

<b>Curriculum Unit</b>	Health Education, High School			
<b>Subject Area</b>	Health 1, Grade 9-10			
<b>Course</b>	Health 1, Grade 9-10			
<b>Publisher</b>	Glencoe/McGraw-Hill Division, a division of the McGraw-Hill., Inc.			
<b>Program Title</b>	Glencoe Health			
<b>ISBN</b>	0078612136			
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Location of student expectation/TEKS.</b>	<b>Page(s)</b>
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	A. relate the nation's health goals and objectives to individual, family, and community health;	01. relate the nation's health goals to individual health	<b>Student Edition:</b> Chapters 1, 21, 27, 28, 29 <b>Teacher Edition:</b> Chapter 1	<b>SE: 9, 555, 559, 736, 741, 766, 771, 6, 7, 8, 559, 574, 706, 736, 741, 766, 771</b> <b>TWE: 9</b>
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	A. relate the nation's health goals and objectives to individual, family, and community health;	02. relate the nation's health goals to family health	<b>Student Edition:</b> Chapters 1, 21, 27, 28, 29 <b>Teacher Edition:</b> Chapter 1	<b>SE: 9, 555, 559, 736, 741, 766, 771, 7, 8, 555, 559, 574, 706, 736, 741, 766, 771</b> <b>TWE: 9</b>
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	A. relate the nation's health goals and objectives to individual, family, and community health;	03. relate the nation's health goals to community health	<b>Student Edition:</b> Chapters 1, 21, 27, 28, 29 <b>Teacher Edition:</b> Chapter 1	<b>SE: 9, 555, 559, 736, 741, 766, 771, 7, 8, 555, 559, 574, 706, 736, 741, 766, 771</b> <b>TWE: 9</b>
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	A. relate the nation's health goals and objectives to individual, family, and community health;	04. relate the nation's health objectives to individual health	<b>Student Edition:</b> Chapters 1, 21, 27, 28, 29 <b>Teacher Edition:</b> Chapter 1	<b>SE: 9, 555, 736, 741, 771, 6, 7, 8, 555, 559, 574, 706, 736, 766</b> <b>TWE: 9</b>
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	A. relate the nation's health goals and objectives to individual, family, and community health;	05. relate the nation's health objectives to family health	<b>Student Edition:</b> Chapters 1, 21, 27, 28, 29 <b>Teacher Edition:</b> Chapter 1	<b>SE: 9, 555, 736, 741, 771, 7, 8, 559, 574, 706, 736, 766</b> <b>TWE: 9</b>

01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	A. relate the nation's health goals and objectives to individual, family, and community health;	06. relate the nation's health objectives to community health	<b>Student Edition:</b> Chapters 1, 21, 27, 28, 29 <b>Teacher Edition:</b> Chapter 1	<b>SE:</b> 9, 551, 555, 736, 771, 7, 8, 555, 559, 574, 706, 736, 766 <b>TWE:</b> 9
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	B. examine the relationship among body composition, diet, and fitness;	>>>>>	<b>Student Edition:</b> Chapters 4, 5, 6, 15, 16 <b>Teacher Edition:</b> Chapters 4, 6	<b>SE:</b> 80-81, 86, 74, 75, 80-86, 93-97, 113, 123, 143-150, 165, 390-393, 394-398, 411, 416-422 <b>TWE:</b> 74, 81, 82, 83, 85, 86, 88, 89, 91, 92, 94, 145, 146, 148, 149, 152, 153, 154, 155, 157, 158, 159, 161, 163
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	C. explain the relationship between nutrition, quality of life, and disease;	>>>>>	<b>Student Edition:</b> Chapters 4, 5, 6, 8, 15, 16, 17, 24, 26 <b>Teacher Edition:</b> Chapters 4, 5, 6, 19, 26,	<b>SE:</b> 113, 107, 110, 114-121, 122-129, 157, 164, 208, 220, 390-393, 406-409, 413, 427, 437, 441, 632, 633, 673 <b>TWE:</b> 74, 88, 115, 117, 121, 122, 125, 129, 134, 147, 148, 149, 152, 153, 154, 156, 157, 158, 159, 161, 162, 163, 493, 675, 679, 691
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	D. describe the causes, symptoms, and treatment of eating disorders;	01. describe the causes of eating disorders	<b>Student Edition:</b> Chapters 5, 6, 9 <b>Teacher Edition:</b> Chapters 5, 6	<b>SE:</b> 156, 166, 111, 147, 153, 154, 155, 244 <b>TWE:</b> 151, 112
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	D. describe the causes, symptoms, and treatment of eating disorders;	02. describe the symptoms of eating disorders	<b>Student Edition:</b> Chapter 6 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 156, 166, 154, 155, 165 <b>TWE:</b> 154, 155
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	D. describe the causes, symptoms, and treatment of eating disorders;	03. describe the treatment of eating disorders	<b>Student Edition:</b> Chapters 6, 9 <b>Teacher Edition:</b> Chapter 6	<b>SE:</b> 156, 166, 154, 155, 227 <b>TWE:</b> 155, 154

01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	E. examine issues related to death and grieving;	01. examine issues related to death	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 240, 241, 230, 231, 232, 233, 238, 239, 240, 241, 243 <b>TWE:</b> 239, 240, 241
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	E. examine issues related to death and grieving;	02. examine the issues related to grieving	<b>Student Edition:</b> Chapters 9, 11 <b>Teacher Edition:</b> 9	<b>SE:</b> 238, 239, 241, 240, 243, 282 <b>TWE:</b> 238, 240, 241
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	F. discuss health-related social issues such as organ donation and homelessness;	>>>>>	<b>Student Edition:</b> Chapters 7, 18 <b>Teacher Edition:</b> Chapters 4, 7, 11, 24, 25	<b>SE:</b> 457, 173, 456 <b>TWE:</b> 95, 173, 275, 637, 651
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	G. analyze strategies to prevent suicides;	>>>>>	<b>Student Edition:</b> Chapters 8, 9 <b>Teacher Edition:</b> Chapter 9	<b>SE:</b> 230, 231, 233, 213, 232, 243, 244, 245 <b>TWE:</b> 230, 231, 233, 236
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	H. examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	01. Examine causes of stress	<b>Student Edition:</b> Chapters 2, 8, 11 <b>Teacher Edition:</b> Chapters 8, 11, 23	<b>SE:</b> 198, 199, 205, 31, 205, 210, 212, 220, 221, 280, 282 <b>TWE:</b> 198, 199, 200, 205, 206, 214, 280, 614
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	H. examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	02. Examine effects of stress	<b>Student Edition:</b> Chapters 2, 8, 11 <b>Teacher Edition:</b> Chapters 8, 23	<b>SE:</b> 198, 31, 199, 200, 201, 202, 203, 205, 220, 282 <b>TWE:</b> 201, 202, 614
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	H. examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	03. Develop strategies for managing stress	<b>Student Edition:</b> Chapters; 2, 4, 6, 7, 8, 11, 16, 17, 19, 23 <b>Teacher Edition:</b> Chapters 4, 8, 11	<b>SE:</b> 204, 209, 31, 32, 75, 78, 150, 177, 197, 198, 204-209, 282, 436, 449, 497, 612, 617 <b>TWE:</b> 74, 88, 199, 200, 201, 203, 204, 206, 207, 208, 209, 281, 283

01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	H. examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	04. Develop strategies for coping with anxiety	<b>Student Edition:</b> Chapters 7, 8, 9, 17 <b>Teacher Edition:</b> Chapters 4, 8, 11	<b>SE:</b> 210, 211, 177, 213, 214, 220, 228, 231, 232, 233, 234, 459 <b>TWE:</b> 74, 88, 201, 210, 211, 213, 217, 280
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	H. examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	05. Develop strategies for coping with depression	<b>Student Edition:</b> Chapters 7, 8, 9 <b>Teacher Edition:</b> Chapter 8	<b>SE:</b> 211, 212, 221, 177, 211-214, 218, 220, 226, 228, 230-234, 237 <b>TWE:</b> 211, 212, 213, 215, 217
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	I. describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.	01. describe the importance of taking responsibility for establishing health maintenance for individuals	<b>Student Edition:</b> Chapters: 1, 2, 3, 4, 5, 7, 8, 9, 14, 19, 20, 24, 26 <b>Teacher Edition:</b> Chapters 1, 2, 4, 5, 7, 8, 14, 16, 18, 19, 25, 26, 27, 29	<b>SE:</b> 10, 16, 690, 694, 5-7, 10-12, 18, 31, 59, 75-77, 104, 107, 136, 137, 171, 177, 202, 204, 208, 209, 213-216, 228-234, 236, 237, 360-366, 367-370, 371-375, 376-379, 504-507, 513, 632, 633, 675, 678-680, 682, 683-686, 689, 692-694, 696, 701 <b>TWE:</b> 7, 8, 11, 12, 14, 18, 20, 21, 31, 37, 84, 85, 86, 88, 93, 98, 99, 113, 116, 123, 124, 127, 136, 171, 175, 176, 179, 180, 181, 189, 190, 201, 204, 206, 211, 360, 363, 365, 366, 375, 378, 386, 397, 406, 409, 423, 424, 427, 468, 470, 471, 476, 492, 650, 657, 661, 674, 678, 686, 688, 691, 692, 712, 777
01. Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	I. describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.	02. describe the importance of taking responsibility for establishing health maintenance for family members of all ages	<b>Student Edition:</b> Chapters 1, 2, 5, 9, 11, 13, 15, 20, 26 <b>Teacher Edition:</b> Chapters 1, 8, 23, 26, 29	<b>SE:</b> 16, 7, 13, 14, 32, 136, 232-234, 236, 272-279, 280-285, 292, 294, 295, 357, 411, 530, 531, 680, 682-686, 692-694, 696 <b>TWE:</b> 7, 8, 201, 590, 696, 753

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				<p><b>(Section 11.03 Continued)</b>  <b>TWE:</b> 7, 11, 12, 13, 14, 17, 21, 35, 59, 77, 78, 84, 85, 86, 89, 90, 91, 92, 96, 116, 124, 174, 179, 182, 190, 191, 201, 203, 204, 207, 208, 209, 213, 214, 215, 217, 313, 330, 331, 332, 346, 350, 362, 363, 364, 370, 392, 393, 406, 408, 423, 424, 426, 427, 433, 435, 452, 468, 469, 472, 476, 477, 493, 549, 565, 566, 567, 575, 578, 587, 590, 604, 629, 632, 633, 636, 638, 639, 648, 649, 650, 652, 655, 657, 661, 673, 674, 677, 678, 679, 683, 685, 686, 693, 706, 707, 708, 709, 711, 713, 714, 715, 716, 717, 718, 719, 720, 722, 723, 724, 725, 726, 728, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 751, 752, 753, 755, 756, 757, 758, 759, 767, 768, 771, 773, 777, 778, 779, 781</p>
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<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>A. analyze the relationship between health promotion and disease prevention;</p>	<p>&gt;&gt;&gt;&gt;&gt;</p>	<p><b>Student Edition:</b> Chapters 1, 2, 4, 5, 6, 9, 14, 15, 16, 18, 24, 25  <b>Teacher Edition:</b> Chapters 1, 4, 5, 6, 8, 13, 14, 15, 16, 17, 18, 19, 24, 25, 26, 27, 29</p>	<p><b>SE:</b> 9, 79, 121, 177, 391, 393, 423, 427, 435, 452, 591, 10-16, 31, 104, 106, 107, 123, 129, 136, 137, 146, 147, 166, 225, 226, 227, 229-234, 236, 360-366, 367-370, 411, 435, 436, 481, 625, 626, 632, 633, 635-641, 648-651  <b>TWE:</b> 6, 7, 11, 12, 18, 19, 20, 21, 74, 76, 77, 84, 85, 88, 89, 135, 136, 161, 199, 350, 362, 363, 365, 370, 374, 392, 423, 424, 427, 433, 435, 448, 452, 456, 469, 470, 477, 492, 624, 627, 629, 632, 636, 638, 639, 648, 649, 662, 673, 674, 675, 677, 678, 679, 683, 685, 686, 687, 690, 691, 692, 693, 696, 715, 767, 768, 771, 773, 777</p>
<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>B. analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;</p>	<p>01. analyze the influence of laws on health-related issues including those related to disease prevention</p>	<p><b>Student Edition:</b> Chapters 1, 3, 7, 11, 15, 19, 20, 21, 22, 23, 24, 26, 27, 29  <b>Teacher Edition:</b> Chapters 13, 20, 21, 24, 25, 26, 27, 29</p>	<p><b>SE:</b> 23, 529, 554, 591, 699, 776, 23, 58, 64, 180, 286, 409, 507, 533, 554, 580, 617, 633, 634, 699, 713, 776  <b>TWE:</b> 349, 532, 542, 554, 627, 633, 655, 697, 699, 712, 774</p>
<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>B. analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;</p>	<p>02. analyze the influence of policies on health-related issues including those related to disease prevention</p>	<p><b>Student Edition:</b> Chapters 1, 3, 5, 7, 20, 21, 23, 24, 25, 26, 27  <b>Teacher Edition:</b> Chapters 13, 20, 21, 23, 24, 27</p>	<p><b>SE:</b> 23, 529, 533, 591, 657, 64, 65, 112, 180, 554, 557, 645, 657, 671, 698, 713  <b>TWE:</b> 340, 532, 542, 544, 554, 600, 624, 712, 720</p>
<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>B. analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;</p>	<p>03. analyze the influence of practices on health-related issues including those related to disease prevention</p>	<p><b>Student Edition:</b> Chapters 1, 2, 3, 5, 7, 8, 9, 20, 21, 23, 24, 25, 26, 29  <b>Teacher Edition:</b> Chapters 3, 5, 13, 20, 21, 24, 25, 26, 29</p>	<p><b>SE:</b> 23, 529, 555, 591, 6, 9, 10-16, 23, 31, 64, 65, 112, 180, 208, 209, 225-227, 229-234, 554, 625, 626, 633, 645, 669, 671, 698, 713  <b>TWE:</b> 59, 125, 340, 532, 549, 638, 655, 695, 696, 698, 767</p>

<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and</p>	<p>01. Identify available health-related services in the community that relate to disease prevention</p>	<p><b>Student Edition:</b> Chapters 2, 8, 9, 11, 16, 18, 21, 22, 24, 25  <b>Teacher Edition:</b> Chapters 1, 3, 9, 10, 11, 13, 19, 21, 23, 25, 26, 28, 29</p>	<p><b>SE:</b> 43, 550, 557, 578-579, 54, 59, 64, 65, 213, 215, 216, 219, 223, 228-234, 236, 237, 243-245, 291-295, 437, 481, 550, 557, 579, 633, 643, 669  <b>TWE:</b> 7, 58, 59, 66, 231, 236, 237, 239, 266, 281, 283, 291, 292, 293, 294, 295, 339, 343, 500, 549, 587, 653, 638, 649, 54, 59, 64, 65, 213, 215, 216, 219-223, 228-234, 236, 237, 243-245, 291-295, 437, 481, 550, 557, 579, 633, 643, 663, 669, 696, 697, 698, 744, 757</p>
<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and</p>	<p>02. Identify available health-related services in the community that relate to health promotion</p>	<p><b>Student Edition:</b> Chapters 2, 3, 8, 9, 16, 21, 22, 24, 25  <b>Teacher Edition:</b> Chapters 1, 3, 4, 9, 10, 11, 13, 19, 21, 23, 24, 25, 26, 28</p>	<p><b>SE:</b> 550, 557, 578-579, 43, 54, 59, 64, 65, 213, 215, 216, 219, 223, 228-231, 234, 236, 243, 244, 437, 550, 557, 579, 643, 669  <b>TWE:</b> 7, 57, 58, 59, 65, 66, 84, 237, 239, 281, 291, 292, 293, 294, 295, 339, 343, 352, 500, 549, 587, 633, 638, 649, 663, 696, 697, 698, 744, 757</p>
<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and</p>	<p>03. Describe available health-related services in the community that relate to disease prevention</p>	<p><b>Student Edition:</b> Chapters 3, 8, 9, 13, 16, 21, 22, 23, 24, 25  <b>Teacher Edition:</b> Chapters 9, 11, 13, 23, 24, 25, 27</p>	<p><b>SE:</b> 59, 557, 54, 64, 65, 213, 215, 216, 223, 228-234, 236, 243, 344, 437, 550, 557, 579, 612, 643, 669  <b>TWE:</b> 236, 283, 291, 293, 339, 349, 606, 633, 655, 662, 663, 717, 727</p>
<p>02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>	<p>C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and</p>	<p>04. Describe available health-related services in the community that relate to health promotion</p>	<p><b>Student Edition:</b> Chapters 3, 8, 9, 16, 21, 23, 24  <b>Teacher Edition:</b> Chapters 13, 21, 24, 26, 27</p>	<p><b>SE:</b> 557, 54, 59, 64, 65, 213, 215, 216, 219, 223, 228-231, 234, 236, 437, 550, 557, 579, 612, 613, 615, 643  <b>TWE:</b> 94, 119, 155, 199, 233, 291, 293, 339, 349, 606, 627, 633, 655, 662, 663, 727</p>

02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and	05. Assess available health-related services in the community that relate to disease prevention	<b>Student Edition:</b> Chapters 2, 3, 8, 9, 11, 16, 21, 23, 24 <b>Teacher Edition:</b> Chapters 9, 11, 13, 14, 19, 22, 23, 24, 25, 27, 28	<b>SE:</b> 59, 557, 43, 54, 59, 64, 65, 213, 215, 216, 219, 223, 228-234, 236, 237, 243, 245, 282, 291-295, 437, 550, 557, 612, 613, 615, 633, 643 <b>TWE:</b> 241, 293, 295, 352, 378, 493, 578, 614, 624, 627, 655, 662, 723, 745
02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and	06. Assess available health-related services in the community that relate to health promotion	<b>Student Edition:</b> Chapters 2, 3, 8, 9, 16, 21, 23, 24, 27, 28 <b>Teacher Edition:</b> Chapters 3, 4, 5, 6, 8, 10, 11, 13, 14, 19, 22, 23, 24, 25, 27, 28	<b>SE:</b> 557, 43, 54, 59, 64, 65, 213, 215, 216, 219, 223, 228-234, 236, 243, 437, 550, 612, 613, 615, 643 <b>TWE:</b> 57, 59, 65, 84, 119, 155, 199, 266, 293, 295, 352, 378, 493, 578, 614, 624, 655, 663, 723, 745
02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	D. develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	01. Develop strategies related to the prevention of communicable diseases	<b>Student Edition:</b> Chapters 3, 5, 24, 25 <b>Teacher Edition:</b> Chapters 4, 24, 25	<b>SE:</b> 625, 626, 651, 64, 65, 134-137, 139, 621, 624-626, 632-633, 635-641, 648-651, 659, 661 <b>TWE:</b> 74, 76, 77, 88, 624, 626, 627, 628, 629, 630, 631, 632, 633, 636, 638, 639, 648, 649, 650, 652, 655, 661, 662
02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	D. develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	02. Develop strategies related to the prevention of non-communicable diseases	<b>Student Edition:</b> Chapters 3, 5, 24, 25, 26 <b>Teacher Edition:</b> Chapters 4, 26	<b>SE:</b> 675, 685, 64, 65, 134-137, 139, 624-626, 632-633, 635-641, 656, 659, 661 <b>TWE:</b> 74, 76, 77, 88, 673, 674, 675, 678, 679, 681, 683, 685, 686, 687, 690, 691, 692, 693, 695, 696
02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	D. develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	03. Analyze strategies related to the prevention of communicable diseases.	<b>Student Edition:</b> Chapters 3, 5, 24, 25 <b>Teacher Edition:</b> Chapters 24, 25	<b>SE:</b> 624-626, 64, 65, 134-137, 139, 632-633, 635-641, 656, 659, 661 <b>TWE:</b> 624, 626, 627, 630, 631, 632, 636, 648, 649, 650, 652, 655
02. Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	D. develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	04. Analyze strategies related to the prevention of non-communicable diseases.	<b>Student Edition:</b> Chapters 4, 5, 29 <b>Teacher Edition:</b> Chapter 26	<b>SE:</b> 77, 78, 123, 133, 765, 677, 679, 680, 682-685, 689, 692-694 <b>TWE:</b> 673, 675, 678, 679, 683, 691, 692, 693, 696

03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	A. explain fetal development from conception through pregnancy and birth;	>>>>>	<b>Student Edition:</b> Chapters 19 <b>Teacher Edition:</b> Chapters 19, 23, 25	<b>SE: 486-491, 511</b> <b>TWE:</b> 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 596, 654
03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	B. explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	01. explain the importance of the role of prenatal care in promoting optimal health for both the baby and the mother such as breast feeding;	<b>Student Edition:</b> Chapters 6, 19, 26 <b>Teacher Edition:</b> Chapters 19, 23, 25	<b>SE: 492-497, 166, 485, 487, 697</b> <b>TWE:</b> 487, 490, 491, 492, 493, 494, 495, 496, 497, 596, 654
03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	B. explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	02. explain the importance of the role of proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	<b>Student Edition:</b> Chapters 6, 19 <b>Teacher Edition:</b> Chapters 6, 19	<b>SE: 163, 162, 166, 487, 492-497</b> <b>TWE:</b> 162, 163, 495
03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	C. analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and	01. Analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs	<b>Student Edition:</b> Chapters 19, 21, 23, 26 <b>Teacher Edition:</b> Chapters 19, 21, 22, 23	<b>SE: 494, 497, 552, 555, 575, 576, 579, 619, 487, 491, 495, 497, 511, 596-599, 697</b> <b>TWE:</b> 487, 494, 496, 497, 552, 553, 575, 576, 596
03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	C. analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and	02. Analyze the harmful effects on a fetus of environmental hazards such as lead	<b>Student Edition:</b> Chapters 19, 21 <b>Teacher Edition:</b> Chapter 21	<b>SE: 497, 511, 555, 496, 497</b> <b>TWE:</b> 553
03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	D. explain the significance of genetics and its role in fetal development.	01. explain the significance of genetics	<b>Student Edition:</b> Chapters 19, 20, 22, 26 <b>Teacher Edition:</b> Chapter 19	<b>SE: 498, 499, 503, 487, 498-503, 522, 577, 697</b> <b>TWE:</b> 491, 498, 499, 501, 503
03. Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	D. explain the significance of genetics and its role in fetal development.	02. explain the significance of genetics in fetal development	<b>Student Edition:</b> Chapters 19, 22 <b>Teacher Edition:</b> Chapters 19, 26	<b>SE: 503, 511, 577, 587</b> <b>TWE:</b> 500, 502, 695

04. Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	A. analyze the health messages delivered through media and technology; and	01. analyze the health messages delivered through media	<b>Student Edition:</b> Chapters 1, 3, 4, 5, 6, 9, 12, 13, 23, 25, 27 <b>Teacher Edition:</b> Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 20, 21, 22, 23, 27	<b>SE: 53, 139, 317,</b> 15, 16, 49, 61, 63, 68, 69, 95, 113, 132, 139, 144, 151, 233, 235, 243, 343, 347, 594, 665, 725 <b>TWE:</b> 15, 20, 31, 49, 50, 61, 62, 76, 94, 115, 132, 133, 147, 153, 172, 175, 212, 237, 255, 260, 275, 287, 303, 317, 319, 321, 341, 343, 344, 365, 369, 527, 548, 564, 597, 723
04. Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	A. analyze the health messages delivered through media and technology; and	02. analyze the health messages delivered through technology	<b>Student Edition:</b> Chapters 1, 5, 9, 12, 16, 24 <b>Teacher Edition:</b> Chapters 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 20, 23, 27	<b>SE: 139, 317,</b> 15, 16, 235, 437, 640, 641 <b>TWE:</b> 16, 49, 92, 112, 153, 175, 212, 237, 255, 260, 275, 289, 303, 317, 319, 321, 341, 344, 365, 527, 597, 723
04. Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	B. explain how technology has impacted the health status of individuals, families, communities, and the world.	01. explain how technology has impacted the health status of individuals	<b>Student Edition:</b> Chapters 1, 9, 16, 24, 26, 28, 29 <b>Teacher Edition:</b> Chapters 1, 4, 5, 10, 19, 24, 26	<b>SE: 16,</b> 235, 437, 633, 634, 701, 761, 781 <b>TWE:</b> 15, 16, 76, 79, 92, 93, 96, 97, 112, 255, 490, 633, 676, 682, 684, 685, 686, 693
04. Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	B. explain how technology has impacted the health status of individuals, families, communities, and the world.	02. explain how technology has impacted the health status of families	<b>Student Edition:</b> Chapters 1, 9, 24, 26, 28, 29 <b>Teacher Edition:</b> Chapters 1, 4, 11, 19, 24	<b>SE: 16,</b> 235, 633, 634, 701, 761, 772-776, 781 <b>TWE:</b> 15, 76, 289, 490, 631
04. Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	B. explain how technology has impacted the health status of individuals, families, communities, and the world.	03. explain how technology has impacted the health status of communities	<b>Student Edition:</b> Chapters 1, 3, 9, 24, 25, 26, 29 <b>Teacher Edition:</b> Chapters 1, 4, 5, 24, 26	<b>SE: 16,</b> 66, 235, 243, 633, 634, 637-641, 664, 701, 727, 761, 772-776, 781 <b>TWE:</b> 15, 76, 96, 112, 631, 633, 676, 680
04. Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	B. explain how technology has impacted the health status of individuals, families, communities, and the world.	04. explain how technology has impacted the health status of the world	<b>Student Edition:</b> Chapters 1, 3, 9, 24, 25, 26, 28, 29 <b>Teacher Edition:</b> Chapters 1, 4, 26	<b>SE: 16,</b> 66, 235, 243, 633, 634, 640, 641, 664, 665, 701, 727, 761, 772-776, 781 <b>TWE:</b> 15, 76, 676, 680
05. Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:	A. develop evaluation criteria for health information;	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 5, 9, 26 <b>Teacher Edition:</b> Chapters 3, 5, 6, 9, 14	<b>SE: 9, 28, 48, 53,</b> 16, 19, 32, 50, 51, 61, 63, 69, 130-137, 233, 235, 237, 701, 703 <b>TWE:</b> 61, 117, 125, 160, 235, 369

05. Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:	B. demonstrate ways to utilize criteria to evaluate health information for appropriateness;	>>>>>	<b>Student Edition:</b> Chapters 3, 4, 9, 26 <b>Teacher Edition:</b> Chapters 3, 5, 6, 9, 14	<b>SE:</b> 53, 63, 69, 97, 233, 235, 237, 243, 701, 703 <b>TWE:</b> 50, 52, 53, 115, 117, 133, 160, 235, 369
05. Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:	C. discuss the legal implications regarding sexual activity as it relates to minor persons; and	>>>>>	<b>Student Edition:</b> Chapter 12 <b>Teacher Edition:</b> Chapter 12	<b>SE:</b> 320, 323, 316, 317 <b>TWE:</b> 317, 318, 320
05. Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:	D. demonstrate decision-making skills based on health information.	>>>>>	<b>Student Edition:</b> Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 15, 16, 17, 19, 20 <b>Teacher Edition:</b> Chapters 2, 3, 4, 5, 6, 7, 8, 9, 12, 19, 20, 21, 22, 23, 24, 25, 26	<b>SE:</b> 9, 36, 20, 31, 33, 34, 36, 44, 50, 61, 92, 93, 105, 121, 139, 148, 150, 165, 180, 183, 206, 243, 318-320, 366, 381, 389, 398, 407, 437, 452, 459, 506, 509, 519 <b>TWE:</b> 34, 36, 50, 78, 87, 88, 89, 94, 115, 116, 126, 128, 132, 133, 155, 174, 216, 232, 323, 506, 522, 526, 551, 563, 566, 612, 629, 648, 686
06. Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:	A. examine the effects of health behaviors on body systems;	>>>>>	<b>Student Edition:</b> Chapters 2, 4, 5, 8, 9, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26 <b>Teacher Edition:</b> Chapters 4, 5, 6, 8, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27	<b>SE:</b> 79, 129, 208, 370, 379, 398, 406, 409, 412-413, 423-424, 427, 432-433, 435, 437, 541-543, 545, 599-601, 602, 604-610, 675, 678-680, 31, 75, 76, 106, 107, 213, 227, 243, 386-389, 390-393, 394-397, 399-405, 407-408, 415, 416-422, 425-426, 428-431, 434, 442-446, 447-452, 453-457, 464-467, 468-473, 474, 479, 509, 569, 574, 583, 603-610, 619, 635-641, 648-651, 652-657, 658

				<p><b>(Section 6A continued)</b>  <b>TWE:</b> 74, 75, 76, 77, 84, 85, 86, 88, 89, 91, 92, 93, 94, 95, 96, 98, 99, 100, 102, 103, 115, 117, 120, 125, 149, 152, 154, 156, 158, 161, 162, 163, 201, 360, 362, 363, 364, 365, 366, 370, 374, 375, 378, 386, 392, 393, 396, 397, 406, 407, 408, 409, 417, 423, 424, 425, 426, 427, 435, 443, 449, 452, 456, 467, 468, 469, 470, 471, 472, 476, 477, 540, 541, 542, 543, 546, 548, 550, 552, 553, 562, 566, 567, 568, 569, 600, 602, 604, 605, 606, 607, 608, 613, 615, 629, 632, 637, 638, 660, 673, 674, 675, 678, 679, 680, 681, 683, 685, 686, 687, 688, 690, 691, 692, 693, 695, 696, 699, 715, 716</p>
06. Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:	B. relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and	01. relate the importance of early detection that prompt individuals of all ages to seek health care	<p><b>Student Edition:</b> Chapters 6, 9, 14, 15, 16, 17, 18, 19, 24, 26  <b>Teacher Edition:</b> Chapters 14, 18, 19, 26</p>	<p><b>SE:</b> 234, 427, 435, 452, 457, 461, 479, 481, 677, 155, 156, 225-230, 233, 236, 237, 244, 364, 370, 375, 379, 380, 391, 392, 408, 409, 425, 426, 427, 433-435, 448-452, 456, 457, 461, 466, 467, 472, 477, 478, 481, 483, 500-502, 507, 635-641, 675, 677, 679, 680, 683-685, 689, 692-694  <b>TE:</b> 362, 472, 493, 683, 685, 687</p>

<p>06. Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:</p>	<p>B. relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and</p>	<p>02. relate the importance of warning signs that prompt individuals of all ages to seek health care</p>	<p><b>Student Edition:</b> Chapters 6, 9, 14, 15, 16, 17, 18, 19, 24, 26  <b>Teacher Edition:</b> Chapters 6, 14, 19, 26</p>	<p><b>SE:</b> 427, 433, 435, 452, 456, 457, 461, 479, 481, 155, 156, 225-230, 233, 236, 237, 244, 364, 370, 374, 375, 379, 380, 391-393, 397, 398, 407-409, 425-427, 433-435, 448-452, 456, 457, 466, 467, 472, 477-479, 481, 483, 507, 635-641, 675, 677, 679, 680, 683-685, 689, 692-694  <b>TWE:</b> 154, 362, 365, 501, 679, 685, 687</p>
<p>06. Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:</p>	<p>C. appraise the significance of body changes occurring during adolescence.</p>	<p>&gt;&gt;&gt;&gt;&gt;</p>	<p><b>Student Edition:</b> Chapters 18, 20  <b>Teacher Edition:</b> Chapters 5, 6, 8, 18, 20</p>	<p><b>SE:</b> 466, 467, 514-515, 519, 463, 468-473, 474-479, 480, 514-519, 535  <b>TWE:</b> 125, 157, 161, 198, 478, 514, 516, 519</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>A. analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;</p>	<p>01. analyze the harmful effects of alcohol such as physical, mental, social, and legal consequences</p>	<p><b>Student Edition:</b> Chapters 1, 4, 7, 8, 9, 12, 13, 22, 25, 26  <b>Teacher Edition:</b> Chapters 4, 18, 22, 26, 27</p>	<p><b>SE:</b> 573, 581, 582, 685, 20, 94, 171, 177, 204, 215-217, 227, 230, 234, 316, 343, 347, 351, 562-567, 568-572, 575, 576, 577, 578, 581, 649, 651  <b>TWE:</b> 95, 473, 562, 566, 567, 568, 569, 570, 571, 574, 575, 576, 579, 684, 720</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>A. analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;</p>	<p>02. analyze the harmful effects of tobacco such as physical, mental, social, and legal consequences</p>	<p><b>Student Edition:</b> Chapters 1, 4, 7, 8, 21, 26  <b>Teacher Edition:</b> Chapters 4, 16, 18, 21, 26</p>	<p><b>SE:</b> 540-544, 545, 682, 683, 684, 685, 20, 94, 171, 177, 204, 215-217  <b>TWE:</b> 95, 430, 433, 473, 540, 541, 542, 543, 546, 547, 548, 550, 552, 553, 554, 684</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>A. analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;</p>	<p>03. analyze the harmful effects of drugs such as physical, mental, social, and legal consequences</p>	<p><b>Student Edition:</b> Chapters 1, 4, 7, 8, 9, 12, 13, 16, 18, 21, 23, 24, 25  <b>Teacher Edition:</b> Chapters 4, 18, 23</p>	<p><b>SE:</b> 594-595, 596, 597, 599-600, 602, 618, 619, 20, 94, 171, 177, 203, 204, 215-217, 227, 230, 234, 316, 343, 347, 351, 425, 473, 569, 594, 596, 597, 619, 649, 651  <b>TWE:</b> 95, 473, 597, 604, 605, 606, 607, 608, 610, 613, 615</p>

07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	A. analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;	04. analyze the harmful effects of other substances such as physical, mental, social, and legal consequences	<b>Student Edition:</b> Chapters 1, 4, 7, 8, 9, 23 <b>Teacher Edition:</b> Chapters 6, 23	<b>SE:</b> 599-600, 602, 618-619, 20, 94, 171, 177, 215-217, 230, 603-610 <b>TWE:</b> 152, 153, 156, 161, 594, 599, 600, 601, 602, 606
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	B. explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;	01. explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents	<b>Student Edition:</b> Chapters 1, 9, 12, 13, 22, 23, 25 <b>Teacher Edition:</b> Chapters 4, 21, 22, 23, 25	<b>SE:</b> 565, 649, 18, 20, 227, 318, 352, 605, 608 <b>TWE:</b> 95, 550, 552, 562, 566, 568, 570, 571, 572, 573, 574, 575, 579, 597, 600, 601, 604, 610, 615, 649
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	B. explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;	02. explain the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents.	<b>Student Edition:</b> Chapters 12, 13, 18, 22, 23, 25, 27 <b>Teacher Edition:</b> Chapters 4, 22, 23, 25, 27	<b>SE:</b> 565, 567, 610, 619, 649, 651, 661, 670, 318, 352, 473, 570-572, 605, 608, 722 <b>TWE:</b> 95, 562, 566, 568, 570, 572, 615, 648, 649, 722
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	C. develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	01. develop strategies for preventing use of tobacco	<b>Student Edition:</b> Chapters 7, 8, 21 <b>Teacher Edition:</b> Chapters 1, 4, 7, 8, 21, 23	<b>SE:</b> 547, 550, 177, 204, 539 <b>TWE:</b> 20, 95, 174, 199, 544, 547, 548, 554, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	C. develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	02. develop strategies for preventing use of alcohol	<b>Student Edition:</b> Chapters 7, 8, 11, 22, 23 <b>Teacher Edition:</b> Chapters 1, 4, 7, 8, 22, 23	<b>SE:</b> 567, 177, 204, 299, 607 <b>TWE:</b> 20, 95, 174, 199, 565, 567, 572, 615

07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	C. develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	03. develop strategies for preventing use of other addictive substances	<b>Student Edition:</b> Chapters 7, 8, 23 <b>Teacher Edition:</b> Chapters 1, 4, 6, 8, 23	<b>SE:</b> 612, 615, 177, 204, 607, 613 <b>TWE:</b> 20, 95, 174, 199, 594, 595, 604, 607, 610, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	D. analyze the importance of alternatives to drug and substance use;	01. analyze the importance of alternatives to drug use	<b>Student Edition:</b> Chapters 7, 8, 9, 23 <b>Teacher Edition:</b> Chapters 21, 22,23	<b>SE:</b> 204, 610, 611, 613, 615, 177, 203, 230, 612 <b>TWE:</b> 547, 548, 549, 550, 562, 563, 578, 594, 595, 610, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	D. analyze the importance of alternatives to drug and substance use;	02. analyze the importance of alternatives to substance use	<b>Student Edition:</b> Chapters 7, 8, 9, 22, 23 <b>Teacher Edition:</b> Chapter 23	<b>SE:</b> 204, 563, 610, 611, 613, 615, 177, 203, 230, 612 <b>TWE:</b> 606, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	01. Analyze strategies for avoiding violence	<b>Student Edition:</b> Chapters 7, 8, 9, 11, 13 <b>Teacher Edition:</b> Chapters 7, 10, 11, 13, 21, 23	<b>SE:</b> 289-290, 335, 340, 341, 353, 355, 356, 177, 217, 228, 229, 234, 286-290, 292, 331, 337, 344-346, 355-357 <b>TWE:</b> 190, 262, 263, 264, 265, 266, 267, 286, 287, 289, 290, 333, 338, 340, 341, 342, 343, 344, 347, 349, 350, 554, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	02. Analyze strategies for avoiding gangs	<b>Student Edition:</b> Chapters 7, 13 <b>Teacher Edition:</b> Chapters 10, 21, 23	<b>SE:</b> 340, 341, 355, 356, 357, 174, 177, 337, 347, 355, 357 <b>TWE:</b> 265, 266, 267, 554, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	03. Analyze strategies for avoiding weapons	<b>Student Edition:</b> Chapters 7, 11, 13 <b>Teacher Edition:</b> Chapters 13, 21, 23	<b>SE:</b> 289-290, 335, 340, 341, 355, 177, 338, 342 <b>TWE:</b> 342, 347, 554, 615

07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	04. Analyze strategies for avoiding drugs	<b>Student Edition:</b> Chapters 7, 9, 13, 23 <b>Teacher Edition:</b> Chapters 4, 7, 13, 21, 23	<b>SE:</b> 355, 601, 177, 234, 343, 611-615, 617 <b>TWE:</b> 95, 174, 342, 347, 544, 547, 548, 554, 594, 595, 599, 604, 610, 612, 613, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	05. Apply strategies for avoiding violence	<b>Student Edition:</b> Chapters 7, 9, 11, 13, 21, 23 <b>Teacher Edition:</b> Chapters 7, 10, 11, 13, 21, 23	<b>SE:</b> 289-290, 335, 340, 341, 353, 355, 356, 357, 177, 228, 229, 234, 292, 331, 337, 344-346 <b>TWE:</b> 190, 262, 263, 264, 265, 266, 267, 286, 287, 289, 290, 333, 338, 340, 341, 342, 343, 344, 347, 349, 350, 554, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	06. Apply strategies for avoiding gangs	<b>Student Edition:</b> Chapters 7, 13 <b>Teacher Edition:</b> Chapters 10, 21, 23	<b>SE:</b> 340, 347, 355, 356, 357, 174, 177, 337 <b>TWE:</b> 265, 266, 267, 554, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	07. Apply strategies for avoiding weapons	<b>Student Edition:</b> Chapters 7, 13 <b>Teacher Edition:</b> Chapters 13, 21, 23	<b>SE:</b> 340, 355, 357, 177, 335, 338, 342 <b>TWE:</b> 342, 347, 554, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	E. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	08. Apply strategies for avoiding drugs	<b>Student Edition:</b> Chapters 7, 9, 13, 23 <b>Teacher Edition:</b> Chapters 4, 7, 13, 21, 23	<b>SE:</b> 340, 355, 601, 177, 234, 343, 611-615, 617 <b>TWE:</b> 95, 174, 342, 347, 544, 547, 548, 554, 594, 595, 599, 604, 610, 612, 613, 615
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	F. analyze strategies for preventing and responding to deliberate and accidental injuries;	01. analyze strategies for preventing deliberate injuries	<b>Student Edition:</b> Chapters 11, 13 <b>Teacher Edition:</b> Chapters 7, 13	<b>SE:</b> 340, 287, 292, 335-338, 342, 344 <b>TWE:</b> 190, 330, 331, 332, 337, 340, 346, 347, 349, 350

<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>F. analyze strategies for preventing and responding to deliberate and accidental injuries;</p>	<p>02. analyze strategies for preventing accidental injuries</p>	<p><b>Student Edition:</b> Chapters 1, 4, 15, 27, 28 <b>Teacher Edition:</b> Chapters 4, 8, 13, 23, 27</p>	<p><b>SE: 398, 411, 706, 707, 709, 710, 711, 712, 713, 714-718, 719-724, 725, 728-729, 759,</b> 17, 94-103, 107, 731, 733 <b>TWE:</b> 85, 86, 88, 93, 96, 97, 98, 99, 100, 101, 102, 199, 330, 590, 594, 606, 608, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 722, 723, 724, 725, 726, 727, 728, 729</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>F. analyze strategies for preventing and responding to deliberate and accidental injuries;</p>	<p>03. analyze strategies for responding to deliberate injuries</p>	<p><b>Student Edition:</b> Chapters 11, 13 <b>Teacher Edition:</b> Chapters 13, 28</p>	<p><b>SE: 340,</b> 287, 292, 335-338, 342, 344 <b>TWE:</b> 349, 736, 737, 738, 739, 743, 744, 745, 751</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>F. analyze strategies for preventing and responding to deliberate and accidental injuries;</p>	<p>04. analyze strategies for responding to accidental injuries</p>	<p><b>Student Edition:</b> Chapters 4, 27, 28 <b>Teacher Edition:</b> Chapters 4, 28</p>	<p><b>SE: 398, 411, 708, 717,</b> 99-103, 107, 735, 737-741, 742-748, 749-754, 755-759, 760, 763 <b>TWE:</b> 99, 102, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 751, 752, 753, 755, 756, 757, 758, 759</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>G. analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;</p>	<p>&gt;&gt;&gt;&gt;&gt;</p>	<p><b>Student Edition:</b> Chapters 1, 5, 7, 8, 10, 12, 18, 22, 25 <b>Teacher Edition:</b> Chapters 2, 12, 23, 25, 27</p>	<p><b>SE: 310-311, 322-323, 667,</b> 20, 21, 105, 174, 177, 217, 264, 317-320, 325-327, 469, 566, 567, 648, 649, 669 <b>TWE:</b> 30, 32, 322, 610, 611, 612, 649, 651, 656, 661, 715</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>H. analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;</p>	<p>01. analyze the importance of abstinence as it relates to emotional health</p>	<p><b>Student Edition:</b> Chapters 1, 7, 8, 9, 12, 18, 20, 25, 26 <b>Teacher Edition:</b> Chapters 7, 12, 18, 25</p>	<p><b>SE: 177, 650-651, 667, 685,</b> 20, 21, 174, 177, 182, 217, 227, 318, 319, 320, 323, 325, 326, 469, 534 <b>TWE:</b> 174, 320, 476, 650, 651</p>
<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>H. analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;</p>	<p>02. analyze the importance of abstinence as it relates to the prevention of pregnancy and sexually-transmitted diseases</p>	<p><b>Student Edition:</b> Chapters 1, 7, 8, 12, 18, 25, 26 <b>Teacher Edition:</b> Chapters 12, 18, 25</p>	<p><b>SE: 318-321, 325, 468, 473, 476, 479, 650-651, 667, 685,</b> 20, 21, 174, 177, 217, 318, 319, 320, 323, 325, 326, 469, 471, 479, 649, 650, 651, 667, 669 <b>TWE:</b> 318, 320, 476, 650, 651, 652</p>

07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	H. analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	03. analyze the benefits of abstinence as it relates to emotional health	<b>Student Edition:</b> Chapters 1, 7, 8, 12, 18, 25, 26 <b>Teacher Edition:</b> Chapters 7, 12, 18, 25	<b>SE:</b> 318-321, 325, 473, 650-651, 671, 685, 20, 21, 174, 177, 182, 217, 323, 326, 469 <b>TWE:</b> 174, 318, 469, 476, 648, 661
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	H. analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	04. analyze the benefits of abstinence as it relates to the prevention of pregnancy and sexually-transmitted diseases	<b>Student Edition:</b> Chapters 1, 7, 8, 12, 18, 25, 26 <b>Teacher Edition:</b> Chapters 12, 18, 25	<b>SE:</b> 318-321, 325, 471-472, 473, 476, 479, 650-651, 671, 685, 20, 21, 174, 177, 217, 323, 326, 469, 649, 667, 669 <b>TWE:</b> 318, 469, 476, 648, 650, 651, 652, 661
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	I. analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	01. analyze the effectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage	<b>Student Edition:</b> Chapters 25, 26 <b>Teacher Edition:</b> Chapter 25	<b>SE:</b> 649, 699 <b>TWE:</b> 656, 657, 651, 660
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	I. analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	02. analyze the ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage	<b>Student Edition:</b> Chapters 25, 26 <b>Teacher Edition:</b> Chapter 25	<b>SE:</b> 649, 699 <b>TWE:</b> 656, 657, 660
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	J. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;	01. analyze the importance of healthy strategies that prevent physical abuse such as date rape	<b>Student Edition:</b> Chapters 11, 13 <b>Teacher Edition:</b> Chapters 1, 7, 13	<b>SE:</b> 353, 287, 292, 348, 349, 350, 357 <b>TWE:</b> 21, 190, 340, 348, 349, 351, 352, 353
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	J. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;	02. analyze the importance of healthy strategies that prevent sexual abuse such as date rape	<b>Student Edition:</b> Chapters 9, 11, 13 <b>Teacher Edition:</b> Chapters 1, 13	<b>SE:</b> 353, 230, 287, 348, 349, 350, 357 <b>TWE:</b> 21, 336, 340, 348, 350, 351, 352, 353

07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	J. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;	03. analyze the importance of healthy strategies that prevent emotional abuse such as date rape	<b>Student Edition:</b> Chapters 9, 11, 13 <b>Teacher Edition:</b> Chapters 1, 7, 13	<b>SE: 289, 353,</b> 230, 287, 292, 348, 349, 350, 357 <b>TWE:</b> 21, 190, 340, 348, 349, 351, 352, 353
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	K. analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and	>>>>>	<b>Student Edition:</b> Chapters 1, 12, 18 <b>Teacher Edition:</b> Chapters 1, 7, 12, 25	<b>SE: 20, 21, 326,</b> 318, 319, 321, 476 <b>TWE:</b> 21, 174, 320, 321, 648, 651, 652, 661
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	L. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.	01. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy	<b>Student Edition:</b> Chapters 12, 18 <b>Teacher Edition:</b> Chapters 1, 7, 12	<b>SE: 318, 321, 325, 476,</b> 319, 320 <b>TWE:</b> 21, 174, 320
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	L. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.	02. discuss abstinence from sexual activity as the only method that is 100% effective in preventing sexually transmitted diseases	<b>Student Edition:</b> Chapters <b>Teacher Edition:</b> Chapters	<b>SE: 318, 325, 648, 651,</b> 319, 320, 649, 670 <b>TWE:</b> 21, 174, 320, 648, 650, 651, 652
07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:	L. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.	03. discuss abstinence from sexual activity as the only method that is 100% effective in preventing transmission of HIV or acquired immune deficiency syndrome	<b>Student Edition:</b> Chapters 12, 18, 25 <b>Teacher Edition:</b> Chapters 1, 7, 12, 25	<b>SE: 325, 476,</b> 661, 667 <b>TWE:</b> 21, 174, 320, 661

<p>07. Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:</p>	<p>L. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.</p>	<p>04. discuss abstinence from sexual activity as the only method that is 100% effective in preventing the emotional trauma associated with adolescent sexual activity</p>	<p><b>Student Edition:</b> Chapters 12, 18 <b>Teacher Edition:</b> Chapters 1, 7</p>	<p><b>SE:</b> 321, 325, 476, 319, 320 <b>TWE:</b> 21, 174</p>
<p>08. ) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:</p>	<p>A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and</p>	<p>01. evaluate positive effects of various relationships on physical health such as peers, family and friends</p>	<p><b>Student Edition:</b> Chapters 2, 5, 6, 7, 8, 9, 10, 11, 12, 20, 23 <b>Teacher Edition:</b> Chapters 1, 2, 6, 7, 8, 11, 12, 13, 19, 20, 28</p>	<p><b>SE:</b> 248-250, 253, 306, 520, 523, 34, 39, 40, 41, 111, 112, 140, 155, 156, 171, 177, 180, 181, 182, 215, 232, 233, 234, 235, 249, 269, 270, 275, 279, 307, 319, 321, 322, 593, 594 <b>TWE:</b> 13, 15, 18, 19, 29, 31, 32, 100, 153, 162, 171, 174, 182, 183, 202, 211, 274, 275, 276, 277, 278, 279, 291, 302, 304, 307, 308, 352, 505, 524, 525, 745</p>
<p>08. ) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:</p>	<p>A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and</p>	<p>02. evaluate positive effects of various relationships on emotional health such as peers, family and friends</p>	<p><b>Student Edition:</b> Chapters 2, 6, 7, 8, 9, 10, 12, 20 <b>Teacher Edition:</b> Chapters 1, 2, 6, 7, 8, 9, 10, 11, 12, 16, 19, 20, 21, 22, 23, 25, 26</p>	<p><b>SE:</b> 191, 248-250, 253, 306, 520, 523, 34, 39, 40, 41, 155, 156, 171, 177, 180, 181, 182, 187, 188, 191, 215, 216, 232, 233, 234, 235, 240, 245, 249, 269, 270, 305, 306, 307-312, 319, 321, 322, 517, 518, 520, 523, 527 <b>TWE:</b> 13, 14, 15, 29, 31, 32, 144, 147, 153, 171, 173, 174, 176, 179, 182, 183, 185, 190, 199, 211, 227, 228, 237, 239, 240, 241, 249, 250, 253, 261, 275, 278, 279, 283, 291, 293, 294, 302, 303, 304, 307, 308, 309, 319, 323, 433, 505, 524, 525, 526, 527, 528, 547, 548, 549, 575, 594, 596, 612, 613, 650, 664, 683</p>

08. ) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:	A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and	03. evaluate negative effects of various relationships on physical health such as peers, family and friends	<b>Student Edition:</b> Chapters 7, 9, 10, 12, 20, 23 <b>Teacher Edition:</b> Chapters 1, 7, 8, 12, 13, 23	<b>SE:</b> 248, 306, 309, 523, 171, 177, 233, 269, 270, 307, 308, 321, 322, 520, 523, 593, 594 <b>TWE:</b> 13, 15, 18, 19, 174, 202, 211, 304, 307, 308, 352, 593, 597, 610
08. ) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:	A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and	04. evaluate negative effects of various relationships on emotional health such as peers, family and friends	<b>Student Edition:</b> Chapters 7, 9, 10, 11, 12, 20 <b>Teacher Edition:</b> Chapters 1, 6, 7, 8, 9, 10, 11, 12, 20, 21, 23, 27	<b>SE:</b> 191, 248, 306, 523, 171, 187, 188, 191, 233, 269, 270, 281, 305, 306, 307, 308, 309, 310, 311, 322, 520, 523, 527 <b>TWE:</b> 7, 13, 14, 15, 147, 174, 176, 185, 190, 199, 211, 226, 227, 228, 249, 259, 260, 277, 304, 305, 306, 307, 308, 310, 312, 319, 322, 323, 527, 528, 547, 593, 597, 610, 715
08. ) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:	B. explain the benefits of positive relationships among community health professionals in promoting a healthy community.	>>>>>	<b>Student Edition:</b> Chapters 2, 3, 6, 7, 8, 9, 11 <b>Teacher Edition:</b> Chapter 3	<b>SE:</b> 71, 39, 40, 41, 54, 55, 56, 59, 156, 181, 182, 213, 215, 216, 225, 227, 232, 233, 234, 235, 282, 287 <b>TE:</b> 57
09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	A. describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	01. describe the roles of parents in promoting a healthy family	<b>Student Edition:</b> Chapters 2, 3, 7, 9, 10, 11, 19, 20 <b>Teacher Edition:</b> Chapters 1, 2, 6, 7, 9, 10, 11, 12, 19, 20, 22, 23	<b>SE:</b> 299, 527, 528, 39, 40, 41, 50, 51, 58, 175, 180, 181, 225, 235, 236, 237, 243, 249, 250, 253, 275-279, 294, 295, 297, 509, 522, 527, 528 <b>TWE:</b> 15, 31, 32, 144, 147, 162, 171, 176, 227, 239, 249, 250, 274, 275, 276, 277, 279, 283, 286, 294, 320, 505, 524, 525, 527, 528, 563, 613
09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	A. describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	02. describe the roles of grandparents in promoting a healthy family	<b>Student Edition:</b> Chapters 2, 3, 7, 9, 10, 11, 13, 20 <b>Teacher Edition:</b> Chapters 1, 2, 6, 7, 9, 10, 11, 22, 23	<b>SE:</b> 528, 34, 39, 40, 50, 175, 180, 181, 236, 249, 250, 253, 275, 277, 279, 297, 357, 527, 528 <b>TWE:</b> 15, 31, 32, 144, 147, 176, 227, 239, 249, 250, 274, 275, 277, 283, 286, 294, 563, 613

09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	A. describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	03. describe the roles of other family members in promoting a healthy family	<b>Student Edition:</b> Chapters 2, 3, 7, 9, 10, 11, 13, 20 <b>Teacher Edition:</b> Chapters 1, 2, 5, 6, 7, 9, 10, 11, 19, 20, 22, 23	<b>SE: 528,</b> 34, 39, 40, 50, 51, 175, 180, 181, 236, 249, 250, 253, 275, 277, 279, 297, 357, 527 <b>TWE:</b> 7, 15, 31, 111, 144, 147, 176, 227, 239, 249, 250, 274, 275, 278, 283, 286, 293, 294, 505, 528, 563, 613
09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	B. analyze the dynamics of family roles and responsibilities relating to health behavior.	01. analyze the dynamics of family roles relating to health behavior	<b>Student Edition:</b> Chapters 3, 7, 9, 10, 11, 12, 19, 20, 24 <b>Teacher Edition:</b> Chapters 1, 5, 7, 9, 10, 11, 19, 20, 23	<b>SE: 279, 535,</b> 69, 175, 180, 225, 234, 235, 236, 237, 249, 250, 253, 275-279, 297, 322, 504-507, 626 <b>TWE:</b> 14, 111, 176, 179, 227, 250, 274, 275, 276, 278, 282, 283, 286, 291, 505, 525, 527, 594
09. Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:	B. analyze the dynamics of family roles and responsibilities relating to health behavior.	02. analyze the dynamics of family responsibilities relating to health behavior	<b>Student Edition:</b> Chapters 3, 7, 9, 10, 11, 12, 19, 20, 24 <b>Teacher Edition:</b> Chapters 1, 2, 5, 6, 7, 9, 11, 20, 22, 23	<b>SE: 279, 535,</b> 69, 175, 180, 225, 234, 235, 236, 249, 250, 253, 275-279, 319, 322, 504-507, 626 <b>TWE:</b> 14, 31, 111, 162, 179, 227, 274, 275, 276, 277, 278, 279, 281, 282, 283, 285, 286, 291, 524, 525, 527, 528, 563, 575, 594
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	A. assess the impact of population and economy on community and world health;	01. assess the impact of population on community health	<b>Student Edition:</b> Chapters 3, 8, 25, 29 <b>Teacher Edition:</b> Chapter 29	<b>SE: 773, 776,</b> 65, 221, 640, 774 <b>TWE:</b> 774
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	A. assess the impact of population and economy on community and world health;	02. assess the impact of population on world health	<b>Student Edition:</b> Chapters 3, 8, 29 <b>Teacher Edition:</b> Chapter 29	<b>SE: 773, 776,</b> 67, 221 <b>TWE:</b> 774
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	A. assess the impact of population and economy on community and world health;	03. assess the impact of economy on community health	<b>Student Edition:</b> Chapters 3, 8, 25, 29 <b>Teacher Edition:</b> Chapter 29	<b>SE: 773,</b> 65, 69, 221, 640, 773, 774 <b>TWE:</b> 774

10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	A. assess the impact of population and economy on community and world health;	04. assess the impact of economy on world health	<b>Student Edition:</b> Chapters 3, 8, 29 <b>Teacher Edition:</b> Chapter 29	<b>SE:</b> 773, 66, 67, 221 <b>TWE:</b> 774
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	B. analyze the impact of the availability of health services in the community and the world; and	01. analyze the impact of the availability of health services in the community	<b>Student Edition:</b> Chapters 2, 3, 9, 10, 20, 23, 24 <b>Teacher Edition:</b> Chapters 3, 8, 21, 24, 25	<b>SE:</b> 67, 662, 39, 54-59, 63, 65, 70, 71, 226, 227, 228, 229, 232, 233, 234, 236, 243, 249, 535, 615, 634 <b>TWE:</b> 55, 57, 64, 199, 549, 627, 638, 662, 663
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	B. analyze the impact of the availability of health services in the community and the world; and	02. analyze the impact of the availability of health services in the world	<b>Student Edition:</b> Chapters 2, 3, 9, 23, 24 <b>Teacher Edition:</b> Chapters 3, 24	<b>SE:</b> 67, 665, 39, 63, 66, 67, 69, 226, 227, 228, 229, 232, 233, 234, 236, 243, 615, 634 <b>TWE:</b> 59, 65, 630
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	C. describe a variety of community and world environmental protection programs.	01. describe a variety of community environmental protection programs	<b>Student Edition:</b> Chapters 3, 29 <b>Teacher Edition:</b> Chapters 4, 14, 21, 24, 26, 29	<b>SE:</b> 65, 781, 765, 766-771, 772-776, 777-781, 782, 785 <b>TWE:</b> 95, 378, 542, 544, 549, 552, 554, 627, 697, 767, 768, 771, 773, 775, 776, 777, 778, 779, 780
10. Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to	C. describe a variety of community and world environmental protection programs.	02. describe a variety of world environmental protection programs	<b>Student Edition:</b> Chapters 3, 29 <b>Teacher Edition:</b> Chapter 29	<b>SE:</b> 66, 781, 772-776 <b>TWE:</b> 774, 778
11. Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:	A. research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and	01. research various school health services for people of all ages such as vision and hearing screenings and immunization programs	<b>Student Edition:</b> Chapters 3, 9, 18, 19 <b>Teacher Edition:</b> Chapters 4, 9, 11, 24, 28	<b>SE:</b> 507, 54, 241, 481, 509 <b>TWE:</b> 84, 233, 235, 283, 624, 632, 744
11. Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:	A. research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and	02. research various community health services for people of all ages such as vision and hearing screenings and immunization programs	<b>Student Edition:</b> Chapters 3, 14, 19, 24, 25 <b>Teacher Edition:</b> Chapters 4, 6, 9, 11, 13, 14, 16, 19, 21, 23, 24, 25, 26, 28	<b>SE:</b> 69, 375, 381, 55, 56, 59, 507, 509, 633, 634, 637-641 <b>TWE:</b> 84, 94, 155, 231, 235, 239, 292, 295, 339, 343, 349, 352, 378, 433, 496, 500, 502, 549, 550, 587, 614, 638, 663, 697, 698, 744, 745

11. Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:	B. compare and analyze the cost, availability, and accessibility of health services for people of all ages.	01. Compare the cost, availability, and accessibility of health services for people of all ages.	<b>Student Edition:</b> Chapters 3, 9, 11 <b>Teacher Edition:</b> Chapters 3, 4, 23, 25, 26, 27	<b>SE:</b> 59, 509, 54, 61, 69, 70, 71, 227-229, 232-234, 236, 243, 292 <b>TWE:</b> 55, 57, 58, 59, 84, 94, 614, 638, 696, 698, 712
11. Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:	B. compare and analyze the cost, availability, and accessibility of health services for people of all ages.	02. Analyze the cost, availability, and accessibility of health services for people of all ages.	<b>Student Edition:</b> Chapters 3, 9, 11 <b>Teacher Edition:</b> Chapters 3, 4, 23, 24, 26, 27	<b>SE:</b> 59, 54-59, 61, 69, 70, 71, 227-229, 232-234, 236, 243, 292 <b>TWE:</b> 55, 57, 58, 59, 84, 94, 614, 638, 696, 698, 712
12. Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:	A. identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and	>>>>>	<b>Student Edition:</b> Chapters 3, 5, 6, 8, 9, 11, 16, 18, 22, 28 <b>Teacher Edition:</b> Chapters 2, 3, 4, 5, 6, 8, 9, 11, 16, 17, 19, 21, 22, 23, 24, 25, 28	<b>SE:</b> 59, 224-229, 435, 473, 479, 483, 54, 55, 57, 133, 136, 156, 213, 225-229, 232, 233, 236, 237, 287, 292, 573, 737-741, 742, 747, 749, 750, 751, 756, 758 <b>TWE:</b> 31, 55, 56, 102, 134, 136, 148, 154, 155, 158, 213, 225, 231, 236, 237, 239, 241, 291, 292, 294, 295, 433, 456, 493, 503, 549, 550, 578, 587, 614, 627, 630, 631, 632, 633, 638, 657, 662, 756
12. Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:	B. explain how to access health services for people of all ages.	>>>>>	<b>Student Edition:</b> Chapters 3, 9, 11, 19, 22, 28 <b>Teacher Edition:</b> Chapters 3, 11, 21	<b>SE:</b> 295, 509, 54-59, 64-67, 236, 579, 737 <b>TWE:</b> 57, 291, 292, 295, 549, 550
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	A. demonstrate communication skills in building and maintaining healthy relationships;	01. demonstrate communication skills in building healthy relationships	<b>Student Edition:</b> Chapters 2, 3, 7, 8, 9, 10, 12, 16 <b>Teacher Edition:</b> Chapters 2, 7, 10, 11, 12, 20, 25, 26	<b>SE:</b> 28-30, 33, 58, 59, 182, 215, 216, 225, 226, 229, 232, 233, 236, 250, 251, 252, 253, 254, 256, 257, 270, 306, 318, 319, 434 <b>TWE:</b> 29, 30, 34, 171, 173, 185, 187, 188, 258, 260, 261, 262, 264, 266, 292, 309, 525, 649, 683, 696

13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	A. demonstrate communication skills in building and maintaining healthy relationships;	02. demonstrate communication skills in maintaining healthy relationships	<b>Student Edition:</b> Chapters 2, 3, 7, 8, 9, 10, 11, 12 <b>Teacher Edition:</b> Chapters 2, 7, 9, 10, 12, 16, 20, 23, 26	<b>SE:</b> 28-30, 33, 58, 59, 182, 215, 216, 225, 226, 227, 232, 233, 236, 250, 251, 252, 253, 254, 256, 257, 270, 294, 295, 306, 318, 319 <b>TWE:</b> 30, 32, 182, 186, 188, 190, 191, 231, 240, 252, 254, 255, 256, 257, 258, 259, 260, 263, 265, 266, 267, 311, 434, 525, 594, 596, 601, 683, 692
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	B. distinguish between a dating relationship and a marriage;	>>>>>	<b>Student Edition:</b> Chapter 20 <b>Teacher Edition:</b> Chapter 20	<b>SE:</b> 524, 528 <b>TWE:</b> 526
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	01. analyze behavior in a dating relationship that will enhance the dignity relating to marriage	<b>Student Edition:</b> Chapter 12 <b>Teacher Edition:</b> Chapters 12, 20	<b>SE:</b> 327, 316, 317, 318, 319 <b>TWE:</b> 313, 314, 315, 316, 317, 526
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	02. analyze behavior in a dating relationship that will enhance the respect relating to marriage	<b>Student Edition:</b> Chapter 12 <b>Teacher Edition:</b> Chapters 12, 20	<b>SE:</b> 327, 316, 317, 318, 319 <b>TWE:</b> 313, 314, 315, 316, 317, 526
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	03. analyze behavior in a dating relationship that will enhance the responsibility relating to marriage	<b>Student Edition:</b> Chapters 12, 20 <b>Teacher Edition:</b> Chapters 12, 20	<b>SE:</b> 327, 528, 316, 317, 318, 319, 322 <b>TWE:</b> 313, 314, 315, 316, 317, 526
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	D. evaluate the effectiveness of conflict resolution techniques in various situations;	>>>>>	<b>Student Edition:</b> Chapters 2, 3, 7, 10, 11, 12, 13, 20 <b>Teacher Edition:</b> Chapters 10, 12	<b>SE:</b> 267, 30, 32, 63, 187, 251, 261, 264, 266, 267, 270, 292, 294, 295, 304, 306, 317, 318, 319, 338, 339, 340, 525, 526 <b>TWE:</b> 262, 263, 264, 265, 266, 267, 306, 311

13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	E. demonstrate refusal strategies;	>>>>>	<b>Student Edition:</b> Chapters 2, 4, 8, 10, 12, 13, 20, 23, 25, 27 <b>Teacher Edition:</b> Chapters 2, 12, 13, 21, 22, 23, 25	<b>SE: 261, 310-311, 322-323, 567, 612, 30, 32, 105, 206, 219, 251, 261, 267, 270, 307, 310, 312, 316, 317, 318, 319, 322, 323, 327, 337, 535, 612, 617, 651, 661, 667, 731</b> <b>TWE: 30, 32, 310, 311, 322, 349, 350, 546, 565, 567, 572, 594, 596, 599, 601, 607, 610, 611, 612, 649, 656</b>
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	F. explore methods for addressing critical-health issues; and	>>>>>	<b>Student Edition:</b> Chapter 9 <b>Teacher Edition:</b> Chapters 3, 8, 11, 24, 25	<b>SE: 234, 226, 227, 228, 232, 233, 236, 237</b> <b>TWE: 58, 60, 61, 63, 199, 201, 217, 283, 624, 627, 633, 638, 665</b>
13. Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:	G. evaluate the dynamics of social groups.	>>>>>	<b>Student Edition:</b> Chapter 12 <b>Teacher Edition:</b> Chapters 7, 12, 25	<b>SE: 306, 327, 303, 304, 307</b> <b>TWE: 174, 185, 303, 304, 306, 312, 651</b>
14. Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	A. demonstrate strategies for communicating needs, wants, and emotions;	01. demonstrate strategies for communicating needs	<b>Student Edition:</b> Chapters 7, 8, 9, 10, 12 <b>Teacher Edition:</b> Chapters 1, 3, 7, 10, 12, 18, 20	<b>SE: 191, 302, 306, 171, 173, 174, 177, 180, 185, 193, 194, 215, 216, 228, 229, 254</b> <b>TWE: 24, 58, 172, 173, 253, 254, 304, 306, 478, 525</b>
14. Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	A. demonstrate strategies for communicating needs, wants, and emotions;	02. demonstrate strategies for communicating wants	<b>Student Edition:</b> Chapters 7, 8, 9, 10, 12 <b>Teacher Edition:</b> Chapters 2, 10, 12, 18, 20	<b>SE: 302, 306, 171, 173, 174, 177, 180, 185, 191, 193, 215, 216, 228, 229, 254</b> <b>TWE: 29, 253, 254, 304, 306, 309, 478, 525</b>
14. Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	A. demonstrate strategies for communicating needs, wants, and emotions;	03. demonstrate strategies for communicating emotions	<b>Student Edition:</b> Chapters 7, 8, 9, 10, 12, 17 <b>Teacher Edition:</b> Chapters 2, 3, 7, 12, 16, 20	<b>SE: 191, 302, 306, 171, 173, 174, 177, 180, 184, 185, 187, 188, 190, 191, 193, 213, 215, 216, 228, 229, 232, 233, 240, 241, 254, 264, 306, 459</b> <b>TWE: 29, 58, 171, 174, 185, 186, 187, 188, 190, 191, 304, 306, 434, 525</b>

14. Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	B. examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	01. examine the legal ramifications of unacceptable behaviors	<b>Student Edition:</b> Chapters 11, 12, 13 <b>Teacher Edition:</b> Chapters 12, 13, 23	<b>SE: 336, 357,</b> 286, 287, 288, 289, 325 <b>TWE: 312, 344, 608</b>
14. Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	B. examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	02. examine the ethical ramifications of unacceptable behaviors	<b>Student Edition:</b> Chapters 11, 12, 13 <b>Teacher Edition:</b> Chapters 12, 13, 23	<b>SE: 336, 357,</b> 287, 288, 289, 307, 325 <b>TWE: 312, 344, 608</b>
14. Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:	C. communicate the importance of practicing abstinence.	>>>>>	<b>Student Edition:</b> Chapters 1, 12, 20, 25 <b>Teacher Edition:</b> Chapters 1, 7, 12, 25	<b>SE: 20-21, 318-323, 651, 671,</b> 317, 534, 667 <b>TWE: 21, 174, 321, 648, 650, 652, 661</b>
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	A. apply communication skills that demonstrate consideration and respect for self, family, and others;	01. Apply communication skills that demonstrate consideration for self	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 10, 12 <b>Teacher Edition:</b> Chapters 7, 10	<b>SE: 41, 254, 255, 261,</b> 38, 39, 40, 171, 173, 180, 215, 216, 219, 225, 261, 265, 306, 318, 319, 322 <b>TWE: 171, 186, 258</b>
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	A. apply communication skills that demonstrate consideration and respect for self, family, and others;	02. Apply communication skills that demonstrate consideration for family	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 10, 11, 12, 17, 25 <b>Teacher Edition:</b> Chapters 7, 10, 11, 13, 21, 22	<b>SE: 41, 254, 255, 261,</b> 38, 39, 40, 171, 173, 180, 215, 216, 219, 225, 229, 233, 236, 253, 258, 261, 266, 275-279, 284, 288, 294, 295, 298, 318, 319, 321, 322, 459, 671 <b>TWE: 186, 253, 258, 278, 284, 351, 548, 577</b>
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	A. apply communication skills that demonstrate consideration and respect for self, family, and others;	03. Apply communication skills that demonstrate consideration for others	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 10, 12, 14, 16, 22, 23, 25 <b>Teacher Edition:</b> Chapters 7, 8, 10, 13, 15, 21, 22, 26	<b>SE: 41, 241, 254-258, 261, 306, 325,</b> 38, 39, 40, 171, 173, 180, 215, 216, 219, 225, 226, 229, 232, 233, 236, 240, 241, 244, 253, 258, 265, 266, 318, 319, 379, 581, 617, 671 <b>TWE: 171, 173, 186, 212, 253, 258, 351, 408, 547, 548, 577, 698</b>
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	A. apply communication skills that demonstrate consideration and respect for self, family, and others;	04. Apply communication skills that demonstrate respect for self	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 10, 12, 25 <b>Teacher Edition:</b> Chapters 7, 10, 13	<b>41, 241, 254-255, 261,</b> 38, 39, 40, 171, 173, 180, 215, 216, 219, 225, 229, 255, 265, 306, 307, 318, 319, 671 <b>TWE: 171, 186, 258, 351</b>

15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	A. apply communication skills that demonstrate consideration and respect for self, family, and others;	05. Apply communication skills that demonstrate respect for family	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 10, 11, 12 <b>Teacher Edition:</b> Chapters 7, 10, 11, 12, 13	<b>SE: 41, 254-255, 261,</b> 38, 39, 40, 171, 173, 180, 215, 216, 225, 229, 233, 236, 240, 253, 258, 266, 275-279, 284, 285, 294, 295, 298, 318, 319, 321, 322 <b>TWE:</b> 186, 251, 253, 258, 278, 284, 309, 351
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	A. apply communication skills that demonstrate consideration and respect for self, family, and others;	06. Apply communication skills that demonstrate respect for others	<b>Student Edition:</b> Chapters 2, 7, 8, 9, 10, 12, 14, 18, 25 <b>Teacher Edition:</b> Chapters 7, 8, 10, 12, 13, 15, 21, 26	<b>SE: 41, 254-258, 261, 306, 325,</b> 38, 39, 40, 171, 173, 180, 215, 216, 219, 225, 226, 229, 232, 233, 236, 240, 241, 244, 245, 252, 253, 258, 265, 266, 271, 307, 318, 319, 379, 469, 671 <b>TWE:</b> 171, 173, 186, 212, 251, 253, 258, 309, 351, 408, 547, 698
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	B. demonstrate empathy towards others; and	>>>>>	<b>Student Edition:</b> Chapters 2, 6, 7, 8, 9, 10, 11 <b>Teacher Edition:</b> Chapters 7, 8, 9, 10, 11, 15, 19, 26	<b>SE: 186, 187, 241, 257, 258,</b> 38, 39, 40, 41, 156, 195, 215, 216, 219, 229, 232, 233, 240, 244, 245, 271, 297 <b>TWE:</b> 173, 212, 239, 240, 257, 258, 283, 284, 408, 507, 683, 696, 699
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.	01. Analyze ways to show disapproval of inconsiderate behavior	<b>Student Edition:</b> Chapters 9, 10, 11, 12, 13 <b>Teacher Edition:</b> Chapters 10, 12, 13, 21, 22	<b>SE: 312,</b> 226, 228, 229, 259, 269, 271, 290, 307, 316, 327, 336 <b>TWE:</b> 259, 260, 305, 345, 547, 553, 563
15. Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:	C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.	02. Analyze ways to show disapproval of disrespectful behavior	<b>Student Edition:</b> Chapters 9, 10, 11, 12, 13 <b>Teacher Edition:</b> Chapters 10, 12, 13, 21, 22	<b>SE: 327,</b> 226, 228, 229, 259, 269, 271, 290, 307, 312, 316, 336 <b>TWE:</b> 259, 260, 305, 345, 547, 553, 563

16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	A. identify decision-making skills that promote individual, family, and community health;	01. Identify decision-making skills that promote individual health	<b>Student Edition:</b> Chapters 1, 2, 3, 4, 5, 7, 8, 9, 12, 14, 15, 16, 17, 19, 20, 21, 23, 24, 26, 27, 29 <b>Teacher Edition:</b> Chapters 2, 3, 4, 6, 7, 8, 9, 12, 15, 19, 20, 21, 22, 23, 24, 25, 26	<b>SE: 33-34,</b> 18, 36, 50, 51, 58, 63, 92, 93, 105, 121, 135, 136, 137, 180, 204, 217, 225, 229, 232, 233, 237, 307, 366, 381, 389, 398, 407, 434, 452, 459, 506, 509, 522, 523, 533, 557, 611-615, 617, 619, 629, 635-641, 643, 686, 726, 731, 783 <b>TWE:</b> 34, 36, 56, 78, 87, 88, 89, 94, 155, 180, 216, 232, 314, 323, 407, 506, 522, 551, 563, 566, 603, 604, 605, 612, 629, 648, 656, 686
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	A. identify decision-making skills that promote individual, family, and community health;	02. Identify decision-making skills that promote family health	<b>Student Edition:</b> Chapters 1, 2, 3, 6, 7, 9, 11, 14, 23 <b>Teacher Edition:</b> Chapters 2, 6, 7, 8, 9, 12, 19, 20, 24, 26	<b>SE: 33-34,</b> 19, 36, 50, 51, 165, 180, 225, 233, 237, 275-279, 284, 285, 290, 294, 295, 297, 298, 381, 611-615 <b>TWE:</b> 36, 155, 180, 216, 232, 314, 506, 526, 629, 686
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	A. identify decision-making skills that promote individual, family, and community health;	03. Identify decision-making skills that promote community health	<b>Student Edition:</b> Chapters 1, 2, 3, 4, 7, 9, 11, 23, 24 <b>Teacher Edition:</b> Chapters 2, 3, 4, 6, 7, 8, 9, 12, 19, 20, 21, 24, 25, 26	<b>SE: 33-34,</b> 19, 36, 50, 51, 63, 105, 180, 225, 232, 233, 236, 237, 294, 295, 297, 298, 611-615, 640, 641 <b>TWE:</b> 34, 36, 61, 94, 155, 180, 216, 232, 314, 506, 526, 547, 551, 629, 656, 686
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	B. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	01. Summarize the advantages of seeking advice regarding the use of decision-making skills	<b>Student Edition:</b> Chapters 2, 3, 4, 8, 9, 10, 20 <b>Teacher Edition:</b> Chapters 2, 6	<b>SE: 36, 519,</b> 33, 34, 50, 51, 58, 63, 92, 93, 204, 225, 232, 233, 237, 260 <b>TWE:</b> 34, 148
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	B. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	02. Summarize the advantages of seeking advice regarding the use of problem-solving skills	<b>Student Edition:</b> Chapters 2, 4, 7, 9, 10, 11, 20 <b>Teacher Edition:</b> Chapters 7, 9, 23	<b>SE: 36, 519,</b> 92, 193, 232, 233, 237, 260, 267, 269, 270, 285 <b>TWE:</b> 181, 231, 237, 613

16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	B. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	03. Summarize the advantages of seeking feedback regarding the use of decision-making skills	<b>Student Edition:</b> Chapters 2, 3, 4, 8, 9, 10, 20 <b>Teacher Edition:</b> Chapters 2	<b>SE:</b> 36, 519, 33, 34, 50, 51, 58, 63, 92, 93, 204, 225, 232, 233, 237, 260 <b>TWE:</b> 34
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	B. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	04. Summarize the advantages of seeking feedback regarding the use of problem-solving skills	<b>Student Edition:</b> Chapters 2, 4, 7, 10, 11, 20 <b>Teacher Edition:</b> Chapters 9, 12, 23	<b>SE:</b> 36, 519, 92, 193, 232, 233, 237, 260, 267, 269, 270, 285 <b>TWE:</b> 237, 309, 613
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	C. classify forms of communication such as passive, aggressive, or assertive; and	>>>>>	<b>Student Edition:</b> Chapters 10, 12, 13 <b>Teacher Edition:</b> Chapters 10, 12	<b>SE:</b> 255, 312, 256, 261, 310, 312, 331 <b>TWE:</b> 256, 310, 311
16. Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:	D. associate risk-taking with consequences such as drinking and driving.	>>>>>	<b>Student Edition:</b> Chapters 1, 12, 22, 23, 27 <b>Teacher Edition:</b> Chapters 1, 2, 23, 27	<b>SE:</b> 570-572, 573, 610, 714, 718, 724, 17-20, 307, 317, 319, 570, 571, 572, 573, 724 <b>TWE:</b> 18, 19, 20, 30, 596, 600, 602, 604, 606, 610, 716, 720

<p>17. Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:</p>	<p>A. research information about a personal health concern;</p>	<p style="text-align: center;">&gt;&gt;&gt;&gt;</p>	<p><b>Student Edition:</b> Chapters 1, 3, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 24, 25, 27, 28, 29  <b>Teacher Edition:</b> Chapters 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29</p>	<p><b>SE:</b> 21, 63, 100, 139, 149, 165, 166, 176, 217, 370, 379, 381, 391, 405, 409, 411, 422, 431, 437, 459, 481, 491, 503, 509, 535, 642, 643, 666, 669, 731, 754, 761, 771, 783  <b>TWE:</b> 81, 89, 91, 92, 96, 100, 101, 102, 115, 117, 119, 128, 129, 132, 134, 135, 145, 148, 156, 158, 159, 175, 177, 181, 191, 201, 202, 203, 206, 207, 212, 229, 239, 241, 265, 275, 276, 283, 287, 344, 362, 364, 365, 368, 370, 376, 377, 378, 391, 392, 397, 398, 408, 409, 421, 422, 425, 426, 431, 435, 449, 452, 456, 466, 470, 472, 473, 488, 490, 491, 493, 501, 502, 544, 547, 550, 552, 570, 571, 573, 578, 587, 594, 599, 602, 605, 606, 607, 608, 622, 626, 628, 630, 631, 632, 633, 634, 641, 649, 656, 657, 660, 661, 664, 665, 675, 676, 680, 682, 683, 685, 691, 692, 693, 694, 697, 710, 720, 724, 727, 746, 750, 754, 768, 774, 775, 776</p>
<p>17. Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:</p>	<p>B. demonstrate knowledge about personal and family health concerns; and</p>	<p>01. Demonstrate knowledge about personal health concerns</p>	<p><b>Student Edition:</b> Chapters 1, 3, 6, 8, 11, 12, 14, 15, 16, 17, 25  <b>Teacher Edition:</b> Chapters 1, 3, 4, 5, 6, 7, 9, 12, 14, 15, 18, 19, 23, 24, 26, 27, 28, 29</p>	<p><b>SE:</b> 295, 405, 411, 422, 431, 446, 21, 58, 149, 213, 317, 380, 381, 383, 431, 666  <b>TE:</b> 11, 12, 17, 21, 50, 52, 57, 61, 74, 80, 81, 84, 85, 86, 87, 89, 91, 92, 96, 98, 123, 131, 134, 145, 147, 150, 152, 156, 157, 158, 159, 178, 228, 318, 365, 396, 398, 468, 486, 587, 590, 594, 595, 603, 633, 635, 638, 640, 681, 686, 691, 694, 697, 714, 718, 747, 751, 752, 780</p>

17. Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:	B. demonstrate knowledge about personal and family health concerns; and	02. Demonstrate knowledge about family health concerns	<b>Student Edition:</b> Chapters 1, 11, 16, 17 <b>Teacher Edition:</b> Chapters 3, 5, 6, 11, 12, 24, 26	<b>SE:</b> 295, 422, 21, 459 <b>TWE:</b> 50, 52, 57, 61, 123, 131, 134, 136, 145, 147, 150, 152, 156, 293, 318, 636, 688
17. Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:	C. develop strategies to evaluate information relating to a variety of critical health issues.	>>>>>	<b>Student Edition:</b> Chapters 1, 9, 22, 24, 25, 26, 29 <b>Teacher Edition:</b> Chapters 5, 9, 29	<b>SE:</b> 771, 21, 225, 226, 228, 229, 233, 583, 643, 666, 699 <b>TWE:</b> 131, 134, 235, 770