type: none"> Predict how emotions may be communicated in different situations. 	SE: 184-187, 188-190 <i>Health Skills Activity</i> 186 <i>Hands-On Health</i> 191 <i>Applying Health Skills</i> 191 TWE: SW 185

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze good communication skills in relationships. 	SE: 250-251, 254-261, 310-311 <i>Health Skills Activity</i> 186, 284 <i>Real Life</i> 253 TWE: MA 257
<ul style="list-style-type: none"> Analyze causes and effects of violence. 	SE: 187, 262-263, 335-337 <i>Figure</i> 263 <i>Exploring Issues</i> 265 TWE: TP 262
<ul style="list-style-type: none"> Critique the media’s influence on behavior. 	SE: 343 <i>Eye on the Media</i> 22, 354, 556 <i>Quick Start</i> 341 <i>Thinking Critically</i> 347 <i>Applying Health Skills</i> 347 TWE: CL 343
<ul style="list-style-type: none"> Identify positive methods for addressing interpersonal differences. 	SE: 255, 260-261, 264-267, 309-311, 339-340 TWE: C 340
Stage J	
<ul style="list-style-type: none"> Analyze the impact of conflict and violence on your community (e.g., crime rates, economic losses). 	SE: 337, 344-347, 597 <i>Thinking Critically</i> 597 <i>Language Arts Connection</i> 617 TWE: A 344
<ul style="list-style-type: none"> Compare the effect of conflict and violence upon the health of an individual, family, and community. 	SE: 286-290, 344-347, 348-353 <i>Did You Know?</i> 287 TWE: HL 265
<ul style="list-style-type: none"> Advocate ways to promote a safe school environment. 	SE: 335-340 <i>Exploring Issues</i> 339 <i>Applying Health Skills</i> 340 TWE: HC 338
<ul style="list-style-type: none"> Express acceptable methods of asserting yourself in peer group situations. 	SE: 255, 260-261, 264-267, 309-311, 339-340 TWE: C 340
<ul style="list-style-type: none"> Discuss how emotions may be communicated in different situations. 	SE: 184-187, 188-190 <i>Health Skills Activity</i> 186 <i>Hands-On Health</i> 191 <i>Applying Health Skills</i> 191 TWE: SW 185
<ul style="list-style-type: none"> Critique communication skills. 	SE: 250-251, 254-261, 310-312 TWE: MA 257
<ul style="list-style-type: none"> Theorize about the possible causes and effects of violence. 	SE: 187, 262-263, 335-337 <i>Figure</i> 263 <i>Exploring Issues</i> 265 TWE: TP 262
<ul style="list-style-type: none"> Assess the media’s influence on behavior. 	SE: 343 <i>Eye on the Media</i> 22, 354, 556 <i>Quick Start</i> 341 <i>Thinking Critically</i> 347 <i>Applying Health Skills</i> 347 TWE: CL 343
<ul style="list-style-type: none"> Simulate positive methods for addressing interpersonal differences. 	SE: 255, 260-261, 264-267, 309-311, 339-340 TWE: C 340

DESCRIPTORS	PAGE REFERENCES
24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	
Stage H	
<ul style="list-style-type: none"> List health-related problems that affect adolescents. 	SE: 146-147, 151-155, 648-651, 652-656 <i>Real Life</i> 692 <i>Did You Know?</i> 694 TWE: MA 653
<ul style="list-style-type: none"> Explain how choices one makes now can affect one's health in the future. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323
<ul style="list-style-type: none"> Formulate a plan to solve a health-related problem. 	SE: 135-137, 148-150, 318-319, 322-323 <i>Hands-On Health</i> 118 <i>Real Life</i> 127 TWE: HL 123
<ul style="list-style-type: none"> Identify barriers that can affect the decision-making process. 	SE: 13, 15, 49, 307-309, 563-565, 570, 596-597, 722 <i>Hands-On Health</i> 15 <i>Figure</i> 309 TWE: CL 308
Stage I	
<ul style="list-style-type: none"> Explain how adolescent health problems can affect others. 	SE: 570-571, 575-578, 651, 654-655, 661 <i>Did You Know?</i> 565 TWE: CT 575
<ul style="list-style-type: none"> Explain the value of identifying options to solve a health-related problem. 	SE: 28-32, 317, 318-323 <i>Health Minute</i> 548 TWE: D 31 EX 148
<ul style="list-style-type: none"> Analyze the options to solve a health-related problem. 	SE: 148-149, 188-190, 205-209, 318 <i>Exploring Issues</i> 149, 502, 666 <i>Health Minute</i> 208 TWE: EX 148
<ul style="list-style-type: none"> Determine which option best solves the health-related problem. 	SE: 148-149, 205-209 <i>Hands-On Health</i> 191 <i>Health Minute</i> 208 TWE: EX 148
<ul style="list-style-type: none"> Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision. 	SE: 148-149, 205-209 <i>Figure</i> 34 <i>Exploring Issues</i> 149, 378, 502 <i>Hands-On Health</i> 191 <i>Health Minute</i> 208 TWE: EX 148
Stage J	
<ul style="list-style-type: none"> Give examples of how community actions affect health (e.g., laws pertaining to seat belts, helmets, nonsmoking areas). 	SE: 713, 719 <i>Beyond the Classroom</i> 25 <i>Thinking Critically</i> 776 TWE: SW 542
<ul style="list-style-type: none"> Identify community actions that may impact your health. 	SE: 64, 774 <i>Beyond the Classroom</i> 25, 785 TWE: HC 773

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the immediate and long-term impacts of individual decisions concerning health issues. 	SE: 6, 20-21, 75-77, 113, 206-209, 318-322, 625-626, 685 TWE: C 323
24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.	
Stage H	
<ul style="list-style-type: none"> Discover the services available from school or community health-related resource agencies. 	SE: 64-65, 291-292 <i>Quick Start</i> 64 <i>Hands-On Health</i> 66 <i>Applying Health Skills</i> 67 <i>Real Life</i> 293 <i>Figure</i> 579 TWE: D 65
<ul style="list-style-type: none"> Predict the outcomes of being in dangerous situations. 	SE: 316, 337, 344-347, 350-351, 565, 570-571, 722 <i>Hands-On Health</i> 572 <i>Figure</i> 717 TWE: D 346
<ul style="list-style-type: none"> Employ refusal skills and negotiating skills to avoid becoming involved in potentially harmful situations. 	SE: 30, 264-267, 309-312, 322-323, 339-340 <i>Hands-On Health</i> 311 <i>Health Skills Activity</i> 601, 657 TWE: CL 311
<ul style="list-style-type: none"> Discuss long- and short-term goal setting and the importance of each. 	SE: 35-36, 87-88, 92 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: TP 33
<ul style="list-style-type: none"> Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe). 	SE: 34-36 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35, 118 <i>Beyond the Classroom</i> 167 TWE: MA 35
Stage I	
<ul style="list-style-type: none"> Identify short-term personal life goals. 	SE: 35-36, 87-89, 92 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: TP 33
<ul style="list-style-type: none"> Identify long-term personal life goals. 	SE: 35-36, 87-89, 92, 519 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: TP 33
<ul style="list-style-type: none"> Monitor achievement and revise short-term personal life goals. 	SE: 35-36, 87-89, 92 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: TP 33

DESCRIPTORS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify personal health goals (i.e., avoiding substances, dating limits, nutrition, and fitness). 	SE: 87-89, 317, 318-319 <i>Health Skills Activity</i> 8, 89, 566 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: C 567
<ul style="list-style-type: none"> Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke). 	SE: <i>Hands-On Health</i> 35 <i>Health Skills Activity</i> 407, 566, 686 <i>Thinking Critically</i> 436 TWE: D 319
<ul style="list-style-type: none"> Identify barriers that could limit achievement of personal health goals. 	SE: 13, 15, 49, 307-309, 563-565, 570, 596-597, 722 <i>Hands-On Health</i> 15 <i>Figure</i> 309 TWE: CL 308
Stage J	
<ul style="list-style-type: none"> Monitor achievement and revise short-term personal goals. 	SE: 35-36, 87-89, 92 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: TP 33
<ul style="list-style-type: none"> Monitor achievement and revise long-term personal goals. 	SE: 35-36, 87-89, 92, 519 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35 <i>Beyond the Classroom</i> 167 TWE: TP 33
<ul style="list-style-type: none"> Predict barriers to achieving short and long-term personal goals. 	SE: 307-309, 563-565, 570 <i>Health Skills Activity</i> 8, 726 <i>Hands-On Health</i> 35 <i>Figure</i> 309 TWE: MA 35
<ul style="list-style-type: none"> Design a plan to achieve personal health goals. 	SE: 34-36, 148-149 <i>Health Skills Activity</i> 8, 89 <i>Hands-On Health</i> 35, 118 <i>Beyond the Classroom</i> 167 TWE: MA 35
<ul style="list-style-type: none"> Formulate a plan to overcome barriers that could limit achievement of personal health goals. 	SE: 309-312, 316-317, 318-319, 322-323 <i>Hands-On Health</i> 311 <i>Real Life</i> 321 <i>Health Skills Activity</i> 566, 657, 726 TWE: CL 311

Codes Used for TWE Pages

A	Activities
C	Close
CC	Cross Curriculum Activity
CI	Community Involvement
CL	Cooperative Learning or Cooperative Learning Activity
CT	Critical Thinking
D	Discussing
EX	Explaining
HC	Home and Community
HL	Health Literacy
MA	More About
SW	School to Work
TP	Tying to Prior Knowledge