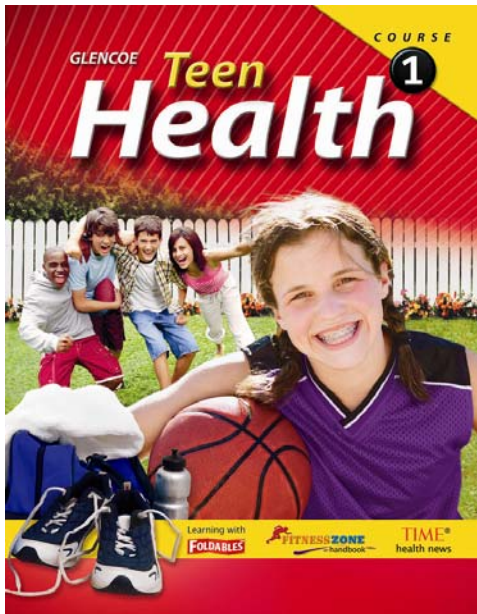




**Glencoe**

Learning Standards  
Health  
Middle/Junior High School



COURSE  
**1**

*Teen*  
**Health**

© 2009

**STANDARDS**

**PAGE REFERENCES**

**STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**Why This Goal Is Important:** Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**19.A.3** Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.

**Student Edition:**

Physical activity is described in general terms in Chapter 5, Lessons 1 and 2.

**B. Analyze various movement concepts and applications.**

**19.B.3** Compare and contrast efficient and inefficient movement patterns.

**Student Edition:**

Physical activity is described in general terms in Chapter 5, Lessons 1 and 2.

STANDARDS	PAGE REFERENCES
<b>C. Demonstrate knowledge of rules, safety and strategies during physical activity.</b>	
<p><b>19.C.3a</b> Apply rules and safety procedures in physical activities.</p>	<p><b>Student Edition:</b>            132-135, 305-307  <i>Applying Health Skills</i> 180, 184  <i>Health Skills Activity</i> 299  <i>Time health news</i> 138  <i>Write About It</i> 141 #4</p> <p><b>Teacher Wraparound Edition:</b>            Ac 138; AL 133; DW 134; WS 303</p>
<p><b>19.C.3b</b> Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.</p>	<p><b>Student Edition:</b>            Physical activity is described in general terms in Chapter 5, Lessons 1 and 2.</p>
<b>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>	
<p><b>Why This Goal Is Important:</b> Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.</p>	
<b>A. Know and apply the principles and components of health-related fitness.</b>	
<p><b>20.A.3a</b> Identify the principles of training: frequency, intensity, time and type (FITT).</p>	<p><b>Student Edition:</b>            128  <i>Building Health Skills</i> 288-289  <i>Time health news</i> 138</p> <p><b>Teacher Wraparound Edition:</b>            HSP 128</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 pages 82-89.</p>
<p><b>20.A.3b</b> Identify and participate in activities associated with the components of health-related fitness.</p>	<p><b>Student Edition:</b>            123-124, 126-131  <i>Building Health Skills</i> 136-137, 288-289  <i>Thinking Critically</i> 29 #5, 131 #4  <i>Time health news</i> 138</p> <p><b>Teacher Wraparound Edition:</b>            C 125; HSC 128; RS 128</p>

STANDARDS	PAGE REFERENCES
<b>B. Assess individual fitness levels.</b>	
<p><b>20.B.3a</b> Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.</p>	<p><b>Student Edition:</b> 128, 129-130 <i>Health Online</i> 189</p> <p><b>Teacher Wraparound Edition:</b> CT 130; RS 129; TH 129</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 pages 85-87.</p>
<p><b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.</p>	<p><b>Student Edition:</b> 127</p> <p><i>Building Health Skills</i> 136-137 <i>Time health news</i> 138</p> <p><b>Teacher Wraparound Edition:</b> HL 123</p>
<b>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</b>	
<p><b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.</p>	<p><b>Student Edition:</b> 20-23, 126-131</p> <p><i>Applying Health Skills</i> 35 <i>Building Health Skills</i> 136-137, 288-289 <i>Thinking Critically</i> 29 #15 <i>Write About It</i> 29 #17</p> <p><b>Teacher Wraparound Edition:</b> HSP 46; QW 20; TH 21, 121</p>
<p><b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities.</p>	<p><b>Student Edition:</b> 126</p> <p><i>Applying Health Skills</i> 131 <i>Health Skills Activity</i> 122 <i>Time health news</i> 138</p> <p><b>Teacher Wraparound Edition:</b> HSC 130; PC 124</p>
<p><b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.</p>	<p><b>Student Edition:</b> 127-131</p> <p><i>Building Health Skills</i> 136-137, 288-289 <i>Time health news</i> 138</p> <p><b>Teacher Wraparound Edition:</b> CT 129; PC 103</p>

STANDARDS	PAGE REFERENCES
<p><b>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</b></p>	
<p><b>Why This Goal Is Important:</b> As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.</p>	
<p><b>A. Demonstrate individual responsibility during group physical activities.</b></p>	
<p><b>21.A.3a</b> Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).</p>	<p><b>Student Edition:</b> Physical activity is described in general terms in Chapter 5, Lessons 1 and 2.</p>
<p><b>21.A.3b</b> Participate in establishing procedures for group physical activities.</p>	<p><b>Student Edition:</b> 39 Physical activity is described in general terms in Chapter 5, Lessons 1 and 2. <b>Teacher Wraparound Edition:</b> NC 3</p>
<p><b>21.A.3c</b> Remain on task independent of distraction (e.g., peer pressure, environmental stressors).</p>	<p><b>Student Edition:</b> Physical activity is described in general terms in Chapter 5, Lessons 1 and 2.</p>
<p><b>B. Demonstrate cooperative skills during structured group physical activity.</b></p>	
<p><b>21.B.3</b> Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).</p>	<p><b>Student Edition:</b> Physical activity is described in general terms in Chapter 5, Lessons 4 and 5.</p>

## STANDARDS

## PAGE REFERENCES

**STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

**Why This Goal Is Important:** Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

**A. Explain the basic principles of health promotion, illness prevention and safety.**

**22.A.3a** Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).

**Student Edition:**

7, 12-15, 44, 51-53, 77, 80, 108-111, 228, 230-231, 256-259

*Applying Health Skills* 131

*Building Health Skills* 234-235

*Health Skills Activity* 48, 209

*Time health news* 138

**Teacher Wraparound Edition:**

CP 95; HL 47; HSC 79, 110; HSP 189; PC 164; RS 13; WT 76

**22.A.3b** Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).

**Student Edition:**

7, 11, 80, 99-101, 102-107, 120-125, 145-150, 151-154, 163-167, 275, 282-287

*Time Health News* 138

**Teacher Wraparound Edition:**

CP 6; CT 164; En 7; HL 96, 123, 146, 182; HSC 189; WT 160

**22.A.3c** Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).

**Student Edition:**

84-85, 162, 296-298, 300-304, 305-307, 308-311, 312-317

*Health Skills Activity* 64, 299

*Thinking Critically* 327 #15

**Teacher Wraparound Edition:**

APK 300; HL 297; HSC 306

**22.A.3d** Identify various careers involved in health promotion, health care and injury prevention.

**Student Edition:**

*Career Corner* 29, 59, 91, 117, 141, 173, 199, 239, 265, 293, 327

STANDARDS	PAGE REFERENCES
<b>B. Describe and explain the factors that influence health among individuals, groups and communities.</b>	
<p><b>22.B.3</b> Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).</p>	<p><b>Student Edition:</b>  15, 38, 76  <i>Applying Health Skills</i> 77  <i>Health Skills Activity</i> 166  <i>Thinking Critically</i> 327 #15  <i>Time health news</i> 236  <i>Write About It</i> 29 #17</p> <p><b>Teacher Wraparound Edition:</b>  Ac 236; DGC 9, 35; HOH 26; HSC 38, 161, 270</p>
<b>C. Explain how the environment can affect health.</b>	
<p><b>22.C.3a</b> Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).</p>	<p><b>Student Edition:</b>  9, 232-233, 318-320  <i>Thinking Critically</i> 321 #4  <i>Write About It</i> 239 #14</p> <p><b>Teacher Wraparound Edition:</b>  AL 320; RS 319</p>
<p><b>22.C.3b</b> Develop potential solutions to address environmental problems that affect the local community's health.</p>	<p><b>Student Edition:</b>  320-321  <i>Building Health Skills</i> 322-323  <i>Hands On Health</i> 324  <i>Write About It</i> 327 #16</p> <p><b>Teacher Wraparound Edition:</b>  HL 9; WS 320</p>

STANDARDS	PAGE REFERENCES
<p><b>STATE GOAL 23. Understand human body systems and factors that influence growth and development.</b></p>	
<p><b>Why This Goal Is Important:</b> To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.</p>	
<p><b>A. Describe and explain the structure and functions of the human body systems and how they interrelate.</b></p>	
<p><b>23.A.3</b> Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).</p>	<p><b>Student Edition:</b> 178-179, 186 <i>Thinking Critically</i> 180 #4, #5 <i>Write About It</i> 199 #16</p> <p><b>Teacher Wraparound Edition:</b> C 193; RS 178, 179; WT 179, 186</p>
<p><b>B. Explain the effects of health-related actions on the body systems.</b></p>	
<p><b>23.B.3</b> Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).</p>	<p><b>Student Edition:</b> 178-180 <i>Building Health Skills</i> 194-195 <i>Thinking Critically</i> 180 #4, #5 <i>Time health news</i> 196 <i>Write About It</i> 199 #16</p> <p><b>Teacher Wraparound Edition:</b> HL 177; HSC 189; HSP 189; PA 173C</p>
<p><b>C. Describe factors that affect growth and development.</b></p>	
<p><b>23.C.3</b> Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).</p>	<p><b>Student Edition:</b> 4-6, 37, 50-53, 122 <i>Foldables</i> 3 <i>Hands On Health</i> 26, 56 <i>Thinking Critically</i> 11 #4</p> <p><b>Teacher Wraparound Edition:</b> AL 6</p>

STANDARDS	PAGE REFERENCES
<p><b>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b></p>	
<p><b>Why This Goal Is Important:</b> From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.</p>	
<p><b>A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</b></p>	
<p><b>24.A.3a</b> Describe possible causes and consequences of conflict and violence among youth in schools and communities.</p>	<p><b>Student Edition:</b> 81-82 <i>Time health news</i> 88</p> <p><b>Teacher Wraparound Edition:</b> RS 82</p>
<p><b>24.A.3b</b> Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p>	<p><b>Student Edition:</b> 82-85 <i>Applying Health Skills</i> 85 <i>Building Health Skills</i> 86-87</p> <p><b>Teacher Wraparound Edition:</b> DGC 82; HSC 83; TT 86</p>
<p><b>24.A.3c</b> Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p>	<p><b>Student Edition:</b> 15, 42-43, 62-66, 75 <i>Applying Health Skills</i> 85 <i>Health Skills Activity</i> 70 <i>Lesson 3</i> 300 <i>Write About It</i> 219 #12</p> <p><b>Teacher Wraparound Edition:</b> BFT 30C; CP 63; CT 33; HL 65; HSP 42, 51</p>
<p><b>B. Apply decision-making skills related to the protection and promotion of individual health.</b></p>	
<p><b>24.B.3</b> Apply a decision-making process to an individual health concern.</p>	<p><b>Student Edition:</b> 16-19 <i>Applying Health Skills</i> 40 <i>Building Health Skills</i> 24-25, 112-113, 260-261 <i>Health Skills</i> 14, 19, 53</p> <p><b>Teacher Wraparound Edition:</b> MW 17; QW 16; PC 18</p>

STANDARDS	PAGE REFERENCES
<b>C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b>	
<p><b>24.C.3</b> Apply refusal and negotiation skills to potentially harmful situations.</p>	<p><b>Student Edition:</b>  78-80, 230-231  <i>Applying Health Skills</i> 259  <i>Building Health Skills</i> 234-235, 260-261  <i>Hands On Health</i> 262</p> <p><b>Teacher Wraparound Edition:</b>  QW 78; WT 14, 258</p>