

Glencoe/McGraw-Hill
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Teen Health 2007
Student Edition/Teacher Wraparound Edition
6th grade

1. Comprehend concepts related to health promotion and disease prevention. (C, PH, CH, H)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).	2, 12, 13, 14, 108-111, 122, 123, 124, 125, 126-128, 129, 130, 131, 151-154, 178-180, 194-195, 222-226, 233, 272-276, 277-281, 293, 296-299, 300-304, 305-307	2C, 4, 12, 13, 14, 108, 110, 118C, 122, 123, 124, 125, 128, 129, 133, 151, 154, 182, 183, 194-195, 223, 224-225, 226, 266C, 279, 297, 303, 306
b. Theorize ways health promotion reduces healthcare costs.	5, 102, 105, 106, 108, 109, 110, 118, 120-125, 126, 128, 129, 163-167, 230, 231, 232, 272-276, 282-287, 302	5, 102, 106, 108, 109, 111, 118C, 123, 143C, 163, 164, 232, 275, 302
c. Describe the benefits and threats of technological advances to healthy living.	10, 11, 64, 81, 153, 266, 268-271, 280	10, 46, 64, 105, 121, 129, 145, 152, 153, 160, 178, 232, 269, 274, 280, 319
d. Discuss how body hygiene, posture and one's self image affect overall health.	11, 32-35, 56, 62-66, 108-111, 142, 144-150, 200, 202-205, 206-209, 214-215, 227, 228, 230-233	11, 32, 56, 63, 109, 110, 142, 144-145, 146, 147, 150, 200, 203, 204, 205, 208, 214-215

2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, CH, PH, N)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify ways natural resources can impact human health.	9, 193, 305-307, 308-311, 318-321, 327	9, 307, 309, 310, 311
b. Research current health promoting products and services.	14, 63, 104, 155-158, 159-162, 173, 180, 281, 299	13, 14, 63, 104, 106, 142C, 148, 156, 157, 158, 160, 161, 284, 285, 294C, 298, 306
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (CH, PH, F, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Express personal feelings associated with making good or poor health related decisions.	6, 7, 8, 16, 20, 33, 36, 37, 41-44, 45-49, 50-53, 78-80, 108, 110, 111, 112-113, 134, 135, 150, 162, 187, 199, 216, 219, 235, 239, 251, 273, 274, 277, 281, 288-289, 324	6, 7, 16, 20, 33, 42, 48, 49, 51, 78-80, 109, 111, 112-113, 123, 134, 161, 216, 231, 233, 251, 279
b. Explain and give examples of the use, misuse and abuse of substances.	159-162, 242-245, 246-248, 249-252, 253-255, 256-259	160, 161, 240C, 243, 244, 245, 246, 247
c. Discuss the responsibilities of the community that are necessary to obtain and maintain good health.	38, 68, 165, 193, 247, 255, 303, 304, 313, 314	38, 43, 83, 127, 165, 247, 257, 270, 313, 314, 315, 316

4. Analyze the influence of culture, media, technology, and other factors on health. (H, CH, C, PH, M)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Explain how advances in communication services have improved healthcare.	304, 312-317	13, 313
b. Analyze how collaboration among different entities is necessary for individuals to receive proper healthcare.	163-167, 280, 281, 287, 304	164, 165, 166, 167, 269, 270, 281, 285, 294C, 306, 313
c. Relate how information presented in the news media affects the attitude of our population toward health related issues.	10, 14, 34, 168-169, 229, 248, 277	10, 14, 34, 103, 168-169, 228, 229, 277, 281
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, PH, D, S, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate strategies to manage conflict in healthy ways.	15, 81-85, 304	82, 83, 84
b. Differentiate between healthy and unhealthy ways of expressing emotions.	9, 41-44, 50-53, 54-55, 65, 66, 74, 75, 76, 77, 78-80, 82, 85, 86-87, 262, 280, 303	9, 14, 37, 39, 42, 43, 54-55, 60C, 65, 66, 74, 76, 82, 84, 85, 86-87, 262
c. Examine how to handle difficult interpersonal situations through effective communication.	15, 68, 71, 72, 78-80, 81-85, 109, 111, 204, 205, 226, 227, 228, 229, 230, 231, 233, 234-235, 245, 247, 248, 252, 257, 299	37, 75, 109, 231, 233, 234-235, 243, 244, 247, 258, 298

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (PH, N, H, F, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Understand positive and negative reinforcement and how they relate to decision- making.	16-18, 19, 20-23, 40, 76-77, 105, 111, 112-113, 117, 122, 126, 128, 130, 131, 136-137, 228, 229, 256, 258, 265, 271	17, 21, 22, 39, 46, 76, 82, 105, 110, 112-113, 122, 126, 130, 136-137, 228, 240C
b. Compare and contrast various diet plans and how they relate to personal health.	92, 94-97, 98-101, 102-107, 114	92C, 92D, 94, 95, 96, 97, 98, 99, 100, 101, 104, 107, 114
7. Demonstrate the ability to advocate personal, family, and community health. (C, PH, F, H, S)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Analyze various communication methods that accurately express health opinions and issues.	9, 18, 19, 22, 68, 69, 70, 79, 80, 125, 232, 248, 255, 262, 265	9, 22, 37, 42, 43, 68, 69, 70, 79, 99, 146, 147, 232, 258, 262, 273, 276, 284
b. Evaluate the services your school and community provide for individuals with special needs.	52, 72, 281	52, 71, 122, 280, 306
c. Employ the ability to encourage and support others in making healthy choices.	9, 15, 19, 33, 36-40, 71, 76, 192, 220, 226, 231, 232, 234-235, 239, 240, 243, 259, 301, 321, 322-323	9, 33, 35, 38, 71, 76, 130, 146, 189, 191, 192, 207, 220, 232, 233, 234-235, 240, 243, 250, 258, 276, 301, 320, 321

- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.