

Teen Health Course 1 © 1999
National Health Education Standards
Correlation by Standards

Standards and Performance Indicators		Chapter-Lesson Reference
Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention.		
1.1	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	1-1, 2-1, 2-2, 2-4, 4-4, 6-2, 6-3, 6-4, 6-5, 6-6, 7-1, 7-2, 7-3, 8-2, 8-3, 8-4, 8-5, 9-1, 9-2, 9-3, 9-4, 9-5
1.2	Describe the interrelationships of mental, emotional, social, and physical health during adolescence.	1-1, 1-3, 3-1, 3-2, 3-4, 4-4, 5-3
1.3	Explain how health is influenced by the interaction of body systems.	4-1, 4-4, 6-1
1.4	Describe how family and peers influence the health of adolescents.	1-2, 3-1, 3-2
1.5	Analyze how environment and personal health are interrelated.	8-2, 9-5
1.6	Describe ways to reduce risks related to adolescent health problems.	6-2, 6-3, 6-4, 6-5, 6-6, 7-2, 9-1, 9-3
1.7	Explain how appropriate health care can prevent premature death and disability.	2-1, 2-2, 8-1
1.8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	2-1, 3-3, 5-2, 7-2, 7-3, 8-2, 8-6
Health Education Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services		
2.1	Analyze the validity of health information, products, and services.	2-3
2.2	Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.	3-2, 4-2, 8-1
2.3	Analyze how media influences the selection of health information and products.	2-3
2.4	Demonstrate the ability to locate health products and services.	2-3
2.5	Compare the costs and validity of health products.	2-3
2.6	Describe situations requiring professional health services.	2-4, 3-2, 8-5, 9-4
Health Education Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		

3.1	Explain the importance of assuming responsibility for personal health behaviors.	1-3, 1-4, 2-1, 2-4, 3-4, 4-3, 4-4, 4-5, 5-1, 5-4, 6-1, 7-2, 7-3, 8-1, 8-2, 8-3, 8-5, 8-6, 9-1, 9-2
3.2	Analyze a personal health assessment to determine health strengths and risks.	1-1, 5-3
3.3	Distinguish between safe and risky or harmful behaviors in relationships.	3-1, 3-2
3.4	Demonstrate strategies to improve or maintain personal and family health.	1-2, 1-4, 2-1, 5-3, 5-4, 5-5
3.5	Develop injury prevention and management strategies for personal and family health.	2-2, 4-5, 6-2
3.6	Demonstrate ways to avoid and reduce threatening situations.	9-2
3.7	Demonstrate strategies to manage stress.	1-4, 3-4
Health Education Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.		
4.1	Describe the influence of cultural beliefs on health behaviors and the use of health services.	5-2
4.2	Analyze how messages from media and other sources influence health behaviors.	8-2
4.3	Analyze the influence of technology on personal and family health.	9-6
4.4	Analyze how information from peers influences health.	3-1, 5-2, 9-2
Health Education Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.		
5.1	Demonstrate effective verbal and non-verbal communication skills to enhance health.	2-4, 3-1, 3-3, 3-5
5.2	Describe how the behavior of family and peers affects interpersonal communication.	5-4
5.3	Demonstrate healthy ways to express needs, wants, and feelings.	3-3, 3-5
5.4	Demonstrate ways to communicate care, consideration and respect of self and others.	3-3, 5-4
5.5	Demonstrate communication skills to build and maintain healthy relationships.	3-3, 3-5
5.6	Demonstrate refusal and negotiation skills to enhance health.	3-1, 3-5, 8-6
5.7	Analyze the possible causes of conflict among youth in schools and communities.	3-5
5.8	Demonstrate strategies to manage conflict in healthy ways.	3-5

Health Education Standard 6: Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.		
6.1	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	1-3, 1-4, 2-1, 2-3, 3-5, 4-5, 5-2, 6-1, 7-3, 8-6, 9-1
6.2	Analyze how health-related decisions are influenced by individual, family, and community values.	5-1
6.3	Predict how decisions regarding health behaviors have consequences for self and others.	1-1, 9-2, 9-3
6.4	Apply strategies and skills needed to attain personal health goals	1-4, 8-5
6.5	Describe how personal health goals changing information, abilities, priorities, and responsibility influences.	1-4
6.6	Develop a plan that addresses personal strengths, needs, and health risks.	1-3, 4-5
Health Education Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.		
7.1	Analyze various communication methods to accurately express health information and ideas.	1-3, 5-4
7.2	Express information and opinions about health issues.	5-4
7.3	Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.	1-3, 8-6
7.4	Demonstrate the ability to influence and support others in making positive health choices.	5-4
7.5	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.	3-2