



WASHINGTON
Essential Academic Learning Requirements—
Health and Fitness
Benchmark 3—High School
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BENCHMARKS	PAGE REFERENCES
Essential Learning 1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.	
1.1 Develop fundamental and complex movement skills, as developmentally appropriate.	
Apply movement principles and skills to complex activities that enhance a physically active life.	SE: 80-86, 90-92 <i>Figure 85</i> <i>Thinking Critically 86</i> TWE: D 81
1.2 Safely participate in a variety of developmentally appropriate physical activities.	
Incorporate safety procedures into activities and individual fitness plans for leisure and employment.	SE: 89-92, 93-97, 714-718, 723-724 <i>Thinking Critically 97</i> <i>Real Life 100</i> TWE: WT 83 HL 97
1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.	
Develop and monitor progress on individualized fitness goals, based on fitness profiles and national guidelines, in relation to work, fitness activities, and leisure.	SE: 87-92, 791 <i>Health Skills Activity 89</i> <i>Health Minute 90</i> <i>Applying Health Skills 92</i> TWE: HL 90
1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.	
a. Develop and monitor progress on personal nutritional goals, based on national dietary guidelines and individual needs.	SE: 36, 114-121, 122-129 <i>Health Minute 115, 126</i> <i>Figure 124, 125</i> TWE: MA 124
b. Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.	SE: 79, 88-91, 93-97, 123, 134-137 <i>Real Life 84, 100</i> <i>Q&A 96</i> <i>Hands-On Health 678</i> TWE: WT 83
Essential Learning 2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.	
2.1 Recognize patterns of growth and development.	
a. Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health.	SE: 20-21, 313-317, 318-323, 651 <i>Real Life 321</i> <i>Applying Health Skills 323</i> <i>Hands-On Health 650</i> TWE: D 319

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b. Develop strategies to manage hereditary factors that affect growth, development, and health.	SE: 12, 498-503 <i>Exploring Issues</i> 502 <i>Did You Know</i> 503 TWE: CLA 12
c. Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.	SE: 6, 10-11, 20-21, 594-597, 684 <i>Thinking Critically</i> 9 <i>Hands-On Health</i> 678 <i>Figure</i> 685 TWE: CT 20
2.2 Understand the concept of control and prevention of disease.	
a. Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of non-communicable diseases.	SE: 674-680, 681-687, 688-694 <i>Hands-On Health</i> 678 <i>Figure</i> 679, 685 <i>Real Life</i> 692 TWE: HC 679
b. Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.	SE: 134-137, 622-626, 627-634, 648-651 <i>Did You Know</i> 623 <i>Health Minute</i> 625, 641 <i>Real Life</i> 639 TWE: CLA 632
2.3 Acquire skills to live safely and reduce health risks.	
a. Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).	SE: 318-323, 648-651, 652-657, 658-661, 667 <i>Hands-On Health</i> 650 TWE: CLA 660
b. Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.	SE: 330-334, 335-340, 341-347, 348-353, 721-722 <i>Hands-On Health</i> 333 <i>Exploring Issues</i> 339 <i>Health Minute</i> 350 <i>Time Health</i> 355 TWE: HL 350
c. Maintain emergency first-aid skills to assist self and others, when necessary.	SE: 736-741, 742-748, 749-754, 755-759 <i>Health Skills Activity</i> 739 <i>Hands-On Health</i> 753 TWE: MA 751
d. Develop strategies to manage stress and know how to modify these strategies throughout life.	SE: 31, 205-209, 284 <i>Hands-On Health</i> 207 <i>Health Minute</i> 208 TWE: HL 206
e. Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws, and the steps leading to dependence or addiction.	SE: 540-545, 548-550, 551-553, 562-566, 568-573, 574-579, 592-597, 602 TWE: MA 541

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Essential Learning 3: The student analyzes and evaluates the impact of real-life influences on health.	
3.1 Understand how environmental factors affect one's health (air, water, noise, chemicals).	
Assess how the environment impacts choosing healthy places to live, work, and recreate.	SE: 13, 766-771, 772-776, 777-781 <i>Real Life</i> 770 <i>Health Minute</i> 775 TWE: MA 775
3.2 Gather and analyze health information.	
a. Evaluate the accuracy and usefulness of health information for selection of products and services.	SE: 8-9, 48-53, 54-59, 60-63, 64-67 <i>Real Life</i> 51, 235 <i>Time Health</i> 68 TWE: MA 50
b. Analyze the effect of media and technology on personal and community health policy and health promotion.	SE: 15-16, 502-503 <i>Time Health</i> 22 <i>Real Life</i> 490, 564 <i>Applying Health Skills</i> 503 TWE: MA 22 CLA 321
c. Solve a health and fitness problem or issue: * List alternative courses of action. * Choose the course that most fully addresses the needs and requirements of the situation. * Back up the choice with evidence. * Evaluate the outcome.	SE: <i>Exploring Issues</i> 149, 265, 455, 614 <i>Health Skills Activity</i> 304, 566, 601 TWE: CLA 455
3.3 Use social skills to promote health and safety in a variety of situations.	
a. Negotiate conflict situations constructively while maintaining safe and respectful relationships.	SE: 262-267, 307-312 <i>Health Minute</i> 264, 310 <i>Exploring Issues</i> 265 TWE: MA 264
b. Demonstrate social skills to encourage self and others to choose healthy behaviors.	SE: 308 <i>Health Skills Activity</i> 155, 212, 232, 566, 606 <i>Real Life</i> 549 TWE: C 21
3.4 Understand how emotions influence decision-making.	
Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.	SE: 170-177, 180-183, 184-187, 188-190 <i>Real Life</i> 180 <i>Hands-On Health</i> 191 TWE: MA 190
Essential Learning 4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.	
4.1 Analyze health and safety information.	
Investigate the health and fitness requirements for occupational/career areas of interest.	SE: <i>Career Corner</i> 381, 437, 481, 509, 557, 701, 761 TWE: HC 56

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4.2 Develop a health and fitness plan and a monitoring system.	
Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.	SE: 6-9, 87-92, 123-129 <i>Hands-On Health</i> 35 <i>Health Skills Activity</i> 89 <i>Health Minute</i> 90 <i>Applying Health Skills</i> 92 TWE: HL 90

Codes Used for TWE Pages

C	Close
CLA	Cooperative Learning Activity
CT	Critical Thinking
D	Discussing
HC	Home and Community
HL	Health Literacy
MA	More About
WT	What Teens Want to Know