



Teen Health

Course 2

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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: 54-58 <i>Applying Health Skills</i> 58</p> <p>Teacher Wraparound Edition: HA 52; VL 56</p> <p>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: 56, 57, 70, 76, 78-79, 404-409</p> <p>Teacher Wraparound Edition: CLA 76; Di 76; HL 407; HO 52; LE 70; MA 405, 406</p>	

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<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: 36-39, 54-58, 69-73 <i>Building Health Skills</i> 82-83 <i>Time Health</i> 80-81 Teacher Wraparound Edition: C 58; CLA 72; F 53; HA 52; HSP 68; JW 38; LE 70; LI 57; TT 81</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: 88-93, 94-97, 98-101 <i>Applying Health Skills</i> 39 <i>Building Health Skills</i> 114-115 <i>Health Skills Activity</i> 354 <i>Time Health</i> 178-179 Teacher Wraparound Edition: ALS 100; BC 92; GI 96; HA 86</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p>Student Edition: 77-78, 111 <i>Applying Health Skills</i> 39 <i>Time Health</i> 178-179 Teacher Wraparound Edition: Di 77, 78; MA 78; WTWK 90</p>
<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: 154-159, 164-165, 174-175 <i>Time Health</i> 208-209 Teacher Wraparound Edition: C 159; Di 155, 158; HL 222; MA 175; VL 156; WTWK 166</p>
<p>Identify hereditary factors that affect growth, development, and health.</p>	<p>Student Edition: 9, 170-172, 364 Teacher Wraparound Edition: C 159; WTWK 365</p>

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Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	<p>Student Edition: 28, 54-58, 63, 106-107, 109, 111 <i>Applying Health Skills</i> 39 <i>Building Health Skills</i> 114-115 <i>Health Skills Activity</i> 354, 377 <i>Time Health</i> 18-19, 178-179</p> <p>Teacher Wraparound Edition: CLA 95; CT 55; En 58; FYI 373; HL 18; MA 60; RC 55</p>
2.2. Understand the concept of control and prevention of disease.	
Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	<p>Student Edition: 280, 364-369, 370-375, 376-379, 380-383 <i>Building Health Skills</i> 386-387</p> <p>Teacher Wraparound Edition: An 374; C 375; FYI 373; GS 378, 382; HL 377; Re 124, 372</p>
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<p>Student Edition: 280, 332-335, 341-345, 346-351, 352-355</p> <p>Teacher Wraparound Edition: BC 350; C 340; Di 333; HL 338; HSP 343; MA 279; PCSH 339</p>
2.3. Acquire skills to live safely and reduce health risks.	
Explain the adverse physical, emotional, and economic consequences of being sexually active.	<p>Student Edition: 176, 232-233, 350-351 <i>Building Health Skills</i> 180-181, 358-359 <i>Developing Good Character</i> 175</p> <p>Teacher Wraparound Edition: AA 181; Co 233; DGC 232, 351</p>
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.	<p>Student Edition: 12-17, 176, 254-255, 394-397, 398-403, 404-409, 410-415 <i>Building Health Skills</i> 424-425</p> <p>Teacher Wraparound Edition: AK 402; CLA 411; HL 400; MA 405; RC 396</p>
Recognize emergency situations and respond appropriately and safely.	<p>Student Edition: 400, 410-415, 416-421 <i>Applying Health Skills</i> 257</p> <p>Teacher Wraparound Edition: B 260; Co 419; HL 395, 400; MA 321; WTWK 414</p>

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Demonstrate skills that help self and others in emergency or crisis.	Student Edition: 261-263, 399, 417-421 <i>Applying Health Skills</i> 257 <i>Building Health Skills</i> 424-425 <i>Health Skills Activity</i> 206 Teacher Wraparound Edition: B 260; CLA 411; Co 418; GS 367; HL 395; MA 262
Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	Student Edition: 198-202, 355 <i>Building Health Skills</i> 210-211 <i>Thinking Critically</i> 212 #18 Teacher Wraparound Edition: BC 200; De 201; HA 186; Re 354; TT 210
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	Student Edition: 79, 232, 285-286, 287-289, 303 <i>Building Health Skills</i> 294-295, 318-323, 326-327 Teacher Wraparound Edition: MA 232; Re 78
3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard, the student will:	
3.1. Understand how environmental factors that affect one's health (air, water, noise, chemicals).	
Describe the influence of environmental factors that positively and negatively affect health.	Student Edition: 9, 290-291, 430-434 <i>Applying Health Skills</i> 172 <i>Health Skills Activity</i> 281 Teacher Wraparound Edition: CLA 433; In 432; IS 432; WTWK 365
3.2. Gather and analyze health information.	
Distinguish between safe and unsafe use of health-care products.	Student Edition: 137-141, 302-303, 369 <i>Applying Health Skills</i> 135 Teacher Wraparound Edition: CLA 89, 433; HAS 27; WTWK 90

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Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	<p>Student Edition: 11, 31-35, 197 <i>Applying Health Skills</i> 73 #8, 177 <i>Building Health Skills</i> 114-115 <i>Health Skills Activity</i> 277</p> <p>Teacher Wraparound Edition: Ad 72; CCA 29; CLA 110; HL 14; HSP 34; IE 32; MA 133</p>
Analyze health-care needs and identify sources of health care.	<p>Student Edition: 120, 128-129, 131, 142-145, 163, 167, 355</p> <p>Teacher Wraparound Edition: BC 122, 171; GS 129; HSP 368; Re 144</p>
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.	<p>Student Edition: 40-41, 192, 195-196, 219, 224-225, 227, 244-247, 248-251</p> <p><i>Applying Health Skills</i> 43 <i>Building Health Skills</i> 238-239 <i>Health Skills Activity</i> 218</p> <p>Teacher Wraparound Edition: CLA 28; CP 32; DGC 30; Di 158; HSP 249</p>
Identify effective social skills to avoid risky situations.	<p>Student Edition: 29, 228-229, 231-235, 250</p> <p><i>Applying Health Skills</i> 17, 79, 177 <i>Building Health Skills</i> 326-327 <i>Health Skills Activity</i> 15, 323 <i>Time Health</i> 264-265</p> <p>Teacher Wraparound Edition: HA 24; HAS 234; MA 233</p>
3.4. Understand how emotions influence decision-making.	
Describe how emotions may influence decision making and strategies about how to act in emotional situations.	<p>Student Edition: 31-35, 188, 191, 197</p> <p><i>Applying Health Skills</i> 177 <i>Health Skills Activity</i> 196 <i>Thinking Critically</i> 49 #18</p> <p>Teacher Wraparound Edition: DGC 156; HSP 157</p>

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<p>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:</p>	
<p>4.1. Analyze health and safety information.</p>	
<p>Identify workplace health and safety issues associated with occupational/career fields of interest.</p>	<p>Student Edition: <i>Career Corners</i> 23, 85, 117, 183, 213, 241, 269, 297, 329, 361 (can be used to begin a discussion on workplace safety) Teacher Wraparound Edition: BC 143</p>
<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: 27, 69-73 <i>Applying Health Skills</i> 202, 379 <i>Building Health Skills</i> 82-83, 386-387 Teacher Wraparound Edition: ALS 100; C 58; CLA 72; HSP 68; JW 96; Li 57; TT 19, 81</p>