

Glencoe/McGraw-Hill
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Teen Health 2007
Reading Tutor
8th grade

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe some of the causes and effects of stress.	27-29, 30-32, 37-39, 64-66	
b. Identify healthy ways to manage stress.	27-29, 37-39, 291	
c. Discuss the unique traits of adolescents.	43-46, 97-102, 255-256	
d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.	7-10, 51-53, 54-56, 138-141, 151-153, 154- 156, 157-159, 260-263, 264-267, 268-271, 272- 274, 275-278, 279-282, 283-287, 288-291, 292- 295, 296-299	
e. Identify the various components of the human life cycle.	30-32, 251-256, 257- 259	
f. Explain factors involved in use and misuse of drugs/medicines.	77, 142-147, 151-153, 163-165, 166-168, 174- 178, 185-187, 198-201	
2. Demonstrate the ability to obtain valid health information. (CH, PH, C)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Distinguish differences among various health care professionals.	40-42, 202-204	
b. Explain an individual's responsibility in choosing health products and services.	182-184, 188-194, 202- 204, 272-274, 288-291	
c. Explain the reasons for public health laws and regulations.	163-165, 198-199	

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate common first aid procedures and identify ways to obtain various sources of help.	312-314, 315-318, 319-323	
b. Discuss laws and regulations for the protection against drug abuse.	198-201	
c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.	1-3, 4-6, 20-22, 23-26, 43-46, 57-59, 60-63, 64-66, 97-102	
d. Identify essential nutrients needed by the body and the nutrient sources.	110-112, 113-116, 121-123	
e. List local, state, and federal agencies involved in regulating the production, possession, and use of drugs.	198-199, 205-207	
4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Analyze the positive and negative influences of technology and media on personal and family health.		
b. Describe the influence of cultural beliefs on health behaviors.	60-63	
c. Understand the relationship between peer association and health decisions.	4-6, 23-26, 33-36, 37-39, 47-50, 57-59, 157-159, 272-274	
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate ways to cope with interpersonal conflicts.	17-19, 20-22, 51-53, 60-63, 67-69, 70-72, 73-75, 83-85, 86-89	
b. Practice refusal skills for risk taking behaviors.	17-19, 51-53, 54-56, 73-75, 281	

c. Examine ways to promote positive behavior when dealing with individual differences.	17-19, 20-22, 23-26, 47-50, 51-53, 54-56, 57-59, 67-69, 70-72, 73-75, 128-130	
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, DA, F, M, H, S, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Analyze how nutrition affects physical, mental, and emotional development.	7-10, 107-109, 110-112, 113-116, 117-120, 121-123, 124-127, 249-250	
b. Identify factors that influence individual decisions during adolescence.	7-10, 11-14, 17-19, 23-26, 43-46, 54-56, 67-69, 124-127, 128-130, 185-187, 188-194, 195-197, 251-256, 272-274, 279-282, 288-291, 292-295, 296-299	
c. Develop a plan that addresses commitment and self-control.	67-69, 103-106	
d. Analyze how health related decisions are influenced by individuals, family, and community values.	7-10, 11-14, 33-36, 43-46, 60-63, 64-66, 67-69, 90-92, 148-150, 157-159, 163-165, 185-187, 251-256, 257-259, 275-278, 279-282, 300-303, 304-308, 309-311	
e. Predict how decisions regarding health behaviors have consequences for self and others.	11-14, 17-19, 20-22, 54-56, 67-69, 70-72, 73-75, 76-79, 107-109, 124-127, 131-134, 135-137, 138-141, 142-147, 148-150	

f. Create a personal health plan that encourages an active lifestyle.	7-10, 93-96, 97-102, 103-106, 124-127, 185-187	
7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Explain ways to improve community health and techniques for conserving natural resources.	324-327, 328-331	
b. Identify services for people who abuse drugs.	150	
c. Advocate to local, state, and federal agencies for increased regulations on drug use and possession of drugs.		
d. Explain ways students can help friends who may exhibit signs of suicide.	37-39	

- 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.