



# Teen Health

*Course 3*

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STANDARDS		PAGE REFERENCES
<p><b>1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.</b> To meet this standard, the student will:</p>		
<p><b>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</b></p>		
<p>Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p>	<p><b>Student Edition:</b> 236, 237</p> <p><b>Teacher Wraparound Edition:</b> De 226, 233; In 227; VL 228, 233</p> <p>This standard also can be met using Glencoe's <i>Foundations of Personal Fitness</i> © 2005 74-77, 78-80.</p>	
<p><b>1.2. Safely participates in a variety of developmentally appropriate physical activities.</b></p>		
<p>Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p><b>Student Edition:</b> 238-241</p> <p><i>Building Health Skills</i> 540-541</p> <p><i>Thinking Critically</i> 247 #19</p> <p><i>Time Health</i> 242-243</p> <p><b>Teacher Wraparound Edition:</b> CT 234, 239; D 240; HL 231, 243; Re 238; TT 243</p>	

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<p><b>1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</b></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><b>Student Edition:</b> 31-33, 221-223, 224-229, 230-235 <i>Building Health Skills</i> 244-245 <i>Hands-On Health</i> 226 <i>Thinking Critically</i> 235 #5</p> <p><b>Teacher Wraparound Edition:</b> An 233; As 234; Di 225; HAS 231; HL 227; HSP 232</p>
<p><b>1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.</b></p>	
<p>Design nutrition goals based on national dietary guidelines and individual activity needs.</p>	<p><b>Student Edition:</b> 192-195, 196-201, 202-207, 208-211, 238 <i>Building Health Skills</i> 214-215</p> <p><b>Teacher Wraparound Edition:</b> BC 212; HL 199; HO 190; ML 197</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p><b>Student Edition:</b> 194-195, 202-203, 208-211, 220-223, 238, 250-255 <i>Building Health Skills</i> 214-215 <i>Thinking Critically</i> 247 #20</p> <p><b>Teacher Wraparound Edition:</b> HL 12, 199; WT 374</p>
<p><b>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:</b></p>	
<p><b>2.1. Recognize patterns of growth and development.</b></p>	
<p>Describe the physical, emotional, intellectual, and social changes that occur during puberty.</p>	<p><b>Student Edition:</b> 8-13, 86-90, 142-146, 400-405, 431</p> <p><b>Teacher Wraparound Edition:</b> HL 119; HSP 87; In 10; MA 11, 64, 386, 404; ML 9</p>
<p>Identify hereditary factors that affect growth, development, and health.</p>	<p><b>Student Edition:</b> 421-425, 485</p> <p><b>Teacher Wraparound Edition:</b> CCA 422</p>

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Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	<b>Student Edition:</b> 14-16, 194-195, 220-223, 238, 250-255, 371, 375, 380 <i>Thinking Critically</i> 217 #19 <b>Teacher Wraparound Edition:</b> HL 12; MA 434; WT 15, 200, 429
<b>2.2. Understand the concept of control and prevention of disease.</b>	
Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	<b>Student Edition:</b> 476-479, 480-483, 484-488, 489-493, 494-497 <i>Time Health</i> 498-499 <b>Teacher Wraparound Edition:</b> BC 478; MA 434, 482
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<b>Student Edition:</b> 446-449; 452-453, 454-457 <i>Building Health Skills</i> 470-471 <b>Teacher Wraparound Edition:</b> ALS 460; CLA 451; Di 461; HL 460; MA 452; Sy 455
<b>2.3. Acquire skills to live safely and reduce health risks.</b>	
Explain the adverse physical, emotional, and economic consequences of being sexually active.	<b>Student Edition:</b> 17, 132-133, 151-155, 458-463 <i>Applying Health Skills</i> 19 <b>Teacher Wraparound Edition:</b> CCA 424; Di 152, 154; MA 132; Re 154
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.	<b>Student Edition:</b> 175-176, 238-241, 509-513, 514-519, 520-523 <i>Building Health Skills</i> 540-541 <b>Teacher Wraparound Edition:</b> BC 369; CT 239; Di 511; HL 231; Re 238; WT 175, 512
Recognize emergency situations and respond appropriately and safely.	<b>Student Edition:</b> 512-513, 517, 520-523, 524-527, 528-532, 533-537 <i>Connect to Science</i> 511 <b>Teacher Wraparound Edition:</b> ALS 525; CL 532; CLA 526; MA 535

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Demonstrate skills that help self and others in emergency or crisis.	<b>Student Edition:</b> 98-100, 101-105, 259, 512-513, 517, 520-523, 524-527, 528-532, 533-537 <b>Teacher Wraparound Edition:</b> ALS 525; CL 532; CLA 526; MA 134, 535
Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	<b>Student Edition:</b> 39-43 <i>Applying Health Skills</i> 280 <i>Building Health Skills</i> 112-113, 500-501 <i>Health Skills Activity</i> 222, 398, 430 <i>Time Health</i> 50-51, 406-407 <b>Teacher Wraparound Edition:</b> AK 41; BC 51; De 42; GS 40; WT 40
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	<b>Student Edition:</b> 241, 275, 276-280, 281-285, 286, 289, 308-311, 330-333 <i>Building Health Skills</i> 292-293, 314-315 <i>Health Skills Activity</i> 240, 284 <b>Teacher Wraparound Edition:</b> CLA 284; HL 50
<b>3. The student analyzes and evaluates the impact of real-life influences on health.</b> <b>To meet this standard, the student will:</b>	
<b>3.1. Understand how environmental factors that affect one's health (air, water, noise, chemicals).</b>	
Describe the influence of environmental factors that positively and negatively affect health.	<b>Student Edition:</b> 49, 306-307, 347, 520-523, 546-551 <i>Health Skills Activity</i> 346 <b>Teacher Wraparound Edition:</b> BA 558; CI 551; CL 546; Di 547; IS 550; MA 549; Ob 548
<b>3.2. Gather and analyze health information.</b>	
Distinguish between safe and unsafe use of health-care products.	<b>Student Edition:</b> 58-62, 68-69, 270-275 <i>Applying Health Skills</i> 201 <b>Teacher Wraparound Edition:</b> Co 272; FYI 273; HO 268; In 238

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Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	<b>Student Edition:</b> 28-30, 45, 48-49, 147-150 <i>Applying Health Skills</i> 19, 62 <i>Building Health Skills</i> 52-53 <i>Thinking Critically</i> 25 #19 <i>Time Health</i> 260-261 <b>Teacher Wraparound Edition:</b> JW 47; MA 47, 59
Analyze health-care needs and identify sources of health care.	<b>Student Edition:</b> 63-67, 351, 356, 395, 452-453 <i>Applying Health Skills</i> 67 <b>Teacher Wraparound Edition:</b> An 351; Co 487; Di 64, 461; HL 379
<b>3.3. Use social skills to promote health and safety in a variety of situations.</b>	
Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	<b>Student Edition:</b> 168-171 <i>Building Health Skills</i> 184-185 <i>Time Health</i> 182-183 <b>Teacher Wraparound Edition:</b> AK 173; BC 169, 182; C 167; CLA 170; HSP 171
Identify effective social skills to avoid risky situations.	<b>Student Edition:</b> 35-38, 147-150, 168-171 <i>Building Health Skills</i> 52-53, 136-137 <i>Health Skills Activity</i> 284, 332 <b>Teacher Wraparound Edition:</b> BC 169; CLA 37, 149, 284; De 149; HSP 37
<b>3.4. Understand how emotions influence decision-making.</b>	
Describe how emotions may influence decision making and strategies about how to act in emotional situations.	<b>Student Edition:</b> 28-30, 59-60, 91-95 <i>Building Health Skills</i> 158-159 <i>Health Skills Activity</i> 121, 258 <b>Teacher Wraparound Edition:</b> BC 135; HSP 16; JW 194; VL 29

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<p><b>4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.</b>  <b>To meet this standard, the student will:</b></p>	
<p><b>4.1. Analyze health and safety information.</b></p>	
<p>Identify workplace health and safety issues associated with occupational/career fields of interest.</p>	<p><b>Student Edition:</b>  <i>Career Corners</i> 55, 81, 115, 139, 217, 247, 265, 295, 317, 412, 473 (can be used to discuss safety in different work settings)</p>
<p><b>4.2. Develop a health and fitness plan and a monitoring system.</b></p>	
<p>Develop a support system and record-keeping system to achieve health and fitness goals.</p>	<p><b>Student Edition:</b>  47, 232, 235  <i>Applying Health Skills</i> 255  <i>Building Health Skills</i> 244-245  <i>Hands-On Health</i> 226  <b>Teacher Wraparound Edition:</b>  AS 237; BC 221; CLA 232; HAS 231; HO 218;  HSP 232; MA 228</p>