

**[Correlation by Standard]  
 Teen Health Course 3 © 2002  
 National Health Education Standards  
 Correlation**

| <b>Standards and Performance Indicators</b>  |   | <b>Chapter-Lesson Reference</b>   |
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| <b>Health Education Standard 1:</b><br>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, 1-2, 1-3, 2-1, 2-3, 6-3, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 9-3, 9-4, 10-1, 11-4, 12-1, 12-2, 13-1, 13-2, 13-3, 14-1, 14-2, 14-3, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 16-1, 16-2, 16-4, 17-1, 17-3, 18-1, 18-3, 18-4, 19-1, 19-2, 19-3, 20-2                          |
| 1.2  | Describe the interrelationships of mental, emotional, social, and physical health during adolescence.                           | 1-1, 1-2, 1-3, 4-3, 5-1, 5-2, 9-1, 11-4, 12-2, 13-2, 16-3   |
| 1.3  | Explain how health is influenced by the interaction of body systems.  | 2-3, 4-3, 9-1, 9-2, 11-1, 11-2, 11-3, 12-1, 12-2, 13-1, 13-2, 14-1, 14-2, 14-3, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 16-1, 16-2, 16-3, 17-1, 17-2, 17-3, 17-4, 17-5, 18-1, 18-2, 18-3, 18-4, 18-5  |
| 1.4  | Describe how family and peers influence the health of adolescents.  | 1-2, 5-2, 5-3, 6-1, 6-2, 6-3, 7-1, 7-3, 7-4, 8-1, 12-1, 12-3, 13-3, 16-3  |
| 1.5  | Analyze how environment and personal health are interrelated.   | 12-2, 16-2, 17-1, 17-2, 17-3, 18-1, 18-2, 18-3, 19-3, 20-1, 20-2  |
| 1.6  | Describe ways to reduce risks related to adolescent health problems.  | 1-1, 1-2, 1-3, 2-3, 3-2, 4-1, 4-3, 4-4, 4-5, 5-3, 6-2, 6-3, 9-4, 10-1, 10-2, 11-2, 11-3, 11-4, 12-1, 12-2, 12-3, 13-1, 13-2, 13-3, 14-1, 14-2, 14-3, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 16-3, 17-1, 17-2, 17-3, 17-4, 17-5, 18-1, 18-2, 18-3, 18-4, 18-5, 19-1, 19-2 |

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| 1.7  | Explain how appropriate health care can prevent premature death and disability.  | 3-2, 4-4, 15-3, 15-5, 16-2, 17-2, 17-3, 17-4, 17-5, 18-1, 18-2, 18-3, 18-4, 18-5, 19-4, 19-5, 19-6   |
| 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. | 1-1, 1-3, 5-3, 6-3, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 9-3, 9-4, 10-1, 10-2, 11-2, 11-3, 11-4, 12-1, 12-2, 12-3, 13-1, 13-2, 13-3, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 16-2, 16-4, 17-1, 17-2, 17-3, 17-4, 17-5, 18-1, 18-2, 18-3, 18-4, 18-5, 19-1, 19-2, 20-1, 20-2 |
| <b>Health Education Standard 2:</b><br>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.  | 1-3, 2-4, 3-1, 3-2, 3-3, 8-3, 19-3   |
| 2.2  | Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.                                   | 2-4, 3-3, 3-4, 8-3, 11-1, 11-2, 15-1, 16-2, 19-3   |
| 2.3  | Analyze how media influences the selection of health information and products.   | 3-1, 3-3   |
| 2.4  | Demonstrate the ability to locate health products and services.  | 2-4, 3-2, 3-4, 4-4, 18-5   |
| 2.5  | Compare the costs and validity of health products.   | 3-1  |
| 2.6  | Describe situations requiring professional health services.  | 3-2, 3-3, 3-4, 4-3, 4-4, 4-5, 5-3, 7-4, 10-2, 11-1, 11-2, 11-4, 13-2, 14-2, 14-3, 15-3, 15-5, 15-6, 15-7, 15-8, 16-2, 17-2, 17-3, 17-4, 17-5, 18-3, 18-4, 18-5, 19-4, 19-5, 19-6   |
| <b>Health Education Standard 3:</b><br>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.               |  |  |

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| 3.1   | Explain the importance of assuming responsibility for personal health behaviors.               | 1-1, 1-3, 2-1, 2-3, 2-4, 4-1, 4-2, 4-4, 5-1, 6-3, 7-1, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 9-3, 9-4, 10-1, 11-1, 11-2, 11-3, 11-4, 13-1, 13-3, 14-1, 14-2, 14-3, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 16-1, 16-2, 16-3, 16-4, 17-1, 17-3, 17-4, 17-5, 18-3, 18-4, 18-5, 19-1, 19-2, 19-3, 19-4, 19-5, 19-6, 20-2 |
| 3.2   | Analyze a personal health assessment to determine health strengths and risks.                  | 1-1, 4-1, 9-2   |
| 3.3   | Distinguish between safe and risky or harmful behaviors in relationships.                      | 6-3, 7-1, 7-4, 19-4   |
| 3.4   | Demonstrate strategies to improve or maintain personal and family health.                      | 1-1, 1-3, 2-1, 2-3, 2-4, 4-1, 4-2, 4-4, 5-2, 6-1, 6-2, 7-1, 7-2, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 9-3, 9-4, 10-1, 11-1, 11-4, 13-1, 14-1, 14-2, 14-3, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 16-3, 17-1, 17-2, 17-3, 17-4, 17-5, 18-2, 18-3, 18-4, 18-5, 20-2   |
| 3.5   | Develop injury prevention and management strategies for personal and family health.            | 7-3, 9-3, 9-4, 19-1, 19-2, 19-3, 19-4, 19-5, 19-6   |
| 3.6   | Demonstrate ways to avoid and reduce threatening situations.                                   | 6-3, 7-3, 19-1, 19-2, 19-3, 19-4, 19-5, 19-6, 20-2  |
| 3.7   | Demonstrate strategies to manage stress.   | 2-3, 9-1, 15-7, 16-3  |
| <b>Health Education Standard 4:</b><br>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. | 2-4, 3-1, 12-3, 13-3  |
| 4.2   | Analyze how messages from media and other sources influence health behaviors.                  | 2-4, 3-1, 5-3, 12-2, 12-3, 13-3   |
| 4.3   | Analyze the influence of technology on personal and family health.                             | 2-4, 3-1  |
| 4.4   | Analyze how information from peers influences health.  | 2-4, 3-1, 12-3, 13-3  |
| <b>Health Education Standard 5:</b><br>Students will demonstrate the ability to use interpersonal communication skills to enhance health. |  |   |

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| 5.1  | Demonstrate effective verbal and non-verbal communication skills to enhance health.  | 2-2, 4-5, 7-4, 17-4  |
| 5.2  | Describe how the behavior of family and peers affects interpersonal communication.   | 7-1, 7-4, 13-2   |
| 5.3  | Demonstrate healthy ways to express needs, wants, and feelings.  | 2-2, 4-2, 4-5  |
| 5.4  | Demonstrate ways to communicate care, consideration and respect of self and others.  | 1-2, 2-2, 4-1, 4-5, 5-1, 5-3, 6-1, 6-3, 7-2, 7-4, 10-2, 13-1, 13-2, 16-4, 17-4, 18-1 |
| 5.5  | Demonstrate communication skills to build and maintain healthy relationships.  | 1-2, 2-2, 4-5, 5-2, 6-1, 6-2, 7-1, 7-2, 7-4, 12-1                                    |
| 5.6  | Demonstrate refusal and negotiation skills to enhance health.  | 2-2, 6-2, 7-2, 9-4, 11-3, 12-1, 12-3, 13-3   |
| 5.7  | Analyze the possible causes of conflict among youth in schools and communities.  | 7-3  |
| 5.8  | Demonstrate strategies to manage conflict in healthy ways.   | 7-2  |
| <b>Health Education Standard 6:</b><br>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. | 2-1, 4-3, 5-1, 7-2, 8-4, 10-2, 18-2  |
| 6.2  | Analyze how health-related decisions are influenced by individual, family, and community values.                           | 2-1, 4-3, 5-1, 7-2, 8-4, 10-2, 18-2  |
| 6.3  | Predict how decisions regarding health behaviors have consequences for self and others.                                    | 2-1, 4-3, 5-1, 7-2, 8-4, 10-2, 18-2  |
| 6.4  | Apply strategies and skills needed to attain personal health goals.  | 2-1, 9-3   |
| 6.5  | Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.    | 2-1, 9-3   |
| 6.6  | Develop a plan that addresses personal strengths, needs, and health risks.   | 9-3  |
| <b>Health Education Standard 7:</b><br>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.                                  | 11-4   |
| 7.2  | Express information and opinions about health issues.  | 12-2   |
| 7.3  | Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.            | n/a  |

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| 7.4 | Demonstrate the ability to influence and support others in making positive health choices.                    | 3-1, 3-4, 6-3, 7-1, 11-2, 12-2, 13-1, 14-3, 15-6, 16-2, 17-5, 18-1 |
| 7.5 | Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools. | 3-1, 3-4, 7-1, 11-2, 14-3  |