



# Health & Wellness

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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>Apply movement principles and skills to complex activities that enhance a physically active life.</p>	<p><b>Student Edition:</b> 376-378, 379, 380-381, 382-383, 384-387, 388-389, 393 <b>Teacher Wraparound Edition:</b> QD 380; TF 379</p>
<p><b>1.2. Safely participates in a variety of developmentally appropriate physical activities.</b></p>	
<p>Incorporate safety procedures into activities and individual fitness plans for leisure and employment.</p>	<p><b>Student Edition:</b> 389, 394-395, 396-397 <i>Speaking Out</i> 398 <b>Teacher Wraparound Edition:</b> CD 379; Ex 388; LI 387; TF 387</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>Develop and monitor progress on individualized fitness goals based on fitness profiles and national guidelines, in relation to work, fitness activities, and leisure.</p>	<p><b>Student Edition:</b> 32, 57, 370, 371-372, 393 <i>Activity: Using Life Skills</i> 59, 383 <i>Sharpen Your Life Skills</i> 63 <b>Teacher Wraparound Edition:</b> AHL 371; HP 58, 377</p>
<p><b>1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.</b></p>	
<p>Develop and monitor progress on personal nutritional goals based on national dietary guidelines and individual needs.</p>	<p><b>Student Edition:</b> 221, 283, 284, 285, 286, 287, 289, 295, 296, 297, 299, 311, 312, 313, 314 <i>Activity: Using Life Skills</i> 292 <i>Facts About</i> 298 <b>Teacher Wraparound Edition:</b> CCC 220; CI 304; FI 224; HP 210</p>
<p>Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.</p>	<p><b>Student Edition:</b> 283, 284, 285, 286, 287, 288, 289, 312, 313, 314 <i>Facts About</i> 298 <b>Teacher Wraparound Edition:</b> CA 287, 289, 297; EC 28; FI 289; HP 296</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>Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.</p>	<p><b>Student Edition:</b> 136-139, 227, 228-229, 230-231, 232-233, 234, 235, 236-237, 238-239, 240 <b>Teacher Wraparound Edition:</b> DI 229</p>
<p>Develop strategies to manage hereditary factors that affect growth, development, and health.</p>	<p><b>Student Edition:</b> 9, 243-245, 344 <i>Facts About</i> 22 <b>Teacher Wraparound Edition:</b> AHL 14; FI 211, 237, 307, 518; HP 22, 244; TF 9</p>

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Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.	<p><b>Student Edition:</b> 7, 27, 168-169, 210, 213, 214, 215, 216, 217, 221, 316-317, 318, 319</p> <p><i>Activity: Using Life Skills</i> 59, 233, 239, 317, 372</p> <p><i>Facts About</i> 298</p> <p><b>Teacher Wraparound Edition:</b> AHL 371; EC 30, 168; HP 22; TF 29</p>
<b>2.2. Understand the concept of control and prevention of disease.</b>	
Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of non-communicable diseases.	<p><b>Student Edition:</b> 233, 271-273, 303, 304-305, 306, 307, 308, 494-495, 496, 515-517, 518-520, 523-524, 531</p> <p><b>Teacher Wraparound Edition:</b> AHL 14, 239; CA 287; CD 233, 239; HP 22</p>
Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.	<p><b>Student Edition:</b> 168, 320-321, 487-488, 491-493, 499-501, 502-503, 504-505, 506-507, 508-509</p> <p><i>Facts About</i> 486</p> <p><b>Teacher Wraparound Edition:</b> CC 320, 488; HP 214</p>
<b>2.3. Acquire skills to live safely and reduce health risks.</b>	
Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).	<p><b>Student Edition:</b> 167, 168-169, 170-171, 172-173, 174-175, 187, 198-200, 201-202</p> <p><i>Speaking Out</i> 176</p> <p><b>Teacher Wraparound Edition:</b> CC 175; EC 168; FMC 169 #3</p>
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.	<p><b>Student Edition:</b> 117, 140-142, 144-146, 184, 394-395, 396-397, 410, 464-465, 469-470, 639, 640-641, 642-643, 646-647, 660, 661-662, 671, 675, 676-677</p> <p><b>Teacher Wraparound Edition:</b> CA 114; Ex 457; QD 32</p>
Maintain emergency first-aid skills to assist self and others, when necessary.	<p><b>Student Edition:</b> 712, 714-715, 716-717, 718-719, 720, 723-724, 725-727, 728-732, 733, 734-738, 740-743, 744-747</p> <p><b>Teacher Wraparound Edition:</b> CA 731; Ex 739</p>

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Develop strategies to manage stress and know how to modify these strategies throughout life.	<b>Student Edition:</b> 100-103, 104-105 <i>Critical Thinking</i> 107 #26 <i>Speaking Out</i> 106 <b>Teacher Wraparound Edition:</b> CA 367; CD 105, 368; HP 14, 218; NH 28; TF 103; TT 100
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.	<b>Student Edition:</b> 47, 414-415, 418, 419, 422, 434, 450, 453, 464-465, 469-470, 471, 472 <i>Facts About</i> 441 <i>Health News</i> 125, 415 <b>Teacher Wraparound Edition:</b> FMC 105 #3; HP 408; LI 248, 407, 440, 455
<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 affect one’s health (air, water, noise, chemicals).</b>	
Assess how the environment impacts choosing healthy places to live, work, and recreate.	<b>Student Edition:</b> 396-397, 428, 595-598, 603-605, 606, 607-608, 609-610 <b>Teacher Wraparound Edition:</b> CCC 11, 215; CD 30; CI 457; DI 305; EC 604, 605; FMC 31 #4; HP 596
<b>3.2. Gather and analyze health information.</b>	
Evaluate the accuracy and usefulness of health information for selection of products and services.	<b>Student Edition:</b> 12-13, 14, 17-19, 20-21, 37-38, 583-584 <i>Activity: Using Life Skills</i> 417 <i>Evaluating Media Messages</i> 593 <b>Teacher Wraparound Edition:</b> CD 6; FMC 10 #3; HO 3; HP 7; TF 6; TM 2; WYV 281
Analyze the effect of media and technology on personal and community health policy and health promotion.	<b>Student Edition:</b> 7, 35-36, 37-38, 233, 245, 276, 421, 430-431, 558-560, 561-562 <b>Teacher Wraparound Edition:</b> CCC 632; CI 326; EC 346; HO 3; TM 2

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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.	<b>Student Edition:</b> 61, 62, 172-173, 416-417, 418, 422, 434, 450, 453 <i>Activity: Using Life Skills</i> 171, 648 <b>Teacher Wraparound Edition:</b> FI 450; NH 422
<b>3.3. Use social skills to promote health and safety in a variety of situations.</b>	
Negotiate conflict situations constructively while maintaining safe and respectful relationships.	<b>Student Edition:</b> 47, 49-50, 51-52, 53, 54, 144-146, 184, 463, 661-662, 675 <b>Teacher Wraparound Edition:</b> CA 464; CD 51; EC 51; Ex 54; FI 47, 53; NH 49; WW 40
Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.	<b>Student Edition:</b> 45-46, 47, 60, 61, 62, 78, 79, 80, 96, 97, 98-99, 109, 172-173, 416, 422 <i>Activity: Using Life Skills</i> 470 <b>Teacher Wraparound Edition:</b> AHL 61, 509; Ex 45; HP 51
<b>3.4. Understand how emotions influence decision-making.</b>	
Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.	<b>Student Edition:</b> 45-46, 47, 60, 61, 62, 78, 79, 80, 96, 97, 98-99, 109, 172-173, 416, 422 <i>Activity: Using Life Skills</i> 470 <b>Teacher Wraparound Edition:</b> AHL 61, 509; Ex 45; HP 51
<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>	
<b>4.1. Analyze health and safety information.</b>	
Investigate the health and fitness requirements for occupational/career areas of interest.	<b>Student Edition:</b> <i>Investigating Health Careers</i> 71, 131, 205, 279, 339, 401, 481 <i>Speaking Out</i> 398 <b>Teacher Wraparound Edition:</b> CC 536; CI 378, 380, 395; HP 30, 246

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<b>4.2. Develop a health and fitness plan and a monitoring system.</b>	
Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.	<p><b>Student Edition:</b>  6-9, 14, 27, 32, 57, 118-120  <i>Activity: Using Life Skills</i> 59, 233, 239, 317  <i>Facts About</i> 298  <i>Sharpen Your Life Skills</i> 33, 63</p> <p><b>Teacher Wraparound Edition:</b>  AHL 371; HP 22, 58, 101</p>