

Glencoe Health ©2005 Correlations to the California High School Health Framework

California High School Expectations	Primary Citation Student Edition	Supporting Citation Student Edition	Primary Citation Teacher Edition	Supporting Citation Teacher Edition	Ancillary Citations
Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.					
The Human Body					
Practice good personal hygiene.	367, 368	360, 367, 369	367, 368	369	
Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises.	93, 376, 708, 714, 716, 718, 719, 724	93, 97, 98, 100, 101, 363, 373, 374, 375, 706, 715	93, 97, 98, 99, 100, 102, 373, 378, 708, 714, 716, 718, 724	93, 96, 98, 99, 103, 363, 376, 706, 715, 719	
Recognize and accept differences in body types and maturation levels.	514, 519	515	514, 515	519, 520	
Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.	86, 113, 148–149	78, 79, 147	113	94	

Food Choices					
▲ Make healthy food choices in a variety of settings.	121, 129	110, 122, 123	129	110	
▲ Establish and maintain healthy eating practices.	118, 121, 127, 130, 129	132, 133, 135, 136, 137, 134, 135	127, 128, 129, 130, 131, 135, 137	122, 126, 134	
Select appropriate practices to maintain, lose, or gain weight based on scientific research.	121, 127, 129, 130, 150	129, 132, 147, 151, 152	124, 125, 126, 127, 129	128	
▲ Recognize the need for updating one's personal nutrition plan as individual needs or activities change.	157, 163	157, 162	157, 162, 163	157	
▲ Analyze influences on food choices.	112, 113	144, 162	159, 162	111, 147	
Physical Activity					
Observe safety rules during physical activities.	96	98, 717, 718	715	704, 717	
▲ Participate regularly in a variety of enjoyable physical activities.	74, 79	10, 74, 75, 76	85, 90	74, 76	

	74, 75, 87	79, 89, 92	74, 75, 88	87, 88, 89	
▲ Analyze personal motivators related to pursuing physical activity.					
▲ Explore ways to continue regular exercise practices when schedules change, such as during travel or while working.		79	81, 91	88	
Explore ways to engage in out-of-school activities that promote fitness and health.	74, 75	78, 79, 89	85	74, 75, 78, 79	
Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment.	35, 92	87, 105	35, 92	88, 90	
Make adjustments needed for successful implementation of a personal fitness plan.	35, 92	87	35		

Mental and Emotional Health					
▲ Demonstrate characteristics that contribute to self-confidence and self-esteem.	41	34, 38, 170	38, 41	34, 170	
▲ Develop and use effective communication skills.	254, 255, 257, 258, 260, 261	254	254, 257, 258	254, 260	
▲ Develop and use effective coping strategies.	204, 205, 206, 207, 211	206, 209, 211, 241	207, 209	206, 241	
▲ Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.	307, 310, 311, 323	307, 309, 310, 311, 312	310, 311, 312	310, 312	
▲ Relate in positive ways to peers and adults in and out of school.	258, 306, 308, 313	302, 303, 305, 317	314, 316	302, 303, 305, 315	
▲ Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.	318, 319, 331, 332, 333	318, 331, 332	322, 331, 333	332	
Develop protective factors that help foster resiliency.	170, 171, 173, 214, 216	170, 171, 174	171, 173, 174, 175	170, 171, 176, 214	
Select entertainment that promotes mental and physical health.	315	303, 315	315	315	
Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health.	173, 174, 177	171, 179, 180	175	176, 179, 180	

Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.					
Disease Prevention					
▲ Practice positive health behaviors to reduce the risk of disease.	624, 625, 626, 629	622, 627, 633	624, 625, 626, 629	628, 633	
▲ Cooperate in regular health screenings.	471, 477, 633	55, 58, 95, 373, 507, 683	471, 633	58, 477	
▲ Practice and use effective self-examination procedures.	471, 472, 477, 481	364, 383, 684	472, 477	365, 470, 471, 684	
▲ Analyze personal behaviors in relation to health, well-being, and personal goals.	35, 648, 649, 651, 678	624, 625, 650	628, 648, 649	35, 87	
Practice good personal hygiene.	368	11, 367, 370, 626, 641	360, 368	368, 370	
Recognize the importance of prenatal and perinatal care.	492, 495, 496, 497	493, 494	492, 495, 497	493, 494	
Demonstrate care and concern toward ill persons in the family, the school, and the community.	297, 696, 698	283, 379	665, 696	698	
Make a commitment to abstain from sexual activity.	319, 321	323	321	322	

Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.			656, 657, 660		89 (Human Sexuality module)
Treatment of Disease					
▲ Recognize symptoms of common illnesses.	636, 637, 638, 640, 641	636, 637, 638, 640, 643, 656	636, 641, 657	643	
Take prescription and over-the-counter medicines properly.	591	590, 591	587, 589, 590	588	
Interpret correctly instructions written on medicine container labels, including information about side effects.	590	590	590, 591	590	
Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.			636		
Accept responsibility for active involvement in the treatment or management of disease.	629	626	629	636	

Interpret correctly information provided by health-care providers regarding tests or procedures.	403	375	373, 403	370, 375	
Analyze one's patterns related to treatment of disease to determine their effectiveness.				588	
Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.					
Potentially Dangerous Situations					
▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	330, 333, 337	331, 332, 333, 336, 338	330, 332, 333	331, 332	
▲ Use skills to avoid, resolve, and cope with conflicts.	334, 340, 353, 355	336, 338, 339	353	339	
▲ Understand and follow rules prohibiting possession of weapons at school.	338, 340	338	339	338	
▲ Identify factors that reduce risks of accidents.	707, 708, 709, 710, 711, 722, 723	342, 343	342, 707, 712, 713, 718	720, 722	
▲ Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.	545, 555, 567, 571	545, 548, 565, 570, 571, 573, 597	555, 572	548, 565	
▲ Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards.	570, 572, 610	570, 600	570, 572	600, 610	

▲ Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts.	719, 720, 724	719, 720, 722	719, 720	720, 722	
Carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured.	737	736	737	721, 737, 738	
Practice safe behavior in recreational activities, even in the absence of adults.	714, 715, 716, 717, 718, 731	723, 724, 731	718	723	
Practice safe behavior in and near water.	714, 716, 718	714, 716, 717, 718	714, 716, 718	717	
Report or obtain assistance when faced with unsafe situations.	333, 338, 352,	567, 731	113, 352, 612	563, 567	
Identify environmental factors that affect health and safety.	766, 771	433, 767, 769, 770, 773, 776	470, 768	433	
Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.	333, 351	45, 232, 617	295, 333, 351	232, 581, 609, 617	
Alcohol, Tobacco, and Other Drugs					
▲ Exercise self-control.	567	547, 549, 550	567	547, 548, 549	
▲ Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution.	567, 607, 615	611	567, 607	611	

▲ Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.	563, 566, 593	548, 563	566, 593	548, 567	
▲ Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.	308, 549, 557, 567, 611, 617	308, 613	549	547, 548, 612, 613	
▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	550, 581	557, 567	550	594	
Distinguish between helpful and harmful substances.	587, 588, 592, 598, 599, 600, 601, 603, 604, 605, 606, 607, 608, 609, 610	586	599, 601, 604, 606, 608, 609	587, 589, 601	
Differentiate between the use and misuse of prescription and nonprescription drugs.	586, 587, 591	591		587, 591	
Identify and participate in positive alternative activities, such as alcohol-, tobacco, and drug-free events.	613	557	564	613	
Help to develop and support the school's no-use policy and work to support it.	612	566	612	611	

Child Abuse, Including Sexual Exploitation (Penal Code 11166[a])					
▲ Identify ways to seek assistance if worried, abused, or threatened.	289, 292, 336	344	292, 331	294, 352	
▲ Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.	317, 319, 320	316, 318, 321, 322	317, 320, 323	318	
Recognize and avoid situations that can increase risk of abuse.	348, 349, 353	287, 290, 350	287, 348	349, 350	
Develop and use assertiveness skills and learn self-defense techniques.	310, 311, 312	332	310, 311, 312	332	
Emergencies					
▲ Recognize emergencies and respond appropriately.	737, 739, 741, 749, 753, 757, 759	736, 748	739, 741, 751, 757	742, 747, 753	
Develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles.	708, 726	711, 728	708, 726	710, 711	
Identify appropriate use of local emergency services.	737, 755	756, 757	737	756, 757	
Use latex gloves when assisting persons who are injured.	737	737		737	

Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

Roles of Family Members

▲ Develop and use effective communication skills.	254, 255, 258, 259, 261	257, 260	256, 257, 258, 259	254	
▲ Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens who are the children of alcoholics).	291, 293, 295	283, 274, 579	291, 293	578, 579	
Support and value all family members.	277, 278	274, 279	274, 277	278, 279	
Demonstrate ways to help support positive family interactions.	277, 278	276, 279	277, 278	256, 276, 279	
Practice health-promoting behaviors within the family.	277, 295	275, 297	275	294, 297	
Complete self-initiated activities beyond assigned chores to help support the family.	277, 283	278	277	278	
Identify safety hazards in the home and help to remove them.	706	707, 709, 710	706, 707	709, 710	

Change Within the Family

Use effective strategies to cope with change within the family.	280, 281, 282, 285	284	280	281, 282	
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Develop a plan to facilitate transition from the role of a child to the role of an independent adult.	517, 518, 519, 537	520, 522		522	
Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions.		522, 523			
Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.					
Friendship and Peer Relationships					
▲ Know and use appropriate ways to make new friends.	305	268	268		
▲ Demonstrate positive actions toward others.	41, 193, 212, 258	186, 232, 252	257, 258	212	
▲ Resolve conflicts in a positive, constructive way.	187	30, 267, 266	264	266	
▲ Interact effectively with many different people, including males and females and members of different ethnic and cultural groups.	302	303, 324		303, 324	
▲ Analyze appropriate behaviors in a dating relationship.	313, 317, 319	315, 316, 319	314, 317	317	

Demonstrate how to resist negative peer pressure.	310, 311, 321, 323	310	310, 311, 321	308	
Avoid demeaning statements directed toward others.	229, 255, 256, 261	260, 306	256	259	
Promote positive health behaviors among peers.	129, 193, 321, 611, 651, 669	303, 308	193, 321	551	
Participate in group activities as a means of getting to know other people.	315	314	315	314, 315	
Respect the dignity of others.	38, 261	265, 279, 316	38, 261	265	
Respect marriage.	524	525	526	525	

School and Community-Based Efforts to Promote and Protect Health					
Understand and follow school rules related to health.	41	334	339		
Participate in school efforts to promote health.	38, 39, 581	41	13, 613	67	
Assume responsibility for helping to take care of the school.	337, 709	38, 338	709	13	
Participate in community efforts to address local health and environmental issues.	67, 297	39, 182, 783	67, 613	781, 783	
Encourage others to become involved in health-promotion efforts at school.	297	9	297	9	

Analyze the impact of laws, policies, and practices on health-related issues.	58, 61, 63, 617	8, 9, 590, 591	8, 9, 63	588	
Encourage others to become involved in health-promotion efforts at many different levels.	297	9, 340	9, 297	32	
Access appropriately services available within the community.	59	32, 54, 55, 56, 57	56, 58	55, 57, 65	
Initiate and involve others in health-promotion efforts at school or in the community.	297	9, 340	9, 297, 613	32	

Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.					
Life Cycle					
▲ Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.	611, 612	472, 567, 608	552, 596,	596	
▲ Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age.	520, 521, 522, 523, 527, 528, 529, 530, 531, 532, 533	514, 516, 518, 519	515, 517,	517	521, 531, 533
Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.		519		517	
Recognize and acknowledge that different people progress through different stages of the life cycle at different rates.	515	514, 519	514, 515	519, 520	
Express support and compassion for others who are grieving.	240, 241	238, 240	239, 240		

Recognize and discuss with parents and other trusted adults questions regarding death and dying.		240, 241			
Review family histories and determine whether a genetic disorder exists in the family.		500, 501	501		
Expectation 7: Students will understand and accept individual differences in growth and in development.					
Growth and Development					
▲ Demonstrate an understanding of individual differences.	252	260			
▲ Develop a realistic body image.	144	165		147	
Recognize problems associated with not having a realistic body image.	154, 155, 156	153	155	154	
▲ Recognize the effects of performance-altering substances and avoid the use of those substances.	94, 158, 472, 601, 602	473	602	94	

Adapt group activities to include a variety of students.					
Promote acceptance of a range of body types and abilities.	515	514, 519	514, 515	519, 520	
Use scientific data as a basis for individual nutrition and fitness plans.	165	145	146	152	
Mental and Emotional Development					
▲ Identify, express, and manage feelings appropriately.	185, 186, 187, 188, 191, 239	187, 189	189, 190, 191	185, 187	

▲ Develop and use effective communication skills.	254, 255, 256, 257	29, 30	29, 256, 257	30, 255, 322	
Recognize one's own strengths and limitations.	171, 181, 195	174, 178	181	181	
Use coping strategies, including time-management skills.	207	205, 206, 208, 209	206, 207	201, 204	
Develop a focus on the future.	34, 35, 36	519	35	518	
Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.					
Sexuality					
▲ Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.	20	20, 317, 565	316, 319,	20	317

▲ Avoid, recognize, and respond to negative social influences and pressure to become sexually active.	311, 323	316, 322	322	323	
▲ Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active.	311, 323	322	323	322	
▲ Practice behaviors that support the decision to abstain from sexual activity.	20, 311, 323	21, 319, 567, 610	21, 323	322, 649	
▲ Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior.			321	319, 322	
Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.		319		478	93 (Human Sexuality module)
Identify appropriate ways to show affection.	313	185, 278			
Identify ways to seek assistance if abused.	289, 290, 291, 292, 293, 352	298,	293	295, 352	
Evaluate what students can do to counteract the false norms portrayed in the media.		343, 562, 563, 594	112, 322, 343, 566		

Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.			656, 657, 660		87, 88, 89, 90, 91 (Human Sexuality module)
Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.					
Products and Services/Food Choices					
▲ Identify a variety of consumer influences and analyze how those influences affect decisions.	48, 53	112, 113	49	146	
▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	49		49, 50	49	
Recognize helpful products and services.	49, 55, 56	50	55	57	
Seek care from the school nurse or school-linked services when appropriate.	156	54			

Identify appropriate sources of health services for a variety of illnesses.	236	236	55	56	
Develop and apply criteria for the selection or rejection of health products, services, and information.	53	50, 51	50	51	
Use critical-thinking skills to analyze the cost benefits of health care products and services.	59	50		57	
Develop and use strategies for identifying and combating fraudulent or misleading health products, services, and information.	61, 62	63	63	61	
▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.	113		50		
▲ Use valid nutrition information to make healthy food choices.	127	131	127, 131	125	
▲ Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements.	161	161	119, 161	119	
▲ Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research.	148, 149, 150	153	152	153	

Use labels to compare the contents of food products.	126, 127, 130	1312	127	131	
Use unit pricing to determine the most economical purchases.		50		50, 51	
Use effective consumer skills to purchase healthy foods.	129	127	127	133	
Adapt recipes to make them more healthy by lowering the amount of fat, salt, or sugar and increasing the amount of fiber.	139	145	691		