



**Glencoe**

Personal Health and Wellness  
Grades 6-8

Tennessee



# Teen Health

**COURSE 1**

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## STANDARDS

## PAGE REFERENCES

### Personal Health and Wellness

**Domain Description:** In 1995, the National Health Education Standards established “health literacy” as the primary outcome of a comprehensive K-12 Health Education program. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health; a responsible, productive citizen who avoids behaviors that place their health or that of others at risk; a lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as their needs change throughout life.

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| <p><b>Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote their personal health and wellness, thereby enhancing quality of life for themselves and those around them.</b></p> |   |
| <p><b>Learning Expectations:</b></p>   |   |
| <p>The student will:</p>   |   |
| <p>1.1 analyze the effectiveness of personal decision-making as it relates to future health and wellness outcomes;</p>   | <p><b>Student Edition:</b><br/>3, 16, 17, 19, 21, 22, 23, 27, 28, 29, 31, 52, 53, 78, 79, 80, 89, 90, 91, 97, 111, 112, 113, 115, 116, 117, 126, 127, 128, 129, 130, 131, 139, 140, 141, 154, 168, 169, 171, 172, 173, 256, 257, 258, 259, 260, 261, 268, 269, 270, 271, 272, 273, 274, 275, 276, 282, 283, 284, 285, 286, 287, 291, 292, 293, 318, 319, 320, 321</p> <p><b>Teacher Wraparound Edition:</b><br/>3, 16, 17, 18, 22, 23, 52, 78, 79, 80, 92, 100, 107, 111, 112, 113, 126, 127, 128, 129, 130, 131, 168, 169, 256, 257, 258, 259, 260, 261, 268, 269, 270, 271, 272, 273, 274, 275, 276, 282, 283, 284, 285, 286, 287, 318, 319, 320, 321</p> |
| <p>1.2 describe individual goals and aspirations for healthful living;</p>   | <p><b>Student Edition:</b><br/>13, 20, 21, 22, 23, 24, 25, 27, 28, 29, 35, 57, 58, 59, 126, 127, 128, 129, 131, 136, 137, 138, 1369, 140, 141, 256, 263, 264, 265, 288, 289,</p> <p><b>Teacher Wraparound Edition:</b><br/>20, 21, 22, 23, 24, 25, 123, 126, 127, 128, 129, 130, 131, 136, 137, 138, 245, 275, 288, 289</p>   |
| <p>1.3 determine how setting healthful living goals can promote lifetime wellness;</p>   | <p><b>Student Edition:</b><br/>20, 23, 27, 28, 29, 126, 127, 128, 129, 130, 131, 136, 137, 139, 140, 141, 256, 263, 264, 265, 288, 289</p> <p><b>Teacher Wraparound Edition:</b><br/>2, 20, 126, 127, 128, 129, 130, 131, 136, 137, 245, 275, 288, 289</p>  |
| <p>1.4 develop a list of questions that influence the decision-making process;</p>   | <p><b>Student Edition:</b><br/>16-18, 19, 24-25, 112-113, 260-261</p> <p><b>Teacher Wraparound Edition:</b><br/>113</p>   |
| <p>1.5 identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthful living;</p>  | <p><b>Student Edition:</b><br/>16-18, 19, 24-25, 112-113, 260-261</p> <p><b>Teacher Wraparound Edition:</b><br/>113</p>   |

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| 1.6  | evaluate the influence of media on decision-making process related to healthful living.   | <b>Student Edition:</b><br>10, 14, 155, 157, 228-229<br><b>Teacher Wraparound Edition:</b><br>10, 228  |
| <b><u>Performance Indicators:</u></b>  |   |  |
| <i>At Level 1, the student will be able to:</i>  |   |  |
| <ul style="list-style-type: none"> <li>describe different kinds of relationships and their influence on the decision-making process;</li> <li>describe how responsible decision making contributes to self-worth and self-reliance;</li> <li>define different types of goals (e.g. health, academic, etc.);</li> <li>demonstrate the ability to identify choices on a range of issues consistent with personal values that do not involve risking one's health and safety, others' health and safety or breaking the law.</li> </ul> | <b>Student Edition:</b><br>13, 16-18, 20-23, 24-25, 67-69, 73-77, 112-113<br><b>Teacher Wraparound Edition:</b><br>16, 17, 18, 19, 21, 22, 23               |  |
| <i>At Level 2, the student will be able to:</i>  |   |  |
| <ul style="list-style-type: none"> <li>differentiate between long and short-term personal goals;</li> <li>explain the influence that peer pressure has on personal decision-making and goal-setting.</li> </ul>  | <b>Student Edition:</b><br>17, 19, 20-23, 25, 76-77, 78-79, 103<br><b>Teacher Wraparound Edition:</b><br>18, 21, 22, 76, 80                                 |  |
| <i>At Level 3, the student will be able to:</i>  |   |  |
| <ul style="list-style-type: none"> <li>debate realistic vs. unrealistic goals;</li> <li>design a personal health goal and evaluate how family and peers might hinder or enhance this goal (e.g. healthy eating, substance use, physical activity, social behavior).</li> </ul>   | <b>Student Edition:</b><br>20-23, 69, 76-77, 102-103, 112, 124, 126-131, 136-137, 234-235, 260-261<br><b>Teacher Wraparound Edition:</b><br>22, 26, 76, 130 |  |
| <b>Standard 2: The student will understand the importance of personal hygiene practices as related to healthful living.</b>  |   |  |
| <b><u>Learning Expectations:</u></b>   |   |  |
| The student will:  |   |  |
| 2.1  | evaluate basic personal hygiene habits;   | <b>Student Edition:</b><br>26, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 171, 172, 173, 209<br><b>Teacher Wraparound Edition:</b><br>142, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154 |

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| 2.2   | analyze the changes in health and hygiene needs related to adolescence;  | <b>Student Edition:</b><br>202, 203, 204, 205, 209, 217, 218, 219<br><b>Teacher Wraparound Edition:</b><br>200, 202, 203, 204, 205, 209   |
| 2.3   | discuss physical/emotional/social health implications of personal hygiene.   | <b>Student Edition:</b><br>26, 144-150, 209<br><b>Teacher Wraparound Edition:</b><br>144, 149   |
| <b>Performance Indicators:</b>  |  |   |
| <i>At Level 1, the student will be able to</i>  |  |   |
| •   | explain basic personal hygiene habits (e.g., hand washing, bathing, shampooing, oral care, and foot care as related to puberty).   | <b>Student Edition:</b><br>142, 144-150, 154, 202-204, 209<br><b>Teacher Wraparound Edition:</b><br>142, 144, 145, 146, 147, 148, 149, 150, 203   |
| <i>At Level 2, the student will be able to:</i>   |  |   |
| •   | display and discuss healthful personal grooming habits and how they affect physical/emotional/social wellbeing.  | <b>Student Edition:</b><br>26, 142, 144-150, 154, 202-204, 209<br><b>Teacher Wraparound Edition:</b><br>142, 144, 145, 146, 147, 148, 149, 150, 203   |
| <i>At Level 3, the student will be able to:</i>   |  |   |
| •   | analyze personal choices related to hygiene and their influences on others as they relate to healthful living (e.g., clean clothing, body and hair, tattoos, and body piercing). | <b>Student Edition:</b><br>26, 142, 144-150, 154, 155-158, 202-204, 209<br><b>Teacher Wraparound Edition:</b><br>142, 144, 145, 146, 147, 148, 149, 150, 157, 203   |
| <b>Standard 3: The student will understand the role of body systems as related to healthful living.</b> |  |   |
| <b>Learning Expectations:</b>   |  |   |
| The student will:   |  |   |
| 3.1   | describe and explain the basic body systems and their functions;   | <b>Student Edition:</b><br>174, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 197, 198, 199, 200, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 217, 218, 219<br><b>Teacher Wraparound Edition:</b><br>174, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 200, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213 |

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| 3.2 analyze and explain the impact of personal health behaviors on the functioning of human body systems.   | <p><b>Student Edition:</b><br/>           3, 5, 6, 7, 26, 27, 28, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 171, 172, 173, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 201, 206, 207, 208, 209, 217, 218, 219, 220, 221, 223, 224, 225, 226, 237, 238, 239, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 263, 264, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 291, 292, 293</p> <p><b>Teacher Wraparound Edition:</b><br/>           2, 3, 5, 6, 7, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 174, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 200, 206, 207, 208, 209, 220, 221, 223, 224, 225, 226, 240, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 266, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287</p> |
| <p><b>Performance Indicators:</b></p>   |   |
| <p><i>At Level 1, the student will be able to:</i></p>  |   |
| <ul style="list-style-type: none"> <li>list all human body systems;</li> <li>tell how personal choice impacts human body systems (e.g. sleep, food selections, and risk behaviors).</li> </ul>  | <p><b>Student Edition</b><br/>           4-5, 7, 94-97, 98-101, 105-106, 112-113, 121-125, 174-180, 181-184, 185-187, 188-193, 194-195, 196, 202-204, 206-209, 223-226, 242-245, 249-252, 253-254, 277-280</p> <p><b>Teacher Wraparound Edition:</b><br/>           121, 177, 179, 182, 183, 189, 194, 223, 224, 225, 243, 244</p>  |
| <p><i>At Level 2, the student will be able to:</i></p>  |   |
| <ul style="list-style-type: none"> <li>describe the structure and functions of the body systems via models, illustrations, games;</li> <li>explain repercussions of risky behaviors on body systems (e.g. smoking, drug use, alcohol, sexual activity, and high fat diet).</li> </ul> | <p><b>Student Edition:</b><br/>           95, 108-111, 112-113, 174-180, 181-184, 185-187, 188-193, 202-204, 206-209, 223-226, 242-245, 249-252, 253-254, 277-280</p> <p><b>Teacher Wraparound Edition:</b><br/>           108, 110, 177, 179, 182, 183, 189, 223, 224, 225, 243, 244</p>   |

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| <i>At Level 3, the student will be able to:</i>  |   |   |
| <ul style="list-style-type: none"> <li>formulate a personal lifetime wellness plan.</li> </ul>                     | <p>The following references can be used in classroom discussion to meet this objective.</p> <p><b>Student Edition:</b><br/>4-7, 26, 124-125, 128-129, 136-137, 138, 194-195, 288-289</p> <p><b>Teacher Wraparound Edition:</b><br/>124, 138</p> |   |
| <b>Standard 4: The student will understand the relationship of physical activity and rest to healthful living.</b> |   |   |
| <b>Learning Expectations:</b>  |   |   |
| The student will   |   |   |
| 4.1  | explain the importance of participation in the recommended one hour of daily physical activity;   | <p><b>Student Edition:</b><br/>5, 26, 120-125, 128-129, 138</p> <p><b>Teacher Wraparound Edition:</b><br/>121, 122, 123</p>   |
| 4.2  | identify the components of health-related physical fitness;   | <p><b>Student Edition:</b><br/>120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 138, 139, 140, 141</p> <p><b>Teacher Wraparound Edition:</b><br/>118, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 138</p>  |
| 4.3  | determine the benefits of exercise in relation to improved health during all stages of life;  | <p><b>Student Edition:</b><br/>119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 138, 139, 140, 141</p> <p><b>Teacher Wraparound Edition:</b><br/>2, 118, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 138, 182, 223</p>                          |
| 4.4  | assess the relationship of physical activity to other areas of personal health (social, mental, and emotional well-being).  | <p><b>Student Edition:</b><br/>39, 57, 58, 59, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 138, 139, 140, 141</p> <p><b>Teacher Wraparound Edition:</b><br/>5, 39, 103, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 138, 145, 204, 223, 243</p> |

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| <b><u>Performance Indicators:</u></b>   |   |
| <i>At Level 1, the student will be able to:</i>   |   |
| <ul style="list-style-type: none"> <li>outline the five components (cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition) of health-related physical fitness;</li> <li>explain the benefits of exercise to social, mental, and physical health;</li> <li>explain the relationship between physical inactivity and chronic disease (e.g. obesity, diabetes, high blood pressure, metabolic syndrome, elevated cholesterol, heart disease and joint related diseases).</li> </ul> | <p><b>Student Edition:</b><br/>49, 105, 108-109, 120-125, 130, 138, 282, 283</p> <p><b>Teacher Wraparound Edition:</b><br/>120, 121, 123, 125</p> |
| <i>At Level 2, the student will be able to:</i>   |   |
| <ul style="list-style-type: none"> <li>demonstrate flexibility, muscle strength, muscle endurance, and cardiovascular fitness;</li> <li>describe how physical activity relates to stress management, socialization, and mental acuity;</li> <li>understand the link between physical activity and positive stress management and emotional wellbeing.</li> </ul>  | <p><b>Student Edition:</b><br/>49, 120-125, 130, 138</p> <p><b>Teacher Wraparound Edition:</b><br/>120, 121, 123, 125</p>                         |
| <i>At Level 3, the student will be able to:</i>   |   |
| <ul style="list-style-type: none"> <li>formulate a physical activity plan that fits the individual student and his/her family's daily schedule;</li> <li>choose a physical activity and determine/analyze the social, emotional and physical benefits of this activity.</li> </ul>  | <p><b>Student Edition:</b><br/>120-124, 126-130, 136-137, 138</p> <p><b>Teacher Wraparound Edition:</b><br/>69, 122, 124, 127, 128, 130, 138</p>  |

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| <b>Nutrition</b>   |  |   |
| <b>Domain Description:</b> Proper nutrition is essential for maintaining a healthy lifestyle. Healthful nutrition helps to prevent chronic diseases such as diabetes, cancer, and cardiovascular disease. Using the USDA's "My Pyramid" can provide guidelines for healthy eating. It is important to balance food intake and physical activity to promote healthful living. |  |   |
| <b>Standard 5: The student will understand the relationship of nutrition to healthful living.</b>  |  |   |
| <b>Learning Expectations:</b>  |  |   |
| The student will:  |  |   |
| 5.1  | explain the relationship of a balanced nutrition program and essential nutrients to appropriate weight, appearance, energy level and total wellness; | <b>Student Edition:</b><br>94, 96, 97, 115, 116, 117, 183, 194, 195<br><b>Teacher Wraparound Edition:</b><br>92, 96, 183, 194, 195  |
| 5.2  | evaluate how individual food choices are influenced by multiple factors;   | <b>Student Edition:</b><br>9, 94, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 115, 116, 117<br><b>Teacher Wraparound Edition:</b><br>8, 92, 94, 95, 102, 103, 104, 105, 106, 107, 122 |
| 5.3  | describe body composition and eating disorders;  | <b>Student Edition:</b><br>108, 109, 110, 111<br><b>Teacher Wraparound Edition:</b><br>92, 108, 109, 110, 111   |
| 5.4  | practice principles of food safety.  | <b>Student Edition:</b><br>105<br><b>Teacher Wraparound Edition:</b><br>105   |

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| <b><u>Performance Indicators:</u></b>  |  |
| <i>At Level 1, the student will be able to:</i>  |  |
| <ul style="list-style-type: none"> <li>• explain the food and exercise pyramids;</li> <li>• describe appropriate portion sizes;</li> <li>• demonstrate principles of food storage, preparation, and sanitation;</li> <li>• interpret the statement "You are what you eat" (e.g., junk foods vs. healthy foods, inappropriate vs. appropriate caloric intake, saturated vs. healthy fat);</li> <li>• identify the energy nutrients (fats, carbohydrates and protein) and non-energy nutrients (vitamins, minerals and water);</li> <li>• Understand the relationship between energy intake and energy output ("calories in = calories out").</li> </ul> | <p><b>Student Edition:</b><br/>94-97, 98-101, 102-107</p> <p><b>Teacher Wraparound Edition:</b><br/>94, 95, 96, 98, 99, 100, 103, 105, 106</p> |
| <i>At Level 2, the student will be able to:</i>  |  |
| <ul style="list-style-type: none"> <li>• Compare and contrast the USDA Dietary Guidelines to personal diet;</li> <li>• analyze a food label (calories, nutrients, minerals, fat and cholesterol content, serving size, percentage of RDA);</li> <li>• explain how the essential nutrients relate to body growth and development;</li> <li>• evaluate how individual food choices are influenced by multiple factors (e.g., ethnic cultures, personal belief systems, advertising, peer pressure, and food fads).</li> </ul>  | <p><b>Student Edition:</b><br/>94-97, 98-101, 102-104, 112-113, 181, 194</p> <p><b>Teacher Wraparound Edition:</b><br/>100, 102, 104</p>       |
| <i>At Level 3, the student will be able to:</i>  |  |
| <ul style="list-style-type: none"> <li>• prepare a food diary for one week;</li> <li>• draw conclusions about individual food choices to set nutritional needs;</li> <li>• judge the need for nutritional supplements (e.g., vitamins, body enhancing supplements, and herbal);</li> <li>• identify how the media influences unhealthful nutrition decisions that promote eating disorders;</li> <li>• Analyze individual body mass index and formulate a physical activity/nutrition plan to maintain or improve body composition.</li> </ul>   | <p><b>Student Edition:</b><br/>96, 98-101, 102-103, 108-111</p> <p><b>Teacher Wraparound Edition:</b><br/>94, 96, 103, 109</p>                 |

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| <b><u>Family Life</u></b>  |   |
| <b><u>Domain Description:</u> The dynamic process of growth and development encompasses physical, mental, emotional, and social maturation. Positive personal and family relationships provide a foundation that promotes healthy development. (Refer to TCA 49-6-1303 with regard to children excused from family life instruction by parent or guardian).</b>                        |   |
| <b><u>Standard 6:</u> The student will understand the contributions of family relationships to healthful living.</b>   |   |
| <b><u>Learning Expectations:</u></b>   |   |
| The student will:  |   |
| 6.1 identify family influences in the development of personal values and beliefs and how they will affect future decisions;  | <b>Student Edition:</b><br>9, 17, 33, 67, 68, 69, 70, 71, 72, 89, 90, 91, 122, 124, 139, 140, 141, 213, 217, 218, 219, 252<br><b>Teacher Wraparound Edition:</b><br>11, 17, 60, 67, 68, 69, 70, 71, 72, 122, 124, 149, 213  |
| 6.2 analyze changing roles and responsibilities(physically, socially and emotionally) throughout the life cycle as individuals and members of families;  | <b>Student Edition:</b><br>67, 68, 69, 70, 71, 72, 89, 90, 91, 212, 213, 217, 218, 219<br><b>Teacher Wraparound Edition:</b><br>67, 68, 69, 70, 71, 72  |
| 6.3 evaluate the influence of attitudes, emotions, and behaviors on healthy family relationships.  | <b>Student Edition:</b><br>67, 68, 69, 70, 71, 72, 89, 90, 91, 212, 213, 217, 218, 219, 242, 243, 244, 245, 263, 264, 265<br><b>Teacher Wraparound Edition:</b><br>60, 67, 68, 69, 70, 71, 72, 212, 213, 242, 243, 244, 245 |
| <b><u>Performance Indicators:</u></b>  |   |
| <i>At Level 1, the student will be able to:</i>  |   |
| <ul style="list-style-type: none"> <li>describe family structures, roles, and how they may change;</li> <li>understand that character is developed within the family structure (e.g., two parent, single parent, blended, extended, foster and adoptive families);</li> <li>understand how changes in family structure can impact emotional, social and physical wellbeing.</li> </ul> | <b>Student Edition:</b><br>36-40, 67-70, 205, 212-213<br><b>Teacher Wraparound Edition:</b><br>37, 68, 69, 70, 212  |

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| <i>At Level 2, the student will be able to:</i>  |  |  |
| <ul style="list-style-type: none"> <li>identify how family values impact gender discrimination, harassment, and various types of abuse (domestic violence, sexual, emotional).</li> </ul>  | <b>Student Edition:</b><br>71-72<br><b>Teacher Wraparound Edition:</b><br>71   |  |
| <i>At Level 3, the student will be able to:</i>  |  |  |
| <ul style="list-style-type: none"> <li>explain roles and influences on personality development;</li> <li>describe the social, emotional and economic ramifications associated with teen parenting from the perspective of the teen mother, teen father and parents of the teens;</li> <li>identify the signs of abuse (emotional and physical abuse).</li> </ul> | <b>Student Edition:</b><br>9, 32-35, 36-40, 39, 56, 71-72<br><b>Teacher Wraparound Edition:</b><br>33, 71                            |  |
| <b>Standard 7: The student will understand the stages of human growth and development.</b>   |  |  |
| <b><u>Learning Expectations:</u></b>   |  |  |
| The student will:  |  |  |
| 7.1  | describe and demonstrate understanding of the developmental characteristics of adolescence including physical and emotional changes; | <b>Student Edition:</b><br>41, 42, 44, 201, 202, 203, 204, 205, 214, 215, 217, 218, 219<br><b>Teacher Wraparound Edition:</b><br>41, 200, 202, 203, 204, 205, 214, 215 |
| 7.2  | exhibit respect for others as physical changes occur during adolescence;   | <b>Student Edition:</b><br>202, 203, 204, 205, 214, 215, 217, 218, 219<br><b>Teacher Wraparound Edition:</b><br>202, 203, 204, 205, 214, 215                           |
| 7.3  | identify abstinence from sexual activity as the responsible and preferred choice for adolescents.                                    | <b>Student Edition:</b><br>41, 44, 78, 80, 89, 90, 91, 209, 217, 218, 219, 280, 281, 291, 292, 293<br><b>Teacher Wraparound Edition:</b><br>80, 278, 280, 281          |

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| <b><u>Performance Indicators:</u></b>   |  |
| <i>At Level 1, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>define adolescence, puberty and human development;</li> <li>identify the components of the male and female reproductive system;</li> <li>describe the need for appropriate clothing as physical changes occur;</li> <li>identify sexual feelings common to adolescents and differentiate between having sexual feelings and acting on them.</li> </ul> | <b>Student Edition:</b><br>202-205, 206-209, 211-213<br><b>Teacher Wraparound Edition:</b><br>202, 203, 205, 207, 208, 212   |
| <i>At Level 2, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>prepare a chart that lists HIV/STI symptoms, treatments, and complications;</li> <li>identify reasons for abstaining from sexual activity; (e.g. unplanned pregnancy, infection, infertility, and life-long illnesses);</li> <li>understand the key changes that occur during puberty.</li> </ul>  | <b>Student Edition:</b><br>44, 80, 202-205, 206-208, 277-281<br><b>Teacher Wraparound Edition:</b><br>202, 204, 278  |
| <i>At Level 3, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>demonstrate decision-making skills that support good personal health (e.g. role playing and refusal skills);</li> <li>understand the functions and processes of the male and female reproductive system;</li> <li>identify nonsexual ways to express love toward others.</li> </ul>  | <b>Student Edition:</b><br>16-18, 78-80, 206-208, 260-261<br><b>Teacher Wraparound Edition:</b><br>18, 19, 78, 79, 80, 206, 207, 261   |
| <b>Emotional, Social, and Mental Health</b>   |  |
| <b>Domain Description:</b> Emotional, social, and mental health is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner. Learning to manage conflict, anger and stress promotes healthy living.   |  |
| <b>Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthful living.</b>  |  |
| <b><u>Learning Expectations:</u></b>  |  |
| <i>The student will:</i>  |  |
| 8.1 demonstrate healthy ways to express needs, wants, and feelings;   | <b>Student Edition:</b><br>13, 15, 27, 28, 41, 42, 43, 44, 50, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 85, 89, 90, 91, 214, 215, 287<br><b>Teacher Wraparound Edition:</b><br>30, 33, 41, 42, 43, 50, 51, 60, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 214, 215 |

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| 8.2   | demonstrate respect for individual and cultural differences that help develop healthy relationships.   | <b>Student Edition:</b><br>73, 74, 75, 82, 85, 122<br><b>Teacher Wraparound Edition:</b><br>50, 82, 122, 203, 212   |
| 8.3   | understand how mental, emotional, social and physical health dimensions are interrelated and that problems in one dimension can influence another;         | <b>Student Edition:</b><br>4-7, 26, 42-44, 45-47, 122, 203-205, 253-254<br><b>Teacher Wraparound Edition:</b><br>5, 6, 254  |
| 8.4   | demonstrate skills to cope with attitudes and behaviors appropriately as related to social health;   | <b>Student Edition:</b><br>14, 62-66, 70, 75, 76-77, 78-80, 81-85, 86-87, 234-235, 260-261<br><b>Teacher Wraparound Edition:</b><br>65, 66, 70, 75, 76, 78, 82, 83                      |
| 8.5   | evaluate attitudes and behaviors as related to personal and mental health;   | <b>Student Edition:</b><br>26, 32, 33, 36, 37, 38, 39, 40, 50, 51, 52, 53, 57, 58, 59, 88, 89, 90, 91, 181<br><b>Teacher Wraparound Edition:</b><br>30, 36, 37, 38, 50, 52, 53, 88, 186 |
| 8.6   | recognize stress is a normal part of life and appropriate stress management should be a life-long skill.   | <b>Student Edition:</b><br>13, 45-49, 54-55<br><b>Teacher Wraparound Edition:</b><br>45, 46, 47, 48, 49   |
| <b><u>Performance Indicators:</u></b>   |  |   |
| <i>At Level 1, the student will be able to:</i>   |  |   |
| <ul style="list-style-type: none"> <li>list different emotions (e.g. anger, jealousy, frustration, love, hate, and disappointment);</li> <li>identify how showing respect for others improves self-worth;</li> <li>explain the difference between distress and eustress;</li> <li>describe and demonstrate various stress management techniques.</li> </ul> | <b>Student Edition:</b><br>37, 41-43, 45-49, 54-55, 56<br><b>Teacher Wraparound Edition:</b><br>37, 41, 42, 46, 48, 49, 56                                 |   |
| <i>At Level 2, the student will be able to:</i>   |  |   |
| <ul style="list-style-type: none"> <li>assess how communication skills manage emotions and build tolerance;</li> <li>identify warning signs of depression;</li> <li>assess the effects of peer pressure and offer effective ways of coping with negative influences.</li> </ul>   | <b>Student Edition:</b><br>43, 44, 51, 53, 63-66, 76-77, 78-80, 230, 234-235, 260-261<br><b>Teacher Wraparound Edition:</b><br>50, 51, 76, 78, 79, 80, 230 |   |

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| <i>At Level 3, the student will be able to:</i>   |   |  |
| <ul style="list-style-type: none"> <li>describe individual differences (e.g. mental, physical, and medical disabilities);</li> <li>demonstrate strategies for including individuals who have disabilities;</li> <li>explain how appropriate mental health care help prevent, detect and treat serious mental health problems (e.g. anxiety disorders, mood disorders and suicide);</li> </ul> | <b>Student Edition:</b><br>50-53, 110, 111, 153<br><br><b>Teacher Wraparound Edition:</b><br>47, 50, 51, 52, 53, 110, 153 |  |
| <b>Disease Prevention and Control</b>   |   |  |
| <b>Domain Description:</b> Disease prevention is greatly influenced by health enhancing knowledge and behaviors practiced throughout life.  |   |  |
| <b>Standard 9:</b> The student will understand attitudes and behaviors for preventing and controlling disease.  |   |  |
| <b>Learning Expectations:</b>   |   |  |
| The student will:   |   |  |
| 9.1   | identify and define common pathogens;   | <b>Student Edition:</b><br>269-270, 273<br><br><b>Teacher Wraparound Edition:</b><br>269, 270, 271, 273  |
| 9.2   | describe ways pathogens and diseases are spread, prevented, and managed;  | <b>Student Edition:</b><br>160, 269-271, 275, 276, 277-280<br><br><b>Teacher Wraparound Edition:</b><br>160, 271, 275, 276, 277, 278, 279  |
| 9.3 d   | describe signs, symptoms, and risk factors related to communicable and non-communicable diseases;                         | <b>Student Edition:</b><br>267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 291, 292, 293<br><br><b>Teacher Wraparound Edition:</b><br>266, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287                               |
| 9.4   | evaluate how heredity, environment and lifestyle impact both the wellness and disease process.                            | <b>Student Edition:</b><br>8, 12, 27, 28, 201, 210, 211, 212, 213, 217, 218, 219, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 291, 292, 293<br><br><b>Teacher Wraparound Edition:</b><br>149, 190, 200, 210, 211, 212, 213, 266, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281 |

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| <b><u>Performance Indicators:</u></b>   |  |
| <i>At Level 1, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>list communicable diseases including HIV/AIDS, and other STI's;</li> <li>define the following non-communicable diseases (lifestyle diseases): heart disease, hypertension, cancer, diabetes, obesity, stroke, and asthma/allergies.</li> </ul>   | <p><b>Student Edition:</b><br/>277-281, 282-287</p> <p><b>Teacher Wraparound Edition:</b><br/>277, 282</p>                     |
| <i>At Level 2, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>describe the prevention, warning signs, and treatment of heart disease, hypertension, cancer, diabetes, obesity, stroke and, asthma/allergies;</li> <li>explain the importance of universal precautions;</li> <li>explain that in terms of the relationship between sexual activity and the risk of being infected with HIV/AIDS or STI's, abstinence from all genital contact is the only sure method of preventing sexual transmission.</li> </ul> | <p><b>Student Edition:</b><br/>80, 277-281, 282-287</p> <p><b>Teacher Wraparound Edition:</b><br/>283, 284, 286</p>            |
| <i>At Level 3, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>assess the impact of environmental pollution, ozone depletion, etc. on one's health and of ergonomics in preventing health related injuries;</li> <li>recognize the importance of hereditary influences on disease.</li> </ul>   | <p><b>Student Edition:</b><br/>8, 282, 284, 285, 319, 320</p> <p><b>Teacher Wraparound Edition:</b><br/>283, 286, 319, 321</p> |

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| <b>Injury Prevention and Safety</b>   |  |
| <b>Domain Description:</b> According to the <a href="#">Tennessee Office of Injury Prevention and Control</a> , the leading cause of death for individuals between the ages of 1 and 44 is unintentional injury, and accounts for more deaths than heart disease and cancer combined. |  |
| <b>Standard 10:</b> The student will understand attitudes and behaviors for preventing injuries and deaths from injury.   |  |
| <b>Learning Expectation:</b>  |  |
| The student will:   |  |
| 10.1 evaluate ways to reduce the risks of injuries and deaths from injury (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);                             | <b>Student Edition:</b><br>12, 13, 27, 28, 132, 133, 134, 135, 139, 140, 141, 151, 152, 153, 154, 155, 171, 172, 173, 179, 180, 184, 197, 198, 199, 209, 296, 297, 298, 299, 300, 301, 302, 303, 304, 308, 309, 310, 311, 325, 326, 327<br><br><b>Teacher Wraparound Edition:</b><br>118, 132, 133, 134, 135, 151, 152, 153, 154, 155, 179, 180, 296, 297, 298, 299, 300, 301, 302, 303, 304, 308, 309, 310, 311 |
| 10.2 analyze the importance of safety rules and laws;   | <b>Student Edition:</b><br>295, 301, 302, 303, 304, 325, 326, 327<br><br><b>Teacher Wraparound Edition:</b><br>294, 300, 301, 302, 303, 304  |
| 10.3 analyze the influences of media and internet which promote risky behavior;   | <b>Student Edition:</b><br>228-229<br><br><b>Teacher Wraparound Edition:</b><br>228  |
| 10.4 analyze how the choices an individual makes, which results in injuries, impacts the lives of individuals and families.   | <b>Student Edition:</b><br>295, 301, 303-304<br><br><b>Teacher Wraparound Edition:</b><br>301, 303   |

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| <b><u>Performance Indicators:</u></b>   |  |
| <i>At Level 1, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>list safety equipment used for injury prevention (e.g. helmets, pads, harnesses, sunscreen, seatbelts, life preservers, gun locks, etc.);</li> <li>generate a list of hazards that can cause injuries and list ways to prevent them.</li> <li>recognize and evaluate how personal responsibility impacts the safety of others as it relates to injury prevention;</li> <li>identify safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, bus safety, sun safety, water safety, personal safety, etc);</li> <li>describe various vehicle safety procedures both in and out of the vehicle (e.g. car, bus, 4-wheelers,driveway safety).</li> </ul> | <p><b>Student Edition:</b><br/>132-133, 147-148, 284, 296-298, 299, 300-304, 305-307</p> <p><b>Teacher Wraparound Edition:</b><br/>134, 147, 284, 298, 301, 302, 306</p>                         |
| <i>At Level 2, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>identify behaviors and circumstances that promote seatbelt safety, gun safety, fire safety, fire works safety, recreational sports, water safety, falls prevention, burn prevention, and poison prevention;</li> <li>identify behaviors and circumstances that promote self-protection skills and assertiveness training;</li> <li>analyze procedures to follow in case of natural or man-made disasters.</li> </ul>   | <p><b>Student Edition:</b><br/>132-133, 147-148, 284, 296-298, 299, 300-304, 305-307, 308-311</p> <p><b>Teacher Wraparound Edition:</b><br/>134, 147, 284, 298, 301, 302, 306, 309, 310, 311</p> |
| <i>At Level 3, the student will be able to:</i>   |  |
| <ul style="list-style-type: none"> <li>cite examples from the media and internet that promote risky behavior;</li> <li>list strategies to reduce incidence of injuries at home;</li> <li>prepare a plan to be used at home for natural disasters (e.g. fire, tornado, earthquake).</li> </ul>   | <p><b>Student Edition:</b><br/>10, 64, 228-229, 296-298, 299, 300-302, 308-311</p> <p><b>Teacher Wraparound Edition:</b><br/>10, 228, 298, 300, 301, 302, 308, 309, 310, 311</p>                 |

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| <b>Standard 11: The student will understand appropriate care for injuries and sudden illness.</b>  |  |  |
| <b><u>Learning Expectations:</u></b>   |  |  |
| The student will:  |  |  |
| 11.1   | demonstrate appropriate actions for emergency and non-emergency situations;  | <b>Student Edition:</b><br>132, 134, 135, 139, 140, 141, 290, 312, 313, 314, 315, 316, 317<br><b>Teacher Wraparound Edition:</b><br>134, 135, 290, 294, 312, 313, 314, 315, 316, 317 |
| 11.2   | demonstrate first aid techniques.  | <b>Student Edition:</b><br>134, 135, 139, 140, 141, 312, 313, 314, 315, 316, 317<br><b>Teacher Wraparound Edition:</b><br>134, 135, 294, 312, 313, 314, 315, 316, 317                |
| <b><u>Performance Indicators:</u></b>  |  |  |
| <i>At Level 1, the student will be able to:</i>  |  |  |
| <ul style="list-style-type: none"> <li>identify different types of emergencies and proper first-aid techniques to address them;</li> <li>identify important emergency phone numbers and where they should be posted for quick retrieval (poison center, suicide hotline, local hospital, physician, police, fire and emergency staff)</li> </ul> | <b>Student Edition:</b><br>134-135, 290, 312-317<br><b>Teacher Wraparound Edition:</b><br>134, 312, 313, 314, 315, 316 |  |
| <i>At Level 2, the student will be able to:</i>  |  |  |
| <ul style="list-style-type: none"> <li>list emergency response procedures (e.g. seizures, insect bites, poisoning, falls, allergic reactions, drug overdose, CPR, Heimlich Maneuver, and burns);</li> <li>identify situations where the use of universal precautions is needed for handling bodily fluids;</li> </ul>                            | <b>Student Edition:</b><br>134-135, 290, 312-317<br><b>Teacher Wraparound Edition:</b><br>134, 312, 313, 314, 315, 316 |  |
| <i>At Level 3, the student will be able to:</i>  |  |  |
| <ul style="list-style-type: none"> <li>compare the similarities and differences of emergency procedures and emergency resources;</li> <li>identify community resources that provide emergency and non-emergency first aid technique training (Red Cross, local scouts, local hospitals)</li> </ul>   | <b>Student Edition:</b><br>134-135, 290, 312-317<br><b>Teacher Wraparound Edition:</b><br>134, 312, 313, 314, 315, 316 |  |

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| <b>Standard 12: The student will understand the appropriate action to take when personal safety is threatened.</b> |   |  |
| <b>Learning Expectations:</b>  |   |  |
| The student will:  |   |  |
| 12.1   | identify situations that should be reported to a trusted adult;   | <b>Student Edition:</b><br>52, 71, 72, 84, 85, 89, 90, 91, 209, 213, 250<br><b>Teacher Wraparound Edition:</b><br>51, 52, 71, 84, 85, 206, 247 |
| 12.2   | formulate a plan for self-protection skills and identify appropriate resources for help, before and after, an offense has occurred;   | <b>Student Edition:</b><br>71, 72, 85, 89, 90, 91, 303, 304<br><b>Teacher Wraparound Edition:</b><br>71, 84, 85, 247, 294, 303, 304            |
| 12.3   | demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others).  | <b>Student Edition:</b><br>78-79, 230, 234-235, 257, 260-261, 262<br><b>Teacher Wraparound Edition:</b><br>78, 79, 234, 260                    |
| <b>Performance Indicators:</b>   |   |  |
| <i>At Level 1, the student will be able to:</i>  |   |  |
|  | <ul style="list-style-type: none"> <li>list situations that threaten personal safety (e.g. home alone for an extended period of time, personal relationships that may be abusive, walking home alone, catching a ride home);</li> <li>describe self-protection skills that may be used when personal safety is threatened.</li> </ul> | <b>Student Edition:</b><br>71-72, 84-85, 88, 303-304<br><b>Teacher Wraparound Edition:</b><br>84   |
| <i>At Level 2, the student will be able to:</i>  |   |  |
|  | <ul style="list-style-type: none"> <li>review types of abuse and evaluate appropriate resources for help.</li> </ul>  | <b>Student Edition:</b><br>71-72<br><b>Teacher Wraparound Edition:</b><br>71   |
| <i>At Level 3, the student will be able to:</i>  |   |  |
|  | <ul style="list-style-type: none"> <li>evaluate high risk situations and safety precautions involving sexual offenses, suicide, possible abduction, abuse, neglect, and violence.</li> </ul>  | <b>Student Edition:</b><br>51-52, 71-72, 84-85, 88, 303-304<br><b>Teacher Wraparound Edition:</b><br>84  |

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| <b>Substance Use and Abuse Prevention</b>  |  |
| <b>Domain Description:</b> The use of chemical substances can have both benefits and risks. Knowledge, attitudes, and personal choices can determine responsible behaviors towards the use of chemical substances, including the avoidance of alcohol and tobacco. |  |
| <b>Standard 13:</b> The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.  |  |
| <b>Learning Expectations:</b>  |  |
| The student will:  |  |
| 13.1 distinguish between appropriate use and misuse of chemical substances for healthful living;   | <b>Student Edition:</b><br>158, 159, 160, 161, 162, 171, 172, 173, 230, 231, 232, 233, 237, 238, 239, 250, 252, 253, 254, 255, 263, 264, 265<br><br><b>Teacher Wraparound Edition:</b><br>158, 159, 160, 161, 162, 220, 230, 231, 232, 233, 240, 250, 251, 253, 254, 255   |
| 13.2 assess the influences of family, peers, and community on chemical substance use and abuse   | <b>Student Edition:</b><br>77, 89, 90, 91, 221, 227, 228, 229, 236, 237, 238, 239, 242, 243, 244, 245, 246, 247, 248, 251, 252, 255, 263, 264, 265<br><br><b>Teacher Wraparound Edition:</b><br>142, 220, 227, 228, 229, 236, 240, 242, 243, 244, 245, 246, 247, 248, 251, 255   |
| 13.3 identify how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially, and legally;   | <b>Student Edition:</b><br>57, 58, 59, 180, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 237, 238, 239, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 263, 264, 265<br><br><b>Teacher Wraparound Edition:</b><br>2, 42, 47, 146, 191, 208, 220, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 240, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255 |
| 13.4 explain how choices relate to consequences;   | <b>Student Edition:</b><br>220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 237, 238, 239, 246, 247, 248, 256, 257, 258, 259, 299<br><br><b>Teacher Wraparound Edition:</b><br>220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 246, 247, 248, 256, 257, 258, 259  |

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| 13.5  | recognize treatment programs and support groups for those dealing with addiction;  | <b>Student Edition:</b><br>230-231, 247, 254-255, 259<br><b>Teacher Wraparound Edition:</b><br>231, 247 |
| 13.6  | recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication). | <b>Student Edition:</b><br>162, 228, 246, 249, 253<br><b>Teacher Wraparound Edition:</b><br>228         |
| <b><u>Performance Indicators:</u></b>   |  |   |
| <i>At Level 1, the student will be able to:</i>   |  |   |
| <ul style="list-style-type: none"> <li>explain the importance of always having an adult present when taking medication;</li> <li>identify a list of gateway drugs (e.g. tobacco, alcohol and marijuana);</li> <li>list mood altering and addictive drugs (e.g. methamphetamines, cocaine, ecstasy, etc.);</li> <li>recognize the dangers and consequences of performance enhancing drugs (e.g. steroids, herbs, caffeine, amphetamines);</li> <li>List ways in which substance use and abuse affect a person;</li> <li>understand the relationship between substance abuse and other high risk behaviors (e.g. unintended sexual activity, car crashes, self injury, and physical and mental abuse toward others).</li> </ul> | <b>Student Edition:</b><br>161-162, 222-225, 242-245, 246-248, 249-252, 253-254, 280<br><b>Teacher Wraparound Edition:</b><br>161, 251, 253                                  |   |
| <i>At Level 2, the student will be able to:</i>   |  |   |
| <ul style="list-style-type: none"> <li>evaluate appropriate use and the consequences of misuse of prescription and over the counter (OTC) drugs by reading labels and instructions;</li> <li>analyze peer and media influences regarding tobacco, alcohol, and illegal drug use;</li> <li>describe the quality of a lifestyle free of tobacco, alcohol and drugs;</li> <li>demonstrate awareness of school and community treatment and intervention resources for substance use and abuse.</li> </ul>   | <b>Student Edition:</b><br>161-162, 227-229, 230-231, 245, 246-247, 254-255, 256-259, 260-261, 262<br><b>Teacher Wraparound Edition:</b><br>161, 223, 227, 228, 247          |   |

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| <i>At Level 3, the student will be able to:</i>  |   |
| <ul style="list-style-type: none"> <li>explain the effects that gateway drugs have on one’s physical, social, emotional, and mental health;</li> <li>explain the effects of tobacco, alcohol, and drug use and abuse on self, family, and society;</li> <li>understand the addiction process;</li> <li>assess the effects of substance use on the unborn child.</li> </ul> | <p><b>Student Edition:</b><br/>222-226, 242-245, 244, 246-248, 249-252, 253-254</p> <p><b>Teacher Wraparound Edition:</b><br/>224, 225, 243, 247, 249, 250</p>  |
| <b>Environmental and Community Health</b>  |   |
| <b>Domain Description:</b> The health of the environment and community is directly impacted by responsible individual behavior. Public health and community services are essential to promote a healthy community.   |   |
| <b>Standard 14:</b> The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthful living.  |   |
| <b>Learning Expectations:</b>  |   |
| The student will:  |   |
| 14.1 identify major environmental health concerns that impact human health (e.g. air, water and noise pollution; negative social-emotional environment);   | <p><b>Student Edition:</b><br/>188, 189, 190, 191, 192, 193, 197, 198, 199, 294, 318, 319, 320, 321, 325, 326, 327</p> <p><b>Teacher Wraparound Edition:</b><br/>9, 188, 189, 190, 191, 192, 193, 294, 318, 319, 320, 321</p> |
| 14.2 demonstrate ways to reduce, reuse, and recycle solid waste;   | <p><b>Student Edition:</b><br/>9, 188, 189, 190, 191, 192, 193, 294, 318, 319, 320, 321, 322, 323, 325, 326, 327</p> <p><b>Teacher Wraparound Edition:</b><br/>9, 294, 318, 319, 320, 321, 322, 323</p>                       |
| 14.3 evaluate and critique products and their effects on the environment;  | <p><b>Student Edition:</b><br/>294, 318, 319, 320, 321, 322, 323, 325, 326, 327</p> <p><b>Teacher Wraparound Edition:</b><br/>294, 318, 319, 320, 321, 322, 323</p>   |
| 14.4 demonstrate understanding of ways to promote a healthful environment;   | <p><b>Student Edition:</b><br/>318-321, 322-323</p> <p><b>Teacher Wraparound Edition:</b><br/>318, 320, 322</p>   |
| 14.5 assess various health care facilities and services;   | <p><b>Student Edition:</b><br/>163, 164, 165, 166, 167, 171, 172, 173, 207</p> <p><b>Teacher Wraparound Edition:</b><br/>142, 163, 164, 165, 166, 167, 179, 207</p>   |

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| 14.6  | analyze the importance of community organizations to healthful living;   | <b>Student Edition:</b><br>166, 167, 171, 172, 173, 255, 257, 263, 264, 265, 281, 314<br><b>Teacher Wraparound Edition:</b><br>166, 167, 255, 257, 280, 306, 316 |
| 14.7  | identify different health professionals and their role in promoting community health;  | <b>Student Edition:</b><br>100, 147, 163-167, 179, 207, 228<br><b>Teacher Wraparound Edition:</b><br>100, 147, 163, 164, 165, 179, 207, 228                      |
| 14.8  | evaluate the effect of media and technology on individual, family, and community health.   | <b>Student Edition:</b><br>10, 34, 64, 155, 157, 168-169<br><b>Teacher Wraparound Edition:</b><br>10, 34, 64, 157, 168-169                                       |
| <b>Performance Indicators:</b>  |  |  |
| <i>At Level 1, the student will be able to:</i>   |  |  |
| <ul style="list-style-type: none"> <li>list and explain environmental health concerns that impact human health (e.g. air, water and noise pollution);</li> <li>list ways to reduce and dispose of solid waste properly;</li> <li>describe ways to reduce air, water and noise pollution;</li> <li>name community healthcare resources and their purposes;</li> <li>describe various careers in health;</li> <li>Identify volunteer agencies that promote community health;</li> <li>differentiate between effective and non-effective health products, their uses, and services.</li> </ul> | <b>Student Edition:</b><br>9, 14, 100, 147, 155-158, 163-167, 179, 207, 228, 286, 302, 318-321, 322-323, 324<br><b>Teacher Wraparound Edition:</b><br>14, 100, 147, 157, 163, 164, 165, 179, 207, 228, 286, 294C, 302, 318, 319, 320, 322, 324 |  |

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| <i>At Level 2, the student will be able to:</i>  |  |
| <ul style="list-style-type: none"> <li>• explain the concepts and processes involved in the terms reduce, reuse, and recycle;</li> <li>• demonstrate the concepts of reduce, reuse, and recycle in daily life;</li> <li>• explain health effects of air, water and noise pollution on humans;</li> <li>• identify sources of air, water and noise pollution;</li> <li>• describe how the social-emotional environment can effect health;</li> <li>• evaluate services and resources provided by community healthcare facilities (e.g. hospitals, nursing homes, public health departments, and YMCAs/YWCAs);</li> <li>• identify ways to volunteer in the community;</li> <li>• describe training and job requirements of health professionals (e.g. public health educators, doctors, nurses).</li> </ul> | <p><b>Student Edition:</b><br/>6, 9, 14, 69-71, 84-85, 100, 147, 155-158, 163-167, 179, 207, 228, 286, 302, 318-321, 322-323, 324</p> <p><b>Teacher Wraparound Edition:</b><br/>14, 100, 147, 157, 163, 164, 165, 179, 207, 228, 286, 294C, 302, 318, 319, 320, 322, 324</p> |
| <i>At Level 3, the student will be able to:</i>  |  |
| <ul style="list-style-type: none"> <li>• analyze environmental concerns regarding disposal of solid and hazardous waste, pollutants, chemical and biological warfare, and ergonomics;</li> <li>• Describe ways to reduce noise pollution;</li> <li>• Describe environmental agencies' role in promoting a healthful environment;</li> <li>• Identify health conditions related to pollution (air, water, and noise);</li> <li>• research health professional careers;</li> <li>• describe ways to volunteer for a not-for-profit organization (e.g. American Heart Association, Diabetes Foundation, YMCA/YWCA, American Red Cross);</li> <li>• identify valid and reliable informational medical resources on the Internet.</li> </ul>  | <p><b>Student Edition:</b><br/>9, 14, 100, 147, 155-158, 163-167, 168-169, 179, 207, 228, 281, 286, 302, 318-321, 322-323, 324</p> <p><b>Teacher Wraparound Edition:</b><br/>14, 100, 147, 157, 163, 164, 165, 179, 207, 228, 286, 294C, 302, 318, 319, 320, 322, 324</p>    |