Prentice Hall
Health (Pruitt, et al) © 2010

CORRELATED TO
Indiana’s Academic Standards for Health & Wellness
(Grades 9-12)
## INDIANA ACADEMIC STANDARDS

<table>
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<th>Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health. - The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion of health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They develop patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students describe the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.</th>
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### HW.1.1 Document how personal behaviors can impact health. Example: Document the impact of personal health behaviors on heart health.

- **SE: Prentice Hall Health Textbook:**
  - Chapter 9: Making Healthy Food Choices
  - Section 2: Safely Managing Your Weight
  - Chapter 12: Cardiovascular and Respiratory Health
  - Section 2: Cardiovascular Health
  - Chapter 23: Chronic Diseases and Disabilities
  - Section 1: Cardiovascular Diseases
  - Section 3: Other Chronic Diseases

- **TE:**
  - 228, 229, 299, 300, 603, 604, 615

- **TR:**
  - Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website

- **TECH:**
  - Teens Talk Video #9: Goals for Healthy Eating, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom

### HW.1.2 Explain the interrelationships of emotional, social and physical health. Example: Explain the relationship between a physical health impairment and an individual’s emotional and social health.

- **SE: Prentice Hall Health Textbook:**
  - Chapter 11: Movement and Coordination
  - Section 3: Your Nervous System
  - Chapter 23: Chronic Diseases and Disabilities
  - Section 4: Disabilities
  - Chapter 23 Review
  - Chapter 26: Preventing Injuries

- **Human Sexuality Supplemental Book:**
  - Chapter 3: Responsible Relationships
  - Section 3: Unhealthy Relationships

- **SE: Prentice Hall Health Textbook:**
  - 284, 623-625, 626, 628, 700

- **TE:**
  - 284, 624, 626

- **Human Sexuality Supplemental Book:**
  - 49, 51, 52

- **TR:**
  - Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website

- **TECH:**
  - Teens Talk Video #26: Playing it Safe, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom

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**SE = Student Edition  TE = Teacher’s Edition  TR = Teaching Resources  TECH = Technology**
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</table>
| HW.1.3 Examine how the environment and health are connected. Example: Draw conclusions on how environmental health issues can impact the personal health of children or the elderly. | **SE: Prentice Hall Health Textbook:**  
Chapter 1: Making Healthy Decisions  
Section 2: Identifying Health Risks  
**Chapter 25:** A Healthy Community and Environment  
Section 1: Your Community, Your Health  
Section 2: Air Quality and Health | **SE: Prentice Hall Health Textbook:** 7, 666, 672, 673, 676  
**TE:** 666, 672, 673, 676  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #1: Decisions, Decisions and #25: Making a Difference, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
| HW.1.4 Examine the impact that genetics can have on personal health. Example: Examine personal health-related actions that can reduce the risk and/or delay the onset of potential genetic and family health problems. | **SE: Prentice Hall Health Textbook:**  
Chapter 1: Making Healthy Decisions  
Section 2: Identifying Health Risks  
**Chapter 4:** Mental Disorders and Suicide  
Section 1: Mental Disorders  
**Chapter 9:** Making Healthy Food Choices  
Section 2: Safely Managing Your Weight  
**Chapter 18:** Reproduction and Heredity  
Section 4: Heredity  
**Chapter 23:** Chronic Diseases and Disabilities  
Section 1: Cardiovascular Diseases  
Section 2: Cancer  
**Human Sexuality Supplemental Book:**  
Chapter 2: The Reproductive System  
Section 1: The Male Reproductive System  
Section 2: The Female Reproductive System | **SE: Prentice Hall Health Textbook:** 6, 83, 226, 480-481, 607, 610  
**TE:** 6, 226, 481, 607  
**Human Sexuality Supplemental Book:** 26, 35, 36  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #1: Decisions, Decisions and #9: Goals for Healthy Eating, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
HW.1.5 Formulate ways to prevent or reduce the risk of health problems. Example: Identify and develop approaches to educate peers (adolescents) about risk reduction (e.g., teen pregnancy, suicide, bullying, abuse, etc.).

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<td>HW.1.5</td>
<td>SE: Prentice Hall Health Textbook:</td>
<td>SE: Prentice Hall Health Textbook:</td>
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<tr>
<td></td>
<td>Chapter 4: Mental Disorders and Suicide</td>
<td>96-97, 150-151, 152-154, 169, 171, 177, 375-377, 400-401, 410-416, 431-432, 434-437</td>
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<td>Section 3: Depression and Suicide</td>
<td>TE: 96, 97, 150, 153, 154, 169, 375, 377, 434, 435</td>
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<td>Chapter 6: Building Healthy Peer Relationships</td>
<td>TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website</td>
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<td></td>
<td>Section 3: Responsible Relationships</td>
<td>TECH: Teens Talk Video #6: Choosing Abstinence, #7: Bully-Proof, #15: Drinking Dangers, #16: Tackling Tobacco and #17: The Risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td></td>
<td>Section 4: Choosing Abstinence</td>
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<td></td>
<td>Chapter 7: Preventing Violence</td>
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<td>Section 2: Violence in Schools</td>
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<td>Section 3: How Fights Start</td>
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<td>Chapter 15: Alcohol</td>
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<td>Section 1: Alcohol is a Drug</td>
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<td>Chapter 16: Tobacco</td>
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<td></td>
<td>Section 1: Teens and Tobacco</td>
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<td></td>
<td>Section 3: Risks of Tobacco Use</td>
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<td></td>
<td>Chapter 17: Preventing Drug Abuse</td>
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<td></td>
<td>Section 1: Legal and Illegal Drugs</td>
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<td></td>
<td>Section 2: Factors Affecting Drug Abuse</td>
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HW.1.6 Investigate the connection between access to health care and health status. Example: Compare and contrast the relationship of immunization policies and availability of health care on the health status of children in other countries.

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<td>SE: Prentice Hall Health Textbook:</td>
<td>SE: Prentice Hall Health Textbook:</td>
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<tr>
<td></td>
<td>Chapter 21: Infectious Diseases</td>
<td>556-557, 560, 568, 648</td>
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<td></td>
<td>Section 2: Defense Against Disease</td>
<td>TE: 557, 568, 648</td>
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<td></td>
<td>Section 3: Common Infectious Diseases</td>
<td>TR: Teaching Transparencies with</td>
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<td></td>
<td>Section 4: Emerging Infectious Diseases</td>
<td>Worksheets, Reading and Note</td>
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<td></td>
<td>Chapter 24: Safeguarding the Public</td>
<td>Taking Guide, Companion Website</td>
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<td></td>
<td>Section 3: Public Health</td>
<td>TECH: Teens Talk Video #1: Decisions,</td>
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<td></td>
<td></td>
<td>Decisions, Express CD Rom, Student Express</td>
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<td>CD Rom, Presentation Express CD Rom</td>
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## INDIANA ACADEMIC STANDARDS

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<th>HW.1.7 Summarize the benefits and barriers to practicing healthy behaviors. Example: Construct a list of practices to reduce and/or prevent stress and identify ways to overcome barriers.</th>
<th>SE Lessons (chapter &amp; lesson numbers)</th>
<th>SE, TE, TR, TECH (page numbers)</th>
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<tr>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 3: Reducing Stress</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 55, 62, 66</td>
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<tr>
<td>Section 1: What Causes Stress?</td>
<td>TE: 55, 62, 66</td>
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<tr>
<td>Section 2: How Stress Affects Your Body</td>
<td>TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website</td>
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<tr>
<td>Section 3: Aiming for Perfection</td>
<td>TECH: Teens Talk Video #3: Stressed Out, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<tr>
<th>HW.1.8 Predict susceptibility to injury or illness if engaging in unhealthy behaviors. Example: Investigate adolescent risk behaviors which could lead to injury or illness.</th>
<th>SE Lessons (chapter &amp; lesson numbers)</th>
<th>SE, TE, TR, TECH (page numbers)</th>
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<td>Section 1: What is Health?</td>
<td>TE: 375, 390</td>
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<tr>
<td>Chapter 6: Building Healthy Peer Relationships</td>
<td>TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website</td>
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<tr>
<td>Section 2: Friendships</td>
<td>TECH: Teens Talk Video #1: Decisions, Decisions, #15: Drinking Dangers and #16: Tackling Tobacco, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<tr>
<td>Section 4: Choosing Abstinence</td>
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<td>Chapter 15: Alcohol</td>
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<td>Section 1: Alcohol is a Drug</td>
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<td>Section 2: Alcohol’s Effects on the Body</td>
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<td>Section 3: Long-Term Risks of Alcohol</td>
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<td>Chapter 16: Tobacco</td>
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<td>Section 1: Teens and Tobacco</td>
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<td>Chapter 17: Preventing Drug Abuse</td>
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<td>Section 2: Factors Affecting Drug Abuse</td>
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<td>Chapter 22: Sexually Transmitted Infections and AIDS</td>
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<tr>
<td>Section 1: The Risks of Sexual Activity</td>
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<td>Chapter 26: Preventing Injuries</td>
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<td>Section 1: Safety at Home and in Your Community</td>
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<td>Section 2: Safety at Work and Play</td>
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**Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.** - Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms. Students examine how the family, peers, culture, media, and technology influence personal, family and community health. Students analyze how policies and regulations influence health promotion and risk reduction.

<p>| HW.2.1 Examine how the family impacts the health of individuals. Example: Distinguish the type of communication that occurs between parents and adolescents regarding abstinence and the resources that parents can provide to adolescents regarding health decisions and abstinence. | SE: Prentice Hall Health Textbook: Chapter 6: Building Healthy Peer Relationships Section 4: Choosing Abstinence Chapter 9: Making Healthy Food Choices Section 1: Choosing Food Wisely Chapter 22: Sexually Transmitted Infections and AIDS Section 1: The Risks of Sexual Activity Section 4: Protecting Yourself From HIV and AIDS Human Sexuality Supplemental Book: Chapter 3: Responsible Relationships Section 2: Choosing Abstinence | SE: Prentice Hall Health Textbook: 152, 221, 577, 592 TE: 221, 228 Human Sexuality Supplemental Book: 47 TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website TECH: Teens Talk Video #6: Choosing Abstinence |</p>
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| HW.2.2 Examine how society supports and challenges health beliefs, practices and behaviors. Example: Describe how societal or cultural beliefs influence health and medical practices (e.g., vegetarian diets, alternative medicine, acupuncture, medicine pouch, etc.). | **SE: Prentice Hall Health Textbook:**  
  Chapter 9: Making Healthy Food Choices  
  Section 1: Choosing Food Wisely  
  Section 3: Nutrition for Individual Needs  
  Chapter 10: Digestion and Excretion  
  Technology and Health  
  Chapter 20: Adolescence and Adulthood  
  Section 4: Death and Dying | **SE: Prentice Hall Health Textbook:** 221, 234, 537  
  **TE:** 221, 247  
  **Human Sexuality Supplemental Book:** 44-45, 45-48  
  **TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
  **TECH:** Teens Talk Video #9: Goals for Healthy Eating, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
| HW.2.3 Examine how adolescents influence healthy and unhealthy behaviors. Example: Examine how peers can positively or negatively influence others regarding the use of anti-social words and actions. | **SE: Prentice Hall Health Textbook:**  
  Chapter 1: Making Healthy Decisions  
  Section 1: What is Health?  
  Section 2: Identifying Health Risks  
  Chapter 6: Building Healthy Peer Relationships  
  Section 2: Friendships  
  Section 4: Choosing Abstinence  
  Chapter 7: Preventing Violence  
  Section 3: How Fights Start  
  Chapter 12: Cardiovascular and Respiratory Health  
  Section 2: Keeping Healthy  
  Chapter 15: Alcohol  
  Section 4: Choosing Not to Drink  
  Chapter 16: Tobacco  
  Section 2: Risks of Smoking  
  Chapter 17: Preventing Drug Abuse  
  Section 4: Choosing to be Drug Free  
  **Human Sexuality Supplemental Book:**  
  Chapter 3: Responsible Relationships  
  Risks of Sexual Intimacy | **SE: Prentice Hall Health Textbook:** 3, 7, 9, 145, 156, 176, 393, 399, 400-401, 451  
  **TE:** 7, 145, 176, 302, 393, 399, 451  
  **Human Sexuality Supplemental Book:** 44-45, 45-48  
  **TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
  **TECH:** Teens Talk Video #1 Decisions, Decisions, #6: Choosing Abstinence, #15: Drinking Dangers, #16: Tackling Tobacco and #17: The Risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |

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### INDIANA ACADEMIC STANDARDS

HW.2.4 Assess how the school and community can influence health practices and behaviors. Example: Assess programs (“Prom Promise,” “Don’t Drink and Drive,” “White Lies,” etc.) that can help students identify, avoid or cope with potentially dangerous situations.

### SE Lessons (chapter & lesson numbers)

**SE: Prentice Hall Health Textbook:**
- Chapter 6: Building Healthy Peer Relationships
  - Section 3: Responsible Relationships
- Chapter 7: Preventing Violence
  - Section 3: How Fights Start
- Chapter 10: Digestion and Excretion
  - Section 1: Your Digestive System
- Chapter 12: Cardiovascular and Respiratory Health
  - Chapter 12 Review
- Chapter 14: Personal Care
  - Section 3: Your Eyes and Ears
- Chapter 16: Tobacco
  - Section 4: Saying No to Tobacco
- Chapter 19: Pregnancy, Birth and Childhood
  - Section 1: Development Before Birth
- Chapter 21: Infectious Diseases
  - Section 3: Common Infectious Diseases
- Chapter 22: Sexually Transmitted Infections and AIDS
  - Section 3: HIV and AIDS
- Chapter 24: Safeguarding the Public
  - Section 3: Public Health
- Chapter 25: A Healthy Community and Environment
  - Section 1: Your Community, Your Health

### SE, TE, TR, TECH (page numbers)

**SE: Prentice Hall Health Textbook:** 151, 179, 246, 312, 363, 420, 491, 565
**TE:** 151, 19, 246, 363, 420, 491, 565
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website
**TECH:** Teens Talk Video #16: Tackling Tobacco and #24: Taking Charge of Your Health, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom

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| HW.2.5 Analyze the effect of media on personal health. Example: Compare and contrast how media can send messages about behaviors that can have a positive or negative effect on personal health and wellness. | **SE: Prentice Hall Health Textbook:**  
Chapter 4: Mental Disorders and Suicide  
Section 2: Eating Disorders  
Chapter 9: Making Healthy Food Choices  
Section 2: Safely Managing Your Weight  
Chapter 14: Personal Care  
Building Health Skills: Recognizing Misleading Claims  
Chapter 20: Adolescence and Adulthood  
Health at Home: Advertising Appeal  
**Human Sexuality Supplemental Book:**  
Chapter 1: Understanding Sexuality  
Section 2: Concerns of Adolescence  
TE: 91, 230, 355, 521  
**Human Sexuality Supplemental Book:**  
12, 30 (TE only)  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #20: Pictures of Perfection, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
| HW.2.6 Analyze the impact of technology on personal and family health. Example: Examine how technology can have adverse effects on personal and family health (e.g., Internet pornography, chat lines, inaccurate health information). | **SE: Prentice Hall Health Correlation**  
Chapter 1: Making Healthy Decisions  
Section 2: Identifying Health Risks-Technology  
Chapter 26: Preventing Injuries  
Section 1: Safety at Home and In Your Community: Internet Safety  
**Human Sexuality Supplemental Book:**  
Chapter 3: Responsible Relationships  
Section 4: Sexual Issues in Society and Be Wary of People You Meet Online | SE: Prentice Hall Health Correlation: 8, 700  
TE: 8, 700  
**Human Sexuality Supplemental Book:**  
54, 55  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #1: Decisions, Decisions, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
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<tr>
<td>HW.2.7 Examine how norms influence health-related behaviors. Example: Recognize how perceived norms may not reflect actual health behaviors (e.g., teen alcohol use, tobacco use, sexual activity, dating, regular physical activity, etc.).</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 6: Building Healthy Peer Relationships Section 4: Choosing Abstinence Chapter 15: Alcohol Section 1: Alcohol Is a Drug Chapter 16: Tobacco Use Section 1: Teens and Tobacco Chapter 17: Preventing Drug Abuse Section 2: Factors Affecting Drug Abuse <strong>Human Sexuality Supplemental Book:</strong> Chapter 3: Responsible Relationships Section 2: Choosing Abstinence</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 154, 375, 400, 434 TE: 154, 434 <strong>Human Sexuality Supplemental Book:</strong> 44, 45, 49 TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website TECH: Teens Talk Video #15: Drinking Dangers, #16: Tackling Tobacco and #17: The risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<tr>
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<td>SE, TE, TR, TECH (page numbers)</td>
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<tr>
<td>HW.2.9 Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors. Example: Debate how using tobacco can increase the risk of using marijuana and/or describe how using alcohol can lead to poor decision making.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 15: Alcohol  Section 1: Alcohol Is a Drug  Section 2: Alcohol’s Effects on the Body  Chapter 17: Preventing Drug Abuse  Section 3: Commonly Abused Drugs-Marijuana</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 374, 375, 377, 380-381, 384-385, 445  <strong>TE:</strong> 380, 445  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Teens Talk Video #15: Drinking Dangers and #17: The Risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.2.10 Examine how public health policies and government regulations can influence health promotion and disease prevention. Example: Examine how public health policies and government regulations can impact the accessibility of health care.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 22: Sexually Transmitted Infections and AIDS  Chapter 24: Safeguarding the Public  Section 3: Public Health</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 589, 648-651  <strong>TE:</strong> 588, 649-650, 651  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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| **Standard 3** - Students will demonstrate the ability to access valid information and products and services to enhance health. - Accessing valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy. Students access valid health information, health-promoting products, and services to prevent, detect and treat health problems. | **HW.3.1 Assess how to determine the validity of health information, products and services. Example: Assess the validity of teeth whitening products and whether the products are government approved, studied or researched and/or assess teeth whitening services by determining whether they are provided by qualified professionals (e.g., dentists, orthodontists, physicians, etc.).** | **SE: Prentice Hall Health Textbook:** Chapter 8: Food and Nutrition  
Section 2: Vitamins, Minerals and Water  
Chapter 9: Making Healthy Food Choices  
Section 2: Safely Managing Your Weight  
Chapter 11: Movement and Coordination  
Preview Activity for Teens Talk Video  
Section 2: Your Muscular System  
Chapter 13: Exercise and Lifelong Fitness  
Section 3: Physical Activity and Safety  
Chapter 14: Personal Care  
BHS: Analyzing Influences: Recognizing Misleading Claims  
Chapter 17: Preventing Drug Abuse  
Section 3: Commonly Abused Drugs  
**TE:** 203, 230, 334, 354  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #8: Food for Thought, #11: The Risks of Steroids and #14: Taking Care of You, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
| **HW.3.2 Utilize resources from school and community that provide valid health information. Example: Search the Internet and select community organizations (e.g., police department, sheriff’s department, National Crime Prevention Council) that provide valid health information regarding crime prevention.** | **SE: Prentice Hall Health Textbook:** Chapter 22: Sexually Transmitted Infections and AIDS  
BHS: Accessing Information- Evaluating Internet Sources  
Chapter 25: A Healthy Community and Environment  
BHS: Accessing Information- Locating Community Resources  
Chapter 26: Preventing Injuries  
Section 1: Safety at Home and in Your Community  
**SE: Prentice Hall Health Textbook:** 590-591, 670-671, 700  
**TE:** 591, 671  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
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<tr>
<td>HW.3.3 Investigate the accessibility of products and services that enhance health. Example: Investigate the accessibility of school and community programs, spaces and facilities for physical activity (e.g., gymnasiums, tracks, trails, paths, baseball/softball/soccer fields, youth organizations, etc.).</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 8: Food and Nutrition  Section 1: Carbohydrates, Fats, and Proteins  BHS: Setting Goals-Breaking a Bad Habit  Chapter 11: Movement and Coordination  Section 2: Your Muscular System  Chapter 12: Cardiovascular and Respiratory Health  BHS: Practicing Healthful Behaviors-Improving Your Cardiorespiratory Fitness  Chapter 13: Exercise and Lifelong Fitness  Section 1: The Importance of Physical Activity  Section 2: Setting Goals for Lifelong Fitness  Section 3: Physical Activity and Safety</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 199, 201, 275, 305, 321, 329, 336  <strong>TE:</strong> 201, 305  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.3.4 Examine when professional health services may be required. Example: Identify when eating habits and/or weight loss techniques may not be having a positive effect on the body and that professional health services are recommended.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 4: Mental Disorders and Suicide  Section 2: Eating Disorders</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 92, 93  <strong>TE:</strong> 93  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Teens Talk Video #4 Starving for Control, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.3.5 Select valid and reliable health products and services. Example: Select a health service when seeking help for self or others when there may be a risk of a suicide attempt.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 4: Mental Disorders and Suicide Section 3: Depression and Suicide Section 4: Treating Mental Disorders Chapter 24: Safeguarding the Public Section 2: Participating in Your Healthcare Chapter 25: A Healthy Community and Environment BHS: Accessing Information- Locating Community Resources</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 92, 98, 99, 102-103, 641-643, 670-671 <strong>TE:</strong> 98, 99, 102, 103, 642, 643, 670, 671 <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website <strong>TECH:</strong> Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<th>Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</th>
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| Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks. Students organize and convey information and feelings for strengthening interpersonal interactions and reduce or avoid conflict. They access resources to enhance the health of self and/or others. | SE: Prentice Hall Health Textbook: Chapter 2: Personality, Self-Esteem and Emotions  
BHS: Expressing Anger in Healthy Ways  
Chapter 5: Family Relationships  
Teens Talk Video #5: Family Matters-Preview Activity  
BHS: Communicating- Using Win-Win Negotiation  
Section 3: Keeping the Family Healthy  
Chapter 6: Building Healthy Peer Relationships  
Section 1: Skills for Healthy Relationships  
Section 4: Choosing Abstinence  
BHS: Advocacy- Supporting a Friend  
**Human Sexuality Supplemental Book:**  
Chapter 1: Understanding Sexuality  
Section 1: Values and Responsibilities  
Chapter 6: Responsible Relationships  
**TE:** 125, 147, 155  
**Human Sexuality Supplemental Book:** 14-15, 46-48  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #6: Choosing Abstinence, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
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| HW.4.2 Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks. Example: Illustrate a situation where friends pressured to consume alcohol use refusal or negotiation skills (e.g., saying no, suggesting another activity, leaving the situation safely, etc.). | **SE: Prentice Hall Health Textbook:**  
Chapter 15: Alcohol  
BHS: Communicating- Developing Refusal Skills  
Section 4: Choosing Not to Drink  
Chapter 16: Tobacco  
Section 4: Saying No to Tobacco  
Chapter 17: Preventing Drug Abuse  
Section 4: Choosing to Be Drug Free | **SE: Prentice Hall Health Textbook:** 378-379, 392-393, 417, 450, 451  
**TE:** 379, 393, 450  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #15: Drinking Dangers and #16: Tackling Tobacco, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |

| HW.4.3 Apply strategies to manage or resolve interpersonal conflicts without harming self or others. Example: Practice negotiation or collaboration strategies to use when a peer is under the influence of alcohol or other drugs and places self at risk. | **SE: Prentice Hall Health Textbook:**  
Chapter 4: Mental Disorders and Suicide  
Section 3: Depression and Suicide  
Chapter 5: Family Relationships  
BHS: Communicating- Using Win-Win Negotiation  
Chapter 7: Preventing Violence  
Teens Talk Video #7: Preview Activity and Video Objectives  
Section 2: Violence in Schools  
BHS: Advocacy- Mediating a Conflict  
Section 4: Preventing Fights  
Chapter 15: Alcohol  
Section 3: Long-Term Risks of Alcohol  
Chapter 17: Preventing Drug Abuse  
**TE:** 161,173, 179, 439  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #7: Bully-Proof, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
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<td>HW.4.4 Illustrate how to offer assistance to enhance the health of self and others. Example: Model ways a person would offer assistance to a person who has experienced grief, stress/distress, or date rape, etc.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 3: Managing Stress Teens Talk Video #3- Preview Activity and Objectives Section 2: How Stress Affects Your Body Section 3: Stress and Individuals Section 4: Coping with Stress Chapter 6: Building Healthy Peer Relationships Section 3: Responsible Relationships Chapter 20: Adolescence and Adulthood Section 4: Death and Dying</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 55, 64, 67, 76, 151, 540 <strong>TE:</strong> 67, 76, 151, 540 <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website <strong>TECH:</strong> Teens Talk Video #3: Stressed Out, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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**Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.** - Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life. Students apply a comprehensive decision-making process which enables them to collaborate with others to improve quality of life now and in the future.

| HW.5.1 Determine barriers to healthy decision making. Example: Determine personal barriers to practicing sun safety (e.g., wearing sunscreen, avoiding tanning beds, etc.). | **SE: Prentice Hall Health Textbook:** Chapter 1: Making Healthy Decisions Section 2: Identifying Health Risks Section 3: Taking Responsibility for Your Health BHS: Making Decisions- The Decide Process Chapter 8: Food and Nutrition BHS: Setting Goals- Breaking a Bad Habit Section 3: Guidelines for Healthy Eating Chapter 9: Making Healthy Food Choices Section 1: Choosing Food Wisely Section 2: Safely Managing Your Weight Section 3: Nutrition for Individual Needs | **SE: Prentice Hall Health Textbook:** 6, 7, 10-11, 14-15, 200-201, 214 **TE:** 10, 191, 200, 201, 214 **TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website **TECH:** Teens Talk Video #1: Decisions, Decisions, #8: Food for Thought and #9: Goals for Healthy Eating, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |

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<td>HW.5.2 Outline the value of applying a thoughtful decision-making process to a health-related situation. Example: Consider the benefit of using a thoughtful decision-making process in making a choice related to situations involving tobacco and/or alcohol.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 15: Alcohol  Section 4: Choosing Not to Drink  Chapter 16: Tobacco  Section 4: Saying No to Tobacco</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 392-394, 417, 41, 452  <strong>TE:</strong> 450  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Teens Talk Video # 15: Drinking Dangers, #16: Tackling Tobacco and #17: The Risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.5.3 Assess when independent or collaborative decision making is appropriate. Example: Assess the role of a parent being involved in making a decision about an unplanned teen pregnancy.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 1: Making Healthy Decisions  Section 3: Taking Responsibility for Your Health  BHS: Making Decisions- The DECIDE Process  Chapter 5: Family Relationships  Section 3: Keeping the Family Healthy  Chapter 6: Building Healthy Peer Relationships  Section 4: Choosing Abstinence  Chapter 20: Adolescence and Adulthood  Section 2: Adolescence and Responsibility</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 14, 16-17, 128, 155, 524  <strong>TE:</strong> 14, 17, 128, 155, 524  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Teens Talk Video #1: Decisions, Decisions, #5: Family Matters, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.5.4 Propose alternative choices to health-related issues or problems. Example: Specify the choices for a person who suspects he/she has a sexually transmitted infection (STI).</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 21: Infectious Diseases  Section 3: Common Infectious Diseases  Chapter 22: Sexually Transmitted Infections and AIDS  Section 2: Kinds of STIs  Section 4: Protecting Yourself From HIV and AIDS</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 580-582, 583, 592-593, 595  <strong>TE:</strong> 593  <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  <strong>TECH:</strong> Teens Talk Video #1: Decisions, Decisions, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.5.5 Analyze the potential short and long-term outcome of each alternative on self and others. Example: Analyze the short and long-term health effects of marijuana use.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 15: Alcohol Teens Talk Video # 15: Preview Activity and Video Objectives Section 1: Alcohol is a Drug Section 2: Alcohol’s Effects on the Body Section 3: Long-Term Risks of Alcohol Chapter 16: Tobacco Section 2: Chemicals in Tobacco Products Section 3: Risks of Tobacco Use Chapter 17: Preventing Drug Abuse Section 1: Legal and Illegal Drugs Section 3: Commonly Abused Drugs</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 373, 377, 380, 381, 385, 386-387, 406-407, 408-409, 410-416, 426-432, 440-447 <strong>TE:</strong> 406, 412 <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website <strong>TECH:</strong> Teens Talk Video # 15: Drinking Dangers, #16: Tackling Tobacco and #17: The Risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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<td>HW.5.6 Determine the health-enhancing choice when making decisions. Example: Determine the proper action to help a friend, who is considering becoming sexually active, make the health-enhancing choice of abstinence.</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> Chapter 6: Building Healthy Peer Relationships Section 4: Choosing Abstinence Chapter 18: Reproduction and Heredity Section 2: The Male Reproductive System Section 3: The Female Reproductive System Chapter 22: Sexually Transmitted Infections and AIDS Section 1: The Risks of Sexual Activity Section 4: Protecting Yourself From HIV and AIDS <strong>Human Sexuality Supplemental Book:</strong> Chapter 3: Responsible Relationships Section 2: Choosing Abstinence Chapter 4: Planning for the Future Section 4: Preventing Pregnancy Chapter 5: Sexually Transmitted Infections and AIDS Section 1: The Risks of Sexual Activity</td>
<td><strong>SE: Prentice Hall Health Textbook:</strong> 152-153, 154, 155-156, 467, 474, 576, 577, 592, 593 <strong>TE:</strong> 153, 154, 155, 576, 577, 593 <strong>Human Sexuality Supplemental Book:</strong> 47, 48, 76, 90 <strong>TR:</strong> Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website <strong>TECH:</strong> Teens Talk Video #18: Hormones in the Balance and #22: Risks and STIs, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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**Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.** - Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. Students construct health goals based upon personal needs. Students design, implement and evaluate critical steps to achieve short-term and long-term health goals.


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| HW.6.2 Formulate a plan to achieve a health goal that addresses strengths, needs and risks. Example: Formulate a plan to maintain recommended levels of physical activity dependent upon strengths, needs and risks (e.g., activities of related interest and skill, equipment and space needed, reduced risk of injury, adapting for barriers such as weather, time, etc.). | **SE: Prentice Hall Health Textbook:**  
Chapter 9: Making Healthy Food Choices  
Section 2: Safely Managing Your Weight  
Chapter 11: Movement and Coordination  
BHS: Practicing Healthful Behaviors-Warming Up, Stretching, and Cooling Down  
Chapter 13: Exercise and Lifelong Fitness  
Section 1: The Importance of Physical Activity | **SE: Prentice Hall Health Textbook:** 231, 276-277, 316-317, 319, 320-321, 516, 608, 609  
TE: 277, 318, 319, 320  
TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
TECH: Teens Talk Video #13: Fit for Life, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
| HW.6.3 Demonstrate strategies and document progress to achieve a personal health goal. Example: Demonstrate strategies and document progress toward achieving personal goals for abstaining from the use of tobacco, alcohol and other drugs. (e.g., set short-term and long-term goals, identify a support system, reevaluate goals, etc.). | **SE: Prentice Hall Health Textbook:**  
Chapter 1: Making Health Decisions  
Section 3: Taking Responsibility for Your Health  
Chapter 4: Mental Disorders and Suicide  
BHS: Setting Goals- Dealing with Setbacks  
Chapter 8: Food and Nutrition  
BHS: Setting Goals- Dealing with Setbacks  
Chapter 13: Exercise and Lifelong Fitness  
Section 2: Setting Goals for Lifelong Fitness  
Chapter 20: Adolescence and Adulthood  
TE: 12, 200, 201, 522  
TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
TECH: Teens Talk Video #1: Decisions, Decisions and #13: Fit for Life, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
| HW.6.4 Determine an effective long-term personal health plan. Example: Determine an effective plan for promoting lifelong physical activity and weight management that adapts to changing needs (e.g., ways to maintain physical activity levels after high school). | **SE: Prentice Hall Health Textbook:**  
Chapter 8: Food and Nutrition  
Section 3: Guidelines for Healthful Eating  
Chapter 9: Making Healthy Food Choices  
Section 2: Safely Managing Your Weight  
Chapter 13: Exercise and Lifelong Fitness  
Teens Talk Video #13: Video Objectives and Preview Activity  
Section 2: Setting Goals for Lifelong Fitness | **SE: Prentice Hall Health Textbook:** 210-211, 213, 214, 315, 324-327  
TE: 212, 213, 214, 314, 315  
TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
TECH: Teens Talk Video #9: Goals for Healthy Eating and #13: Fit for Life, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom |
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<th>Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. - This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. Students display health-enhancing behaviors to prevent injuries, diseases and disorders.</th>
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| HW.7.1 Examine individual responsibility for improving health. Example: Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction (e.g., BMI, physical fitness testing, nutritional assessment, etc.). |
| SE Lessons |
| SE, TE, TR, TECH |

| HW.7.2 Illustrate a variety of healthy practices that will maintain or improve health. Example: Model strategies to manage grief (e.g., talk with a friend or trusted adult, doing/creating something to honor the memory of the person who has died, locating a support group and / or professional help, etc.). |
| SE Lessons |
| SE, TE, TR, TECH |

| HW.7.3 Model behaviors to reduce health risks. Example: Demonstrate ways to avoid or reduce dating violence and strategies for reporting this violent act. |
| SE Lessons |
| SE, TE, TR, TECH |

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<td><strong>Standard 8</strong> - Students will demonstrate the ability to advocate for personal, family and community health. - This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Advocacy skills help students promote healthy norms and healthy behaviors. Students communicate valid information and convey opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.</td>
<td>SE: Prentice Hall Health Textbook: <strong>Chapter 4</strong>: Mental Disorders and Suicide  <em>Section 2: Eating Disorders  Chapter 23: Chronic Diseases and Disabilities  Section 4: Disabilities</em></td>
<td>SE: Prentice Hall Health Textbook: 93, 626  TE: 92, 626  TR: Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  TECH: Express CD Rom, Student Express CD Rom, Presentation Express CD Rom</td>
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HW.8.4 Modify health messages and communication techniques to a specific target audience. Example: Revise or create a skit for primary and intermediate-age students to encourage them to be drug-free. | **SE: Prentice Hall Health Textbook:** Chapter 17: Preventing Drug Abuse  
Section 2: Factors Affecting Drug Abuse  
Section 4: Choosing to be Drug Free | **SE: Prentice Hall Health Textbook:** 437, 452  
**TE:** 437, 452  
**TR:** Teaching Transparencies with Worksheets, Reading and Note Taking Guide, Companion Website  
**TECH:** Teens Talk Video #17: The Risks of Drug Abuse, Express CD Rom, Student Express CD Rom, Presentation Express CD Rom