



Families Today

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CORRELATION TO ALABAMA COURSE OF STUDY

STANDARDS	PAGE REFERENCES
Family Wellness	
Community Health	
Students will:	
<p>1. Determine a variety of health services provided by school and community health professionals that impact the health and wellness of individuals and families, including health activities that influence and support others to work cooperatively for healthy communities.</p> <p>Examples: mental health counseling, physical health screening, immunizations, public information seminars and services, drug prevention programs, school nurses, STOP the Violence—Students Taking on Prevention project, programs such as Students Against Destructive Decisions (SADD), health fairs</p>	<p>Student Edition: <i>Academic Skills</i> 327 #19 <i>After You Read</i> 432 #1-#4 <i>Career Spotlight</i> 114, 132, 218, 280, 300, 324 <i>Family and Community Connections</i> 282 #15, 326 #16 <i>Figure</i> 308-309 <i>Independent Living</i> 258, 277, 318 <i>Life Skills Checklist</i> 323 <i>Practice Academic Skills</i> 299 #3-#4 <i>Real Life</i> 15, 290, 431 <i>Society Cares</i> 9</p> <p>Teacher Wraparound Edition: F 308; FCCLA 707-710; IL 258; RL 15, 290, 431; RS 313; SP 430; UA 313; WS 9, 298</p>

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<p>2. Analyze cultural influences on health behaviors, including social norms, laws and regulations, family traditions, and stereotypes that impact the health and wellness of individuals and families.</p> <p>Examples: knowledge, attitude, and beliefs related to family eating habits; Alabama's graduated driver license to promote safe driving</p>	<p>Student Edition: <i>Figure 34-35</i>, 234-235, 435, 535, 536 <i>Independent Living</i> 534 <i>Life Skills Checklist</i> 75 <i>Real Life</i> 73</p> <p>Teacher Wraparound Edition: BA 72, 526, 531; CT 535, 537; DS 73, 434, 532 EP 31, 434, 527; Q 74; RL 73; RS 532, 536; SP 73, 533 UA 536; WS 74</p>
Consumer Health	
<p>3. Differentiate between positive and negative health messages portrayed in the media.</p> <p>Examples: negative—attractive models advertising products such as tobacco, and alcohol, sexual images used to promote products positive—public service announcements about parent-child communication, advertisements promoting the use of sunscreens</p>	<p>Student Edition: <i>Active Learning</i> 480 #14 <i>Advertising Helps Consumers</i> 472 <i>After You Read</i> 473 #2, #4 <i>Analyze Advertising</i> 472-473 <i>Be a Good Consumer</i> 469 <i>Media Influences</i> 533 <i>Real Life</i> 210, 470</p> <p>Teacher Wraparound Edition: CT 472; DC 468; DS 469; EP 466, 469, 472; RL 210, 470; RS 471; SP 470; UA 469; WS 472</p>
<p>4. Evaluate positive and negative impacts of technology on health.</p> <p>Examples: positive—improved diagnosis, prevention, and treatment of diseases and disorders negative—decreased level of health-enhancing physical activity, inflationary expense of health care services</p>	<p>Student Edition: <i>Advances in Science</i> 216 <i>After You Read</i> 211 #1-#2 <i>Challenges of Entertainment</i> 208 <i>Exercise</i> 209 <i>Financial Literacy</i> 185 <i>Get Along with Technology</i> 207 <i>Health Care Costs</i> 216 <i>Use Technology to Stay Healthy</i> 209</p> <p>Teacher Wraparound Edition: CT 216; DC 206; DS 207; EP 207, 209, 216; RS 207; SP 208; UA 209</p>

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<p>5. Explain valid and essential information for the safe use of consumer goods and health products.</p> <p>Examples: using over-the-counter medications as directed, using herbals safely, recognizing fraud and fads, checking product labeling</p>	<p>Student Edition: <i>After You Read</i> 478 #1 <i>Chapter Summary</i> 479 <i>Consumer Rights</i> 475 <i>Figure</i> 439 <i>Other Drugs</i> 315 <i>Refuse Harmful Drugs</i> 438-439 <i>Resources for Consumers</i> 477-478</p> <p>Teacher Wraparound Edition: CT 439; F 439; RS 475; SP 214; WS 439</p>
Environmental Health	
<p>6. Analyze factors that affect community health, including comparing the rights of individuals or special interest groups regarding the environment with those of the community.</p> <p>Examples: air pollution—breathing problems noise pollution—hearing loss chemical pollution—water quality bio-terrorism—disease rights of individuals or groups—community action to prevent landfill construction near neighborhoods, noise abatement near airports, rights of smokers versus nonsmokers in public places</p>	<p>Student Edition: <i>Academic Skills</i> 403 #19, 481 #20 <i>Care for the Environment</i> 392-393 <i>Clean up Your World</i> 392 <i>Real World Skills</i> 402 #14, #16; 480 #15 <i>Rights and Responsibilities</i> 475</p> <p>Teacher Wraparound Edition: CT 477; DC 474; EP 392; WS 392</p>
Family Health	
<p>7. Explain the impact of personal health behaviors on family life, parenting, and child development, including attending to financial responsibilities associated with pregnancy, childbirth, and childrearing.</p> <p>Examples: waiting to become a parent until physically, socially, and emotionally mature and employed</p>	<p>Student Edition: <i>A Day with Dad</i> 617 <i>After You Read</i> 621 #1-#5 <i>Emotional Support</i> 636 <i>Look at Readiness</i> 615 <i>Parents Work Together</i> 629 <i>Real Life</i> 633 <i>Real World Skills</i> 624 #11-#13 <i>Special Addition</i> 620</p> <p>Teacher Wraparound Edition: CT 617, 635; DS 615; EP 617, 620, 629, 636; Q 619 #1-#3; RL 633; RS 615, 617, 629; SP 618; WS 616, 620</p>

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<p>8. Determine common causes of disability and premature loss of life across life stages.</p> <p>Examples: Sudden Infant Death Syndrome (SIDS), unintentional and intentional injuries, cardiovascular diseases, diabetes, cancers, inadequate prenatal care</p>	<p>Student Edition: <i>Figure 296-297</i> <i>Life Skills Checklist 632</i> <i>Maintain Physical Health 296</i> <i>Medical Care 288</i> <i>Personal Choices About Health 430</i> <i>Physical Development 630-632</i> <i>Prepare Yourself 618-621</i> <i>Real World Skills 624 #14</i></p> <p>Teacher Wraparound Edition: CT 632; F 296; RS 296, 632; UA 632; WS 620</p>
Personal Health	
<p>9. Analyze the relationship of dimensions of health and wellness, including emotional, intellectual, physical, social, environmental, and spiritual factors that impact the health and wellness of individuals and families.</p> <ul style="list-style-type: none"> Applying decision-making strategies to achieve and improve personal health goals <p>Example: participating regularly in physical activity, avoiding sexual risk-taking, preventing abuse, practicing water safety, operating motor vehicles safely</p>	<p>Student Edition: <i>Abstinence 533-544</i> <i>After You Read 432 #3-#4, 441 #1-#4</i> <i>Choose Exercise 430</i> <i>Family Decision Making 48</i> <i>Figure 439</i> <i>Independent Living 49</i> <i>Personal Choices About Health 430</i> <i>Real Life 431</i> <i>Work Toward Wellness 431-432</i></p> <p>Teacher Wraparound Edition: CT 186, 440, 535; DS 183; EP 430, 533; F 439; IL 49; RL 431; RS 183, 534; SP 437, 533; UA 534; WS 435, 439, 535</p>
<p>10. Apply refusal skills used by individuals and families to abstain from risky situations.</p> <p>Examples: saying “no,” walking away, offering alternatives, making excuses, finding solutions</p>	<p>Student Edition: <i>After You Read 539 #1-#6</i> <i>Independent Living 534</i> <i>Life Skills Checklist 539</i> <i>Real Life 316, 538</i> <i>Real World Skills 542 #12-#13</i></p> <p>Teacher Wraparound Edition: CT 535; IL 534; Q 537#3; RL 316, 538; RS 317, 534; SP 316; UA 534; WS 535</p>

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<p>11. Assess the impact of positive and negative personal health behaviors on the functioning of body systems.</p> <p>Examples: identifying effects of health behaviors on the endocrine, cardiovascular, nervous, reproductive, digestive, skeletal, and muscular systems</p>	<p>Student Edition: <i>A Look at Reproduction</i> 618-621 <i>After You Read</i> 432 #2-#4, 441 #1-#4, 621 #2 <i>Figure</i> 439 <i>Personal Choices About Health</i> 430 <i>Real World Skills</i> 624 #14 <i>Wellness Tips</i> 432</p> <p>Teacher Wraparound Edition: BA 433; CT 439; DC 428, 433; DS 429, 434; EP 434; RS 429, 435; SP 430, 437; UA 619; WS 435, 439, 620</p>
Mental and Emotional Health	
<p>12. Identify symptoms, methods of treatment, and ways to manage mental illnesses or disorders such as depression, eating disorders, and suicide, including proposing potential solutions to health concerns.</p> <p>Examples: recognizing problems with substance or child abuse and seeking help with prevention through family counseling; requesting referrals for drug, alcohol, or suicidal peer problems; participating in intervention seminars; using methods for working cooperatively with parents, school personnel, and peers; seeking assistance from responsible adults</p>	<p>Student Edition: <i>Addictions</i> 314-315 <i>After You Read</i> 323 #1-#6 <i>Eating Disorders</i> 436 <i>Harassment and Abuse</i> 316-318 <i>Intervention</i> 322-323 <i>Real Life</i> 316, 342 <i>Suicide</i> 320-321 <i>Unemployment</i> 253-254</p> <p>Teacher Wraparound Edition: CT 254, 317, 320, 322; EP 253, 315, 317, 322; Q 438 #1; RL 342; RS 313, 317, 321, 322; SP 314, 316; UA 313; WS 315</p>
<p>13. Describe the impact of significant events on physical and emotional health of individuals and families.</p> <p>Examples: birth or death of a loved one, marriage, childbirth, adoption, divorce, chronic or infectious illness, victimization, relocation, end or relationship</p>	<p>Student Edition: <i>After You Read</i> 573 #1-#4, 599 #1-#4, 613 #1-#5 <i>As You Read</i> 313 <i>Death</i> 319-321 <i>Harassment and Abuse</i> 316-318 <i>Health Issues</i> 313-314 <i>Independent Living</i> 318, 589 <i>Life Changes</i> 251-252 <i>Real Life</i> 316, 596, 612 <i>Real World Skills</i> 602 #10-#16 <i>Science in Action</i> 320</p> <p>Teacher Wraparound Edition: CT 250, 317, 318, 572; DC 312; DS 313; EP 250, 317, 319; IL 318, 589; Q 571, 589; RL 316, 596, 612; RS 250, 313, 317, 319, 611; SP 316, 609; UA 313, 318; WS 571</p>

STANDARDS	PAGE REFERENCES
Nutrition	
<p>14. Predict the impact of positive nutrition-related changes in behavior.</p> <p>Examples: eating versus skipping breakfast, knowledge of food pyramid, following doctor-recommended diet restrictions</p>	<p>Student Edition: <i>Eat Right</i> 434-435 <i>Figure</i> 234-235, 435 <i>Independent Living</i> 436 <i>Nutrition</i> 208, 630-631</p> <p>Teacher Wraparound Edition: CT 419; IL 436; RS 435; SP 436; WS 630</p>
Injury Prevention and Safety	
<p>15. Demonstrate CPR and first aid skills.</p>	<p>Chapter 22 covers Health and Wellness. The topics of CPR and first aid skills can be incorporated with adjunct material and classroom discussion to meet this objective.</p>
<p>16. Design home safety guidelines.</p> <p>Examples: establishing family emergency plans for inclement weather, fire safety, personal safety, water safety, and accidental poisoning</p>	<p>Student Edition: <i>A Safe Environment</i> 632 <i>After You Read</i> 255 #4 <i>Disasters</i> 255 <i>Food Safety</i> 419 <i>Life Skills Checklist</i> 419, 632 <i>Protecting Family Members</i> 27 <i>Real Life</i> 391, 418</p> <p>Teacher Wraparound Edition: CT 632; EP 632; RL 391, 418; RS 419, 632; UA 632</p>
<p>17. Explain consequences of health behaviors that are harmful to self or others.</p> <p>Examples: personal injuries, diseases and illnesses, monetary and property losses, legal liabilities</p>	<p>Student Edition: <i>Addictions</i> 314-315 <i>Consider the Consequences</i> 186 <i>Figure</i> 535, 536 <i>Independent Living</i> 534</p> <p>Teacher Wraparound Edition: CT 186, 535, 537; DS 532; EP 532, 533; F 535,536; IL 534; Q 537 #1-#3; RS 186, 532, 536; SP 314, 533; UA 315, 536; WS 315, 535</p>

STANDARDS	PAGE REFERENCES
Prevention and Control of Disease	
<p>18. Determine symptoms, methods of prevention, and strategies for controlling communicable infestations, diseases, and infections.</p> <p>Examples: symptoms—fever, itching, chills strategies for preventing or controlling—abstinence, vaccinations, universal precautions</p>	<p>Student Edition: <i>Academic Skills</i> 543 #19 <i>After You Read</i> 432 #2, 539 #3 <i>Figure</i> 535, 536 <i>Real World Skills</i> 542 #15 <i>Wellness Tips</i> 432</p> <p>Teacher Wraparound Edition: CT 537; F 535, 536; RS 536; UA 536</p>
<p>19. Explain methods of treating and managing chronic health problems.</p> <p>Examples: diabetes; stress; asthma; allergies; depression; attention deficit hyperactivity disorder (ADHD); addiction to alcohol, tobacco, or other drugs; physical or cognitive impairment</p>	<p>Student Edition: <i>After You Read</i> 262 #1-#4 <i>As You Read</i> 257 <i>Independent Living</i> 258 <i>Real Life</i> 259 <i>Real World Skills</i> 326 #11 <i>Substance Abuse</i> 556</p> <p>Teacher Wraparound Edition: AYR 257; CT 258, 261, 322; EP 315; IL 258; Q 260 #1-#3; RL 259; RS 322; SP 259, 314; WS 258, 315</p>
Substance Use and Abuse	
<p>20. Explain laws and regulations related to substance use and abuse.</p>	<p>Student Edition: <i>Elder Abuse or Neglect</i> 291 <i>Independent Living</i> 318 <i>Intervention</i> 322 <i>Math in Action</i> 314 <i>Real World Skills</i> 326 #11</p> <p>Teacher Wraparound Edition: CT 317; EP 317; IL 318; RS 317, 322; SP 314, 316; WS 291</p>