

**Glencoe Health © 2005**  
**National Health Education Standards**  
**Correlation by Standards**

<b>Standards and Performance Indicators</b>		<b>Chapter-Lesson Reference</b>
<b>Health Education Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.		
1.1	Analyze how behavior can impact health maintenance and disease prevention.	1-1, 1-2, 4-1, 4-2, 5-1, 5-4, 7-1, 8-1, 8-2, 8-4, 12-4, 14-1, 14-2, 14-4, 16-1, 16-3, 17-1, 17-3, 19-2, 21-1, 21-3, 23-1, 24-1, 25-1, 27-1, 27-2, 27-4
1.2	Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.	1-2, 7-1, 7-2, 7-3, 8-1, 8-2, 9-1, 15-4, 18-2, 18-3, 20-1, 20-3, 22-1, 23-3, 26-3
1.3	Explain the impact of personal health behaviors on the functioning of body systems.	4-1, 4-2, 5-3, 14-3, 14-4, 15-1, 15-2, 15-3, 15-4, 15-5, 16-1, 16-3, 17-1, 17-2, 17-3, 18-1, 18-2, 18-3, 19-2, 21-1, 22-2, 23-3, 24-2, 24-3, 25-3, 26-1, 26-2
1.4	Analyze how the family, peers, and community influence the health of individuals.	1-1, 2-1, 7-2, 7-4, 8-4, 10-1, 11-1, 11-4, 12-1, 12-2, 12-3, 13-1, 13-2, 13-3, 13-4, 19-1, 19-4, 20-1, 20-2, 20-3, 22-1, 26-4
1.5	Analyze how the environment influences the health of the community.	16-4, 24-1, 26-1, 26-3, 29-1, 29-2
1.6	Describe how to delay onset and reduce risks of potential health problems during adulthood.	4-1, 5-1, 5-2, 6-1, 15-2, 16-3, 19-1, 20-2, 24-1, 24-3, 25-2, 26-1
1.7	Analyze how public health policies and government regulations influence health promotion and disease prevention.	3-4, 21-1, 21-3, 22-3, 24-2, 25-2, 29-1, 29-2
1.8	Analyze how the prevention and control of health problems are influenced by research and medical advances.	19-3, 23-1, 25-4, 26-2
<b>Health Education Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.		
2.1	Evaluate the validity of health information, products, and services.	1-1, 3-1, 9-3, 21-3, 26-3

2.2	Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.	2-1, 3-1, 9-3, 24-3
2.3	Evaluate factors that influence personal selection of health products and services.	3-1, 14-1, 14-2, 19-1, 22-3, 23-1
2.4	Demonstrate the ability to access school and community health services for self and others.	3-2, 11-4, 19-3, 20-4, 28-4
2.5	Analyze the cost and accessibility of health care services.	3-2, 22-3, 25-4
2.6	Analyze situations requiring professional health services.	3-2, 4-4, 6-2, 8-3, 9-1, 9-2, 9-3, 9-4, 11-4, 13-4, 14-3, 15-2, 15-5, 16-2, 16-4, 17-2, 17-3, 19-4, 22-3, 28-1, 28-2, 28-3, 28-4
<b>Health Education Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		
3.1	Analyze the role of individual responsibility for enhancing health.	1-2, 7-1, 11-1, 13-1, 14-2, 14-3, 14-4, 15-1, 15-3, 16-1, 16-3, 17-1, 17-2, 17-3, 18-1, 18-2, 18-3, 21-1, 21-2, 22-3, 23-2, 23-4, 24-1, 24-3, 25-2, 25-4, 26-1, 26-2, 26-3
3.2	Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.	4-1, 4-2, 4-3, 4-4, 16-2, 18-1, 19-3, 20-2, 22-2, 23-1, 23-2, 24-2, 26-1, 27-1, 27-2, 27-3, 28-1, 28-2, 28-3, 28-4
3.3	Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.	1-3, 13-4, 14-1, 15-2, 15-3, 18-2, 18-3, 21-2, 22-1, 22-2, 23-2, 23-3, 23-4, 25-1, 25-3, 26-2, 26-4, 27-3
3.4	Develop strategies to improve or maintain personal, family and community health.	1-1, 4-2, 4-3, 4-4, 5-3, 5-4, 6-1, 7-4, 8-2, 8-3, 8-4, 9-3, 11-1, 11-2, 11-3, 12-4, 13-1, 13-2, 17-2, 19-2, 20-1, 20-3, 24-1, 25-4, 27-1, 27-2, 27-3, 27-4
3.5	Develop injury prevention and management strategies for personal, family, and community health.	4-5, 13-4, 27-1, 27-2, 27-3, 27-4, 28-1, 28-2, 28-3, 28-4
3.6	Demonstrate ways to avoid and reduce threatening situations.	11-3, 12-2, 12-3, 13-1, 13-2, 13-4, 15-5, 23-2
3.7	Evaluate strategies to manage stress.	2-1, 8-2, 11-2, 23-4

<b>Health Education Standard 4:</b> Students will analyze the influence of culture, media, technology, and other factors on health.		
4.1	Analyze how cultural diversity enriches and challenges health behaviors.	5-1, 20-2
4.2	Evaluate the effect of media and other factors on personal, family, and community health.	1-2, 5-1, 7-2, 13-3, 22-1, 23-2
4.3	Evaluate the impact of technology on personal, family, and community health.	1-2, 14-3, 16-2, 20-4, 24-3, 26-2, 26-3, 29-1, 29-2
4.4	Analyze how information from the community influences health.	23-5, 24-2, 26-4
<b>Health Education Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health.		
5.1	Demonstrate skills for communicating effectively with family, peers, and others.	2-1, 3-3, 7-3, 10-1, 10-2, 11-2, 12-1, 12-3, 16-4
5.2	Analyze how interpersonal communication affects relationships.	10-1, 10-2, 19-4, 20-3
5.3	Demonstrate healthy ways to express needs, wants, and feelings.	3-3, 7-1, 7-3, 7-4, 9-4, 10-1, 10-2, 11-2, 12-3, 12-4, 20-1
5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.	2-3, 8-3, 9-4, 10-1, 10-2, 11-1, 12-1, 20-3, 23-5, 26-4
5.5	Demonstrate strategies for solving interpersonal conflicts without harming self or others.	2-1, 7-3, 10-3, 12-1
5.6	Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	10-3, 12-2, 13-2, 22-2, 23-3, 23-4, 25-3
5.7	Analyze the possible causes of conflict in schools, families, and communities.	10-3, 11-2, 11-3, 13-3
5.8	Demonstrate strategies used to prevent conflict.	10-3
<b>Health Education Standard 6:</b> Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.		
6.1	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.	2-2, 3-2, 6-3, 8-1, 9-2, 12-4, 14-1, 15-1, 21-2, 21-3, 25-1, 25-3
6.2	Analyze health concerns that require collaborative decision making.	11-4, 19-4
6.3	Predict immediate and long-term impact of health decisions on the individual, family, and community.	6-3, 12-4, 15-5, 16-4, 19-3, 22-1, 23-1, 23-4, 25-2
6.4	Implement a plan for attaining a personal health goal.	1-1, 2-2, 5-2, 15-3, 24-2, 27-4
6.5	Evaluate progress toward achieving personal health goals.	2-2, 4-3, 20-1
6.6	Formulate an effective plan for lifelong health.	4-3, 16-1, 20-2, 20-4

<b>Health Education Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, and community health.		
7.1	Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.	16-2, 18-2, 18-3, 19-2, 25-2
7.2	Express information and opinions about health issues.	2-3, 4-4, 5-1, 6-1, 13-3, 21-1, 23-5, 25-4, 28-2
7.3	Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.	2-1, 10-2
7.4	Demonstrate the ability to influence and support others in making positive health choices.	1-3, 4-5, 6-2, 6-3, 14-4, 15-4, 21-2, 21-3, 23-3, 25-1, 29-3
7.5	Demonstrate the ability to work cooperatively when advocating for healthy communities.	3-4, 20-4, 23-5, 26-4, 29-3
7.6	Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	2-3, 4-5, 6-2, 19-4, 23-5, 29-3