

**Glencoe/McGraw-Hill**  
**CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**Teen Health 2007**  
**Student Edition/Teacher Wraparound Edition**  
**8<sup>th</sup> grade**

<b>1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)</b>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe some of the causes and effects of stress.	63-68, 77, 161	42, 50C, 64, 65, 161, 431, 463, 484
b. Identify healthy ways to manage stress.	42, 63, 66-67, 68, 72-73, 74, 77, 151, 464	58, 66, 72-73, 74, 464
c. Discuss the unique traits of adolescents.	8-12, 23, 53-56, 102-107, 260-265	8, 9, 10, 11, 12, 27, 52, 53, 54, 55, 60, 103, 104, 106, 160, 258C, 342, 414, 574C
d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.	14, 15, 16, 17, 287, 290, 306, 308-310, 325, 370, 372-378, 415, 417, 421, 423, 425, 426, 432, 438-439, 476, 478-482, 483-487, 488-491, 492-495, 496-499, 500-501, 502, 505, 508-510, 511-516, 517-521, 522-526, 527-531, 537, 577	14, 15, 16, 306C, 373, 415, 425, 428, 439, 476C, 478, 479, 480, 481, 482, 483, 484, 485, 486, 488, 489, 490, 491, 494, 498, 500, 501, 502, 513, 514, 515, 516, 519, 520, 521, 524, 525, 529, 531, 577, 578, 580
e. Identify the various components of the human life cycle.	437-441, 448, 450-454, 456-459, 460-465, 466-469, 475, 506	438, 439, 440, 452, 453, 454, 458, 461, 462, 466, 468

f. Explain factors involved in use and misuse of drugs/medicines.	92, 286-290, 316-318, 322, 323-325, 334-337, 338-344, 345-351, 352-355, 356-363, 383-387	78C, 287, 316, 317, 332C, 335, 336, 339, 340, 341, 342, 343, 344, 353, 354, 356, 357, 386
<b>2. Demonstrate the ability to obtain valid health information. (CH, PH, C)</b>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Distinguish differences among various health care professionals.	93, 373, 376, 377, 389, 390, 458	92, 93, 261, 370C, 376, 389, 407, 415, 419, 435, 458
b. Explain an individual's responsibility in choosing health products and services.	80-85, 90-93, 372, 373, 374, 375, 376, 377, 378, 381, 387, 392-395, 442-443	41, 81, 83, 84, 91, 92, 373, 374, 375, 442, 443
c. Explain the reasons for public health laws and regulations.	311, 314, 325, 345, 346, 347, 350, 392-395, 426	332C, 346, 347, 392, 393
<b>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)</b>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate common first aid procedures and identify ways to obtain various sources of help.	554-557, 558-562, 563-567, 570	554, 55, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 570
b. Discuss laws and regulations for the protection against drug abuse.	281, 350	279, 335, 346, 347, 349
c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.	26-31, 121, 122-123, 145, 231, 248-251, 258, 432, 469, 509, 515, 521, 526, 532-533	27, 35, 113, 122, 123, 142, 448C, 532, 533

d. Identify essential nutrients needed by the body and the nutrient sources.	234-237, 238-242, 243-247, 248-251, 263, 264, 430	237, 238, 239, 240, 241, 242, 243, 244, 245, 24, 430
e. List local, state, and federal agencies involved in regulating the production, possession, and use of drugs.	321, 322, 358, 383	321, 350, 384
<b>4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)</b>		
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.	12, 113, 176, 201, 205, 324, 348, 465, 512, 523	16, 28, 58, 106, 113, 135, 202C, 205, 272, 324, 343, 348, 370C, 512, 523
b. Describe the influence of cultural beliefs on health behaviors.	10, 11, 124	10, 11, 39, 92, 135, 142, 213, 235, 288, 343
c. Understand the relationship between peer association and health decisions.	12, 18-19, 80-85, 86-89, 94-95, 100, 102-107, 112-117, 118-121, 124, 130-133, 272, 323-325, 341, 465	18, 83, 87, 88, 94-95, 105, 106, 112, 113, 114, 115, 119, 120, 124, 131, 132, 246, 340, 354
<b>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)</b>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate ways to cope with interpersonal conflicts.	12, 40, 57-62, 69-71, 114-117, 124, 127, 151, 152, 154-158, 159-163, 164-167, 168-169, 173, 174, 179, 180, 183, 184-187, 192-195	40, 58, 60, 61, 70, 100C, 116, 117, 124, 152C, 155, 156, 160, 161, 165, 166, 167, 168, 169, 183, 185, 187, 193, 194

b. Practice refusal skills for risk taking behaviors.	12, 44-45, 90-93, 114-117, 137, 181, 198, 281, 302-305, 325, 360-363, 364-365, 369, 494-495, 505	12, 44, 45, 114, 115, 116, 117, 181, 198, 246, 280, 302, 361, 364, 365, 494
c. Examine ways to promote positive behavior when dealing with individual differences.	20, 34, 35, 36, 46, 53-56, 58-62, 108-111, 118-121, 124, 130-133, 137, 146-147, 155, 158, 186, 300-301, 360-363	20, 35, 36, 46, 53, 54, 55, 60, 61, 109, 110, 111, 120, 133, 141, 146, 147, 155, 157, 158, 186, 267, 297, 300, 301
<b>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, DA, F, M, H, S, D)</b>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Analyze how nutrition affects physical, mental, and emotional development.	6, 222, 234-237, 243-247, 248, 252-253, 258, 260-265, 266-269	222, 232C, 252, 253, 267, 268, 269
b. Identify factors that influence individual decisions during adolescence.	4-7, 12, 14-17, 18-19, 24, 26-31, 49, 50, 80-85, 86-89, 118-121, 128, 134-139, 142, 144, 145, 155, 196-197, 202, 204-208, 323-325, 331, 360, 362, 379-382, 508-510, 538	5, 18, 24C, 28, 38, 83, 84, 119, 120, 121, 128C, 135, 137, 138, 142, 144, 155, 196, 197, 235, 332C, 340, 341, 360, 361, 380, 509
c. Develop a plan that addresses commitment and self-control.	14, 17, 29-31, 122-123, 140, 215-220, 270-271, 351, 370	14, 29, 30, 122, 123, 140, 270, 271, 297
d. Analyze how health related decisions are influenced by individuals, family, and community values.	2, 13, 26-31, 118-121, 122-123, 134-139, 142, 155-158, 225, 257, 270-271, 296-299, 300-301, 310, 326-327, 382, 508-510	5, 6, 28, 91, 119, 122, 135, 136, 137, 138, 202C, 235, 265, 270, 271, 298, 300, 301, 326, 327, 354, 386

e. Predict how decisions regarding health behaviors have consequences for self and others.	4-7, 32-37, 69-71, 80-85, 86-89, 90-93, 118-121, 122-123, 140-145, 156, 204-208, 209-214, 261, 266-269, 275, 278-281, 282-285, 286-290, 291-295, 296-299, 308-310, 311-314, 319-322, 338-344, 360-363, 401, 407, 408, 412, 436, 447, 454, 457, 487, 491, 499, 509, 510, 515, 521, 526, 540-544, 545-549, 550-553, 573	34, 35, 84, 128C, 142, 144, 156, 209, 211, 261, 267, 268, 269, 276C, 284, 293, 294, 309, 311, 312, 320, 321, 322, 336, 339, 359, 402C, 407, 436, 454, 457, 509, 542, 544, 546, 547, 548
f. Create a personal health plan that encourages an active lifestyle.	204-208, 215-220, 243-247, 264, 265, 470-471	202C, 205, 206, 207, 214, 216, 217, 218, 219, 245, 470, 471
<b>7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)</b>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Explain ways to improve community health and techniques for conserving natural resources.	43, 392-395, 574, 576-580, 581-585, 586-587, 588, 591	393, 574C, 576, 577, 578, 579, 580, 582, 583, 584, 585, 586, 587
b. Identify services for people who abuse drugs.	296-299, 358, 359, 393	294, 297, 298, 350, 358, 361
c. Advocate to local, state, and federal agencies for increased regulations on drug use and possession of drugs.	332, 393	
d. Explain ways students can help friends who may exhibit signs of suicide.	84, 86-89, 99	88, 276C

- 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.