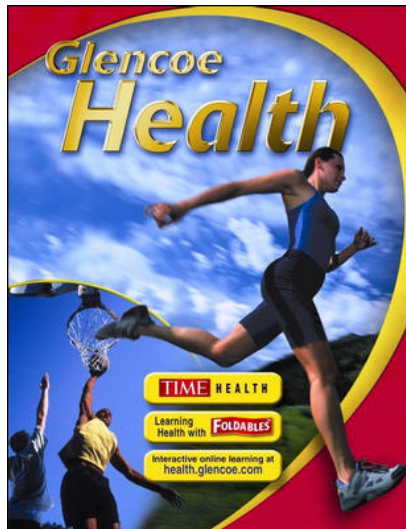




Glencoe

Voluntary State Curriculum – Health Education
Grades 9-12



Glencoe Health

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STANDARDS	PAGE REFERENCES
<p>1.0 Mental and Emotional Health – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.</p>	
<p>A. Mental and Emotional Health</p>	
<p>1. Recognize and apply effective communication skills.</p>	<p>Student Edition: 28-30, 254-261 <i>Applying Health Skills</i> 150, 306, 591, 615, 651 <i>Hands On Health</i> 554 <i>Health Skills Activity</i> 186 <i>Health Skills Application</i> 43 #1, 297 #2</p> <p>Teacher Wraparound Edition: CI 323; CL 257; CLA 30; HC 655; HL 260, 284; MA 256, 257; SL 120</p>
<p>2. Apply the decision-making process to personal issues and problems.</p>	<p>Student Edition: 33, 322-323 <i>Applying Health Skills</i> 36, 237 <i>Figure 2.3</i> 34 <i>Health Skills Activity</i> 407, 629 <i>Health Skills Application</i> 437 #2</p> <p>Teacher Wraparound Edition: CLA 212; HC 135; HL 164; SW 6</p>

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>3. Demonstrate, evaluate and analyze strategies to manage stress.</p>	<p>Student Edition: 31, 199-204, 205-209 <i>Applying Health Skills</i> 32, 285, 497 <i>Hands On Health</i> 449 <i>Writing Critically</i> 221 #1</p> <p>Teacher Wraparound Edition: CL 208; CLA 201; D 201; En 204; MA 190; SW 199, 208; WT 216</p>
<p>4. Recognize and respond to potential destructive behaviors.</p>	<p>Student Edition: 17-21, 320-322, 540-545, 562-567, 568-573, 592-597, 599-600, 605-610 <i>After You Read</i> 79, 121</p> <p>Teacher Wraparound Edition: A 600; CLA 656; CT 20; GS 320</p>
<p>2.0 Alcohol, Tobacco, and Other Drugs - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.</p>	
<p>A. Alcohol, Tobacco, and Other Drugs</p>	
<p>1. Identify factors that influence the use of tobacco, alcohol, and other drugs.</p>	<p>Student Edition: 546, 548, 563, 611-613 <i>Health Skills Application</i> 557 #4 <i>Parent Involvement</i> 557 <i>School and Community</i> 557</p> <p>Teacher Wraparound Edition: CLA 20, 566; CT 563; HC 564; MA 549, 565</p>
<p>2. Investigate effects of prescription and OTC drugs and resulting consequences.</p>	<p>Student Edition: 94-95, 161, 493, 586-591 <i>Applying Health Skills</i> 163 <i>Eye on the Media</i> 585 <i>Recalling the Facts</i> 618 #2, #3</p> <p>Teacher Wraparound Edition: D 199; HL 589; MA 95; WT 216</p>
<p>3. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco, alcohol, and other drugs.</p>	<p>Student Edition: 94, 161, 343, 351, 540-545, 562-567, 568-573, 586-591, 592-597, 599-602 <i>Hands On Health</i> 554, 572</p> <p>Teacher Wraparound Edition: CC 569; D 95, 570; MA 95; SW 542; WT 216</p>

STANDARDS	PAGE REFERENCES
<p>4. Access information and Services for treatment of addictive behaviors.</p>	<p>Student Edition: 550, 577-578, 614-615 <i>Figure 22.4</i> 579 <i>Health Skills Application</i> 557 #2 <i>Real Life Application</i> 549 <i>Recalling the Facts</i> 582 #12 <i>School and Community</i> 557, 581 Teacher Wraparound Edition: CL 548; SL 613</p>
<p>3.0 Personal and Consumer Health - Students will demonstrate the ability to use knowledge, skills, and strategies to develop sound personal and consumer health practices involving the use of health care products, services, and community resources.</p>	
<p>A. Personal and Consumer Health</p>	
<p>1 Demonstrate the ability to identify and practice health enhancing behaviors and reduce health risks to live safer, healthier lives.</p>	<p>Student Edition: 390, 391, 406-408, 423-424, 432-433, 447-448 <i>Hands On Health</i> 397, 430 <i>Health Skills Application</i> 411 #1, #3 <i>Parent Involvement</i> 437 Time Health 436 Teacher Wraparound Edition: AHS 389, 435; CLA 392, 445; HC 396; SW 397</p>
<p>2 Demonstrate the ability to locate resources from your new school's community that provide valid health information concerning consumer health issues and services.</p>	<p>Student Edition: 9, 32, 48-53, 54-59, 64-67, 151-152 <i>Applying Health Skills</i> 59, 67, 137 <i>Health Skills Application</i> 165 #3 <i>Real Life Application</i> 235 <i>Time Health</i> 68, 380, 642 Teacher Wraparound Edition: A 117; CC 152; HL 31, 52; MR 62</p>
<p>3. Describe and analyze risk factors and behaviors that contribute to the development of illness.</p>	<p>Student Edition: 6, 20, 75-79, 125-129, 318-323, 473, 477, 546-547, 566-567, 592-597 <i>Applying Health Skills</i> 479 <i>Figure 14.2</i> 365 <i>Hands On Health</i> 118, 471 <i>Health Skills Activity</i> 56, 686 <i>Health Skills Application</i> 481 #3 <i>Time Health</i> 104, 436 Teacher Wraparound Edition: Ex 75; HL 31; HM 115</p>

STANDARDS	PAGE REFERENCES
<p>4.0 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p>	
<p>A. Family Life and Human Sexuality</p>	
<p>1. Explain the process of human reproduction (fetal and maternal).</p>	<p>Student Edition: 474-475, 486-490 <i>Figure 18.4</i> 476 <i>Figure 19.3</i> 491 <i>Recalling Facts and Vocabulary</i> 479 #2; 491 #2 Teacher Wraparound Edition: D 489; MA 475, 489; RC 487</p>
<p>2. Distinguish between healthy and unhealthy relationships.</p>	<p>Student Edition: 28-30, 248-252, 254-261, 278-279, 294-295, 302-306 <i>Health Skills Application</i> 297 #1 <i>Real Life Application</i> 253 <i>Time Health</i> 354 <i>Writing Critically</i> 299 #2 Teacher Wraparound Edition: HL 249, 284; VL 251</p>
<p>3. Analyze factors that influence an individual’s decisions concerning sexual behavior.</p>	<p>Student Edition: 20-21, 30, 31, 318-323, 651, 667 <i>Applying Health Skills</i> 317 <i>Hands On Health</i> 650 <i>Health Skills Application</i> 325 #3 <i>Time Health</i> 534 Teacher Wraparound Edition: CLA 30; CT 319; HL 316; WT 534</p>
<p>4. Demonstrate capacity for setting sexual limits.</p>	<p>Student Edition: 20-21, 317, 318-323, 651, 667 <i>Hands On Health</i> 650 <i>Health Skills Activity</i> 657 <i>Health Skills Application</i> 325 #4 <i>Thinking Critically</i> 473 #5 <i>Time Health</i> 324, 534 <i>Writing Critically</i> 327 #2 Teacher Wraparound Edition: C 323; CLA 656, 660; D 476; ER 648</p>

STANDARDS	PAGE REFERENCES
<p>5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p>	
<p>1. Assess and respond appropriately to harassment and other violent behaviors.</p>	<p>Student Edition: 286-290, 316-317, 330-334, 335-338, 344-347, 348-353, 565 <i>Time Health 354</i></p> <p>Teacher Wraparound Edition: CL 342; En 340; Ex 608; HC 333, 338; MA 331; MR 346; RC 336; WT 336</p>
<p>2. Assess and respond appropriately to sexual aggression.</p>	<p>Student Edition: 286-290, 316-317, 330-334, 335-338, 344-347, 348-353, 565 <i>Time Health 354</i></p> <p>Teacher Wraparound Edition: CL 342; En 340; Ex 608; HC 333, 338; MA 331; MR 346; RC 336; WT 336</p>
<p>3. Recognize contributors to harassment, intimidating behaviors, and violence.</p>	<p>Student Edition: 262-267, 304-305, 309-312, 335-340, 341-347 <i>Health Skills Application 355 #1, #3</i> <i>Recalling the Facts 270 #6, 356 #2</i></p> <p>Teacher Wraparound Edition: A 265; D 310; HL 251; RC 266; VL 263, 264</p>
<p>4. Demonstrate the ability to respond appropriately to emergency and non-emergency situations.</p>	<p>Student Edition: 94-97, 98-103, 392-393, 736-741, 742-746, 747-748, 749-754, 755-759 <i>Recalling the Facts 762 #5</i> <i>Thinking Critically 763 #1, #2</i> <i>Time Health 760</i></p> <p>Teacher Wraparound Edition: GS 744; HAS 739; MA 744, 747, 751</p>
<p>6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.</p>	
<p>A. Nutrition and Fitness</p>	
<p>1. Demonstrate an understanding of body image, how it is developed, and how it is influenced.</p>	<p>Student Edition: 32, 144, 151, 154-156, 178-183 <i>Eye on the Media 143</i> <i>Health Skills Application 165 #1</i> <i>Time Health 68</i></p> <p>Teacher Wraparound Edition: CLA 112, 516; HSP 147</p>

STANDARDS	PAGE REFERENCES
<p>2. Identify and analyze the benefits of maintaining a healthy weight.</p>	<p>Student Edition: 123, 144-150, 691-692 <i>Figure 26.2</i> 679 <i>Health Skills Application</i> 481 #1 <i>Recalling the Facts</i> 166 #2 <i>Time Health</i> 436 <i>Writing Critically</i> 439 #1 Teacher Wraparound Edition: MA 124, 158</p>
<p>3. Analyze influences on eating and activity behaviors.</p>	<p>Student Edition: 87-92, 110-113, 122-129, 151-156, 157-163 <i>Eye on the Media</i> 109 <i>Parent Involvement</i> 139 <i>Time Health</i> 138, 164 <i>Writing Critically</i> 439 #1 Teacher Wraparound Edition: CC 88, 89, 126; CLA 81, 125; HL 128, 146, 153, 310; SW 75, 91, 119</p>
<p>4. Analyze eating and activity behaviors that need improvement.</p>	<p>Student Edition: 34-36, 80-86, 87-92, 110-113, 122-129, 130-137, 145, 148-149, 157-163 <i>Hands On Health</i> 35 <i>Parent Involvement</i> 139, 165 <i>Time Health</i> 104 Teacher Wraparound Edition: CC 88; CI 148; CLA 81, 125, 161; CT 78; HC 84; SW 75, 119</p>
<p>7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.</p>	
<p>A. Disease Prevention and Control</p>	
<p>1. Examine society's response to disease.</p>	<p>Student Edition: 634, 639-641 <i>After You Read</i> 699 <i>School and Community</i> 643 <i>Thinking Critically</i> 634 #4 <i>Time Health</i> 642 <i>Write Critically</i> 671 #2 Teacher Wraparound Edition: CC 642; MA 640; SL 697; WT 683</p>

STANDARDS	PAGE REFERENCES
<p>2. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases.</p>	<p>Student Edition: 33, 435, 622-626, 627-634, 635-641, 648-651, 652-657, 658-661 <i>Time Health</i> 642</p> <p>Teacher Wraparound Edition: CLA 660; D 649; FYI 640; MA 433, 639</p>
<p>3. Demonstrate the ability to access valid information about HIV/AIDS.</p>	<p>Student Edition: 658-661, 662-667 <i>Health Skills Application</i> 325 #4 <i>School and Community</i> 669 <i>Time Health</i> 668 <i>Writing Critically</i> 671 #2</p> <p>Teacher Wraparound Edition: C 667; CLA 660; DW 659; ER 648; HL 663; RC 472; RLA 660</p>