



Teen Health

Course 1

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STANDARDS	PAGE REFERENCES
<p>1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. To meet this standard, the student will:</p>	
<p>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</p>	
<p>Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p>	<p>Student Edition: 134-135, 136-137 can be used as discussion prompts to help facilitate this goal. This standard also can be met using Glencoe's <i>Foundations of Personal Fitness</i> © 2005 74-77, 78-80</p>
<p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p>	
<p>Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Student Edition: 8, 140-141, 266-269 <i>Figure</i> 141, 268 <i>Thinking Critically</i> 271 <i>Time Health</i> 174-175, 250-251, 284-285 Teacher Wraparound Edition: D 268, 269; IS 269; MA 285</p>

STANDARDS	PAGE REFERENCES
<p>1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p>	
<p>Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility-and body composition.</p>	<p>Student Edition: 133-137, 138-141 <i>Applying Health Skills</i> 141 <i>Figure</i> 139 <i>Health Skills Activity</i> 140 <i>Reviewing Terms and Facts</i> 137, 141 <i>Time Health</i> 174-175 Teacher Wraparound Edition: BC 140; C 137, 141</p>
<p>1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p>	
<p>Design nutrition goals based on national dietary guidelines and individual activity needs.</p>	<p>Student Edition: 116-120, 121-124, 126-129 <i>Applying Health Skills</i> 132 <i>Building Health Skills</i> 144-145 <i>Figure</i> 122, 123, 124 <i>Hands-On Health</i> 125 <i>Thinking Critically</i> 125 Teacher Wraparound Edition: BC 128</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p>Student Edition: 10, 45, 117, 120, 128-131, 133-137, 197-198 <i>Analyze</i> 132 <i>Applying Health Skills</i> 137 <i>Building Health Skills</i> 176-177 <i>Developing Good Character</i> 155 <i>Health Skills Activity</i> 91, 199 <i>Time Health</i> 142-143, 174-175 Teacher Wraparound Edition: C 201; MA 136</p>

STANDARDS	PAGE REFERENCES
<p>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. To meet this standard, the student will:</p>	
<p>2.1. Recognize patterns of growth and development.</p>	
<p>Describe the physical, emotional, intellectual, and social changes that occur during puberty.</p>	<p>Student Edition: 37, 165-169, 173 <i>Developing Good Character</i> 167 <i>Explain</i> 179 <i>Figure</i> 37 <i>Thinking Critically</i> 40 Teacher Wraparound Edition: C 169</p>
<p>Identify hereditary factors that affect growth, development, and health.</p>	<p>Student Edition: 170-173, 198 <i>Applying Health Skills</i> 173 <i>Figure</i> 196 <i>Quick Write</i> 170 Teacher Wraparound Edition: QW 170</p>
<p>Describe how nutrition, exercise, and rest influence physical growth and lifelong health.</p>	<p>Student Edition: 10, 45, 117, 120, 128-131, 133-137, 197-198 <i>Analyze</i> 132 <i>Applying Health Skills</i> 137 <i>Building Health Skills</i> 176-177 <i>Developing Good Character</i> 155 <i>Health Skills Activity</i> 91, 199 <i>Time Health</i> 142-143, 174-175 Teacher Wraparound Edition: C 201; MA 136</p>
<p>2.2. Understand the concept of control and prevention of disease.</p>	
<p>Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.</p>	<p>Student Edition: 105, 196-201 <i>Applying Health Skills</i> 201 <i>Health Skills Activity</i> 199 <i>Thinking Critically</i> 201 Teacher Wraparound Edition: C 201</p>

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Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	Student Edition: 187-190, 191-195 <i>Figure 188, 189, 192</i> <i>Quick Write 187</i> <i>Time Health 202-203</i> Teacher Wraparound Edition: HL 189
2.3. Acquire skills to live safely and reduce health risks.	
Explain the adverse physical, emotional, and economic consequences of being sexually active.	Student Edition: 39, 191-195 <i>Applying Health Skills 40, 195</i> <i>Figure 192</i> Teacher Wraparound Edition: CCA 39; MA 194
Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.	Student Edition: 10-12, 14-19, 39, 70-75, 197-201, 212-217, 218-221, 230-233, 239, 240-245, 246-249, 258-259, 261-265, 266-269 <i>Building Health Skills 78-79, 224-225, 252-253</i> <i>Developing Good Character 5, 56, 155, 263</i> <i>Figure 74</i> <i>Health Skills Activity 18, 199, 264</i> <i>Thinking Critically 201</i> <i>Time Health 76-77, 250-251</i> Teacher Wraparound Edition: C 75, 201
Recognize emergency situations and respond appropriately and safely.	Student Edition: 270-271 <i>Applying Health Skills 277</i> <i>Connect to Language Arts 140</i> <i>Developing Good Character 273</i> <i>Figure 273, 275</i> <i>List 277</i> Teacher Wraparound Edition: C 277; COM 275

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<p>Demonstrate skills that help self and others in emergency or crisis.</p>	<p>Student Edition: 272-276 <i>Connect to Language Arts</i> 140 <i>Developing Good Character</i> 273 <i>Figure</i> 273, 275 <i>Health Skills Activity</i> 270 <i>With a Group</i> 277 Teacher Wraparound Edition: C 277</p>
<p>Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.</p>	<p>Student Edition: 10, 41-45 <i>Applying Health Skills</i> 45 <i>Building Health Skills</i> 48-49 <i>Hands-On Health</i> 44 <i>Quick Start</i> 41 <i>Suggest</i> 51 <i>Thinking Critically</i> 45 <i>Time Health</i> 46-47 Teacher Wraparound Edition: C 45; T 46</p>
<p>Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.</p>	<p>Student Edition: 8, 40, 63-65, 240-245, 246-249 <i>Applying Health Skills</i> 245 <i>Connect to Social Studies</i> 247 <i>Explain</i> 165 <i>Figure</i> 240, 241, 246 <i>Hands-On Health</i> 244 <i>Health Skills Activity</i> 64, 248 <i>Quick Write</i> 246 Teacher Wraparound Edition: C 249; GS 64</p>

STANDARDS	PAGE REFERENCES
<p>3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard, the student will:</p>	
<p>3.1. Understand how environmental factors that affect one’s health (air, water, noise, chemicals).</p>	
<p>Describe the influence of environmental factors that positively and negatively affect health.</p>	<p>Student Edition: 278-283 <i>Building Health Skills</i> 286-287 <i>Figure</i> 196, 283 <i>Hands-On Health</i> 282 Teacher Wraparound Edition: AK 198; D 279</p>
<p>3.2. Gather and analyze health information.</p>	
<p>Distinguish between safe and unsafe use of health-care products.</p>	<p>Student Edition: 100-107, 237-239 <i>Building Health Skills</i> 110-111 <i>Developing Good Character</i> 235 <i>Figure</i> 237 <i>Health Skills Activity</i> 102 <i>Quick Write</i> 100 <i>Thinking Critically</i> 103 Teacher Wraparound Edition: CLA 102; MA 235</p>
<p>Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.</p>	<p>Student Edition: 62, 63 <i>Applying Health Skills</i> 132, 137, 190 <i>Developing Good Character</i> 62, 134, 241 <i>Figure</i> 65, 247 <i>Hands-On Health</i> 244 <i>Time Health</i> 222-223 <i>Time to Think</i> 251 Teacher Wraparound Edition: CLA 64</p>
<p>Analyze health-care needs and identify sources of health care.</p>	<p>Student Edition: 104-107 <i>Applying Health Skills</i> 107 <i>Career Corner</i> 179 Teacher Wraparound Edition: BC 202; C 107</p>

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3.3. Use social skills to promote health and safety in a variety of situations.	
Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	Student Edition: 11, 40, 56, 66-69, 70-75 <i>Applying Health Skills</i> 169 <i>Building Health Skills</i> 78-79 <i>Developing Good Character</i> 72 <i>Health Skills Activity</i> 73 <i>Photo</i> 71 Teacher Wraparound Edition: CLA 74; D 72
Identify effective social skills to avoid risky situations.	Student Edition: 9, 11, 64-65, 221, 246 <i>Applying Health Skills</i> 40 <i>Building Health Skills</i> 224-225 <i>Health Skills Activity</i> 64, 248 Teacher Wraparound Edition: GS 64
3.4. Understand how emotions influence decision-making.	
Describe how emotions may influence decision making and strategies about how to act in emotional situations.	Student Edition: 36-39 <i>Apply</i> 40 <i>Developing Good Character</i> 39 <i>Health Skills Activity</i> 39 <i>Reviewing Terms and Facts</i> 40 Teacher Wraparound Edition: C 40; CLA 37
4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. To meet this standard, the student will:	
4.1. Analyze health and safety information.	
Identify workplace health and safety issues associated with occupational/career fields of interest.	Student Edition: 21, 179 <i>Career Corner</i> 289

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<p>4.2. Develop a health and fitness plan and a monitoring system.</p>	
<p>Develop a support system and record-keeping system to achieve health and fitness goals.</p>	<p>Student Edition: 20-23, 138-141 <i>Applying Health Skills</i> 23, 141 <i>Building Health Skills</i> 204-205 <i>Hands-On Health</i> 6 <i>Health Skills Activity</i> 22, 140 <i>Quick Write</i> 8, 20</p> <p>Teacher Wraparound Edition: BC 140; C 141</p>