



Teen Health

COURSE 1

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STANDARDS	PAGE REFERENCES
<p>I. Functions and Interrelationships of Systems</p>	
<p>A. Body Systems</p>	
<p>What All Students Should Be Able To Do</p>	
<p><i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. apply knowledge of system interrelationships to predict health problems that could occur as a result of dysfunction (1.6; 1.10)</p>	<p>Student Edition: 178-180, 181-184, 185-187, 188-193 <i>Figure 178, 179</i> <i>Predict 173</i> <i>Quick Write 188</i> <i>Thinking Critically 180</i> Teacher Wraparound Edition: RS 178, 179; WT 179</p>
<p>2.a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)</p>	<p>Student Edition: 202-204 <i>Figure 203, 204</i> <i>Recall 205</i> Teacher Wraparound Edition: C 205</p>
<p>3.a. analyze how learning is influenced by their memory, environment, learning styles and learning strategies (1.2)</p>	<p>Student Edition: 248 Pages 212-213 and 248 can be used as discussion prompts to help facilitate this goal.</p>

STANDARDS	PAGE REFERENCES
4.a. conduct research to answer questions and evaluate information about the immune system (1.2)	Student Edition: 274 <i>Applying Health Skills</i> 276 <i>Figure</i> 279 <i>Health Skills Activity</i> 281 <i>Reading Check</i> 275 Teacher Wraparound Edition: AL 274
5.a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)	Student Edition: 41, 202-205 <i>Building Health Skills</i> 214-215 <i>Explain</i> 44 <i>Figure</i> 204 Teacher Wraparound Edition: C 205; WT 204
6.a. use a variety of resources and technologies in order to describe the structure, function and interactions of the endocrine, reproductive, nervous and immune systems (1.4)	Student Edition: 192, 203, 206-208, 274 <i>Figure</i> 178, 179, 193, 203
7.a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)	Student Edition: 206-207, 211-213 <i>Chart</i> 211 Teacher Wraparound Edition: TH 211; WS 212
B. Social Systems What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i>	
1.a. differentiate between negative peer pressure and positive peer support when making informed and responsible decisions (4.1)	Student Edition: 9, 76-77, 228, 257 <i>Analyze</i> 77 <i>Applying Health Skills</i> 77 <i>Developing Good Character</i> 9 <i>Explain</i> 80 <i>List</i> 77 <i>Photo</i> 256 <i>Time Health News</i> 236 Teacher Wraparound Edition: RS 76; WT 258

STANDARDS	PAGE REFERENCES
<p>2.a. evaluate ideas and perspectives regarding the influence friendships, peers, and acquaintances have on choices and behaviors during adolescence (1.6)</p>	<p>Student Edition: 8-9, 76-77, 228, 257 <i>Analyzing Influences</i> 91 <i>Apply</i> 11 <i>Developing Good Character</i> 9 <i>Give Examples</i> 91 <i>Quick Write</i> 8 <i>Synthesize</i> 265 Teacher Wraparound Edition: WT 76, 258</p>
<p>3.a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)</p>	<p>Student Edition: 83 <i>Applying Health Skills</i> 66 <i>Building Health Skills</i> 86-87 <i>Evaluate</i> 66 <i>Figure</i> 65 <i>Health Skills Activity</i> 70 <i>Recognize</i> 90 Teacher Wraparound Edition: RS 65</p>
<p>4.a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)</p>	<p>Student Edition: 6, 49, 52, 69-70, 72, 79, 245, 257 <i>Photo</i> 70, 71 <i>Time Health News</i> 88 Teacher Wraparound Edition: TF 88</p>
<p>5.a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)</p>	<p>Student Edition: 45, 48-49, 69-70 <i>Applying Health Skills</i> 49, 248 <i>Health Skills Activity</i> 48 <i>Identify</i> 49 <i>Quick Write</i> 45 <i>Stress Management</i> 59 Teacher Wraparound Edition: C 49; HL 48</p>
<p>5.b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)</p>	<p>Student Edition: <i>Developing Good Character</i> 109 Teacher Wraparound Edition: HL 123; UA 122, 266</p>

STANDARDS	PAGE REFERENCES
6.a. analyze cultural influences on personal health practices and decisions (4.1)	Student Edition: 9 <i>Applying Health Skills</i> 11, 167 <i>Building Health Skills</i> 24-25 Photo 9 Vocabulary 11 Teacher Wraparound Edition: CP 63, 212
7.a. select appropriate resources in the community to determine their role in prevention and treatment of health-related problems (American Cancer Society, March of Dimes, American Heart Assoc., etc.) (1.7; 3.4; 3.7)	Student Edition: 72, 163-166 <i>Applying Health Skills</i> 72 Teacher Wraparound Edition: HL 165
7.b. examine the viewpoints and collaborative efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible, e.g., recycling efforts, pollution controls (3.6; 4.6)	Student Edition: 318-321 <i>Applying Health Skills</i> 321 <i>Building Health Skills</i> 322-323 <i>Connect to Science</i> 319 <i>Hands On Health</i> 324 Teacher Wraparound Edition: WS 320
8.a. exchange information, questions and ideas while recognizing the perspectives of others (4.1)	Student Edition: 62-66, 75, 82-83 <i>Building Health Skills</i> 86-87 Teacher Wraparound Edition: DSI 82
II. Health Maintenance and Enhancement	
A. Personal and Family Health What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i>	
1.a. analyze the relationship between behaviors and health (1.7)	Student Edition: 4-7, 11, 12-13, 102-107, 222-226, 242-243, 280 <i>Applying Health Skills</i> 276 <i>Building Health Skills</i> 112-113, 194-195, 288-289 <i>Health Skills Activity</i> 276 <i>Practicing Healthful Behaviors</i> 219 <i>Time Health News</i> 138 Teacher Wraparound Edition: C 11

STANDARDS	PAGE REFERENCES
<p>1.b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)</p>	<p>Student Edition: 5-7, 94-97, 103-107, 144-150, 151-154, 178-180 <i>Analyze</i> 97 <i>Figure</i> 127 <i>Hands On Health</i> 26, 114 <i>Health Inventory</i> 3, 93 Teacher Wraparound Edition: TH 99</p>
<p>2.a. identify factors that can affect growth and development, differentiating between those they can or cannot change, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors (4.7)</p>	<p>Student Edition: 8-9, 80, 102-107, 108-110, 120-125, 126-131, 210-212, 268-271, 272-275, 277-280, 282-287 <i>Applying Health Skills</i> 213, 276 <i>Building Health Skills</i> 112-113, 136-137 <i>Health Skills Activity</i> 276 <i>Time Health News</i> 138 Teacher Wraparound Edition: DSI 286</p>
<p>3.a. identify ways in which one can alter, enhance or adapt to influences on growth and development (4.7)</p>	<p>Student Edition: 44, 80, 102-107, 124-125, 126-131, 147-148, 248, 275, 283-287 <i>Building Health Skills</i> 112-113, 136-137 <i>Health Skills Activity</i> 276 <i>Time Health News</i> 138, 196 Teacher Wraparound Edition: C 287; HL 9</p>
<p>B. Nutrition Principles and Practices What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4)</p>	<p>Student Edition: <i>Health Skills Activity</i> 104 <i>Identify</i> 117 <i>List</i> 107 Teacher Wraparound Edition: CT 106; HL 106; UA 106</p>

STANDARDS	PAGE REFERENCES
1.b. identify food sources that supply each of the essential nutrients (1.10)	<p>Student Edition: 94-97, 100-101 <i>Analyze</i> 101 <i>Applying Health Skills</i> 97 <i>Figure</i> 96, 99 <i>Hands On Health</i> 114 <i>Synthesize</i> 117 <i>Thinking Critically</i> 97 <i>What I Learned</i> 97</p> <p>Teacher Wraparound Edition: HL 96</p>
2.a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7)	<p>Student Edition: 95, 100 <i>Explain</i> 101 <i>Hypothesize</i> 107 <i>Identify</i> 117 <i>Practice</i> 113</p>
2.b. describe the contribution specific nutrients make toward growth, repair and cellular needs of the body (1.16)	<p>Student Edition: 94-97 <i>Recall</i> 97</p> <p>Teacher Wraparound Edition: HL 96</p>
3.a. organize foods into groups with similar nutrient composition (1.5)	<p>Student Edition: 95-97, 100-101 <i>Analyze</i> 101 <i>Figure</i> 96, 99 <i>Hands On Health</i> 114</p> <p>Teacher Wraparound Edition: CP 95</p>
4.a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.7)	<p>Student Edition: 98-101, 102-107 <i>Analyze</i> 101 <i>Applying Health Skills</i> 97 <i>Building Health Skills</i> 112-113 <i>Figure</i> 99 <i>Identify</i> 117 <i>Recall</i> 101</p> <p>Teacher Wraparound Edition: C 97</p>

STANDARDS	PAGE REFERENCES
5.a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)	Student Edition: 102-107 <i>Hands On Health</i> 114 <i>Health Inventory</i> 93 <i>Identify</i> 117 <i>Recall</i> 101 <i>Synthesize</i> 117 <i>Thinking Critically</i> 97 Teacher Wraparound Edition: C 97; CP 95
6.a. evaluate factors which influence food choices and their impact on nutrition and health (4.7)	Student Edition: 9-10, 14, 102-103 <i>Applying Health Skills</i> 11, 101 <i>Figure</i> 103 <i>Identify</i> 117 <i>Quick Write</i> 94 <i>Thinking Critically</i> 97, 107 Teacher Wraparound Edition: C 101; CP 95
7.a. identify problems that can occur with body image during adolescence and formulate appropriate strategies to address this concern (3.1; 3.2)	Student Edition: 108-110 <i>Advocacy</i> 117 <i>Applying Health Skills</i> 111 <i>Developing Good Character</i> 109 <i>Explain</i> 111 Teacher Wraparound Edition: CT 109
8.a. analyze food labeling information to determine calories, nutrients and serving size in a product (1.2)	Student Edition: 107 <i>Health Skills Activity</i> 104 <i>Identify</i> 117 <i>List</i> 107 Teacher Wraparound Edition: CP 104; HL 106

STANDARDS	PAGE REFERENCES
<p>C. Consumer Health What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. identify agencies that provide consumer protection service (1.9)</p>	<p>Student Edition: 158</p>
<p>1.b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)</p>	<p>Student Edition: 155-158 <i>Applying Health Skills</i> 158, 180 <i>Building Health Skills</i> 168-169 <i>Figure</i> 156 <i>Quick Write</i> 155 Teacher Wraparound Edition: HL 157</p>
<p>2.a. develop strategies to solve consumer health problems (3.2; 3.3)</p>	<p>Student Edition: 155-158 <i>Building Health Skills</i> 168-169 <i>Figure</i> 157 <i>Health Skills Activity</i> 157 <i>Quick Write</i> 155 <i>Thinking Critically</i> 158 Teacher Wraparound Edition: TH 156</p>
<p>3.a. use critical-thinking skills to analyze marketing and advertising techniques (4.4)</p>	<p>Student Edition: 155-158 <i>Applying Health Skills</i> 158 <i>Building Health Skills</i> 168-169 <i>Figure</i> 157 <i>Health Skills Activity</i> 157 Teacher Wraparound Edition: C 162; TT 168</p>

STANDARDS	PAGE REFERENCES
<p>D. Life Management Skills What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. apply the decision-making process to adolescent health issues (4.1)</p>	<p>Student Edition: 16-18 <i>Applying Health Skills</i> 19, 77, 154, 271, 299, 307 <i>Building Health Skills</i> 112-113, 260-261 <i>Health Skills Activity</i> 19, 53 <i>Thinking Critically</i> 19 Teacher Wraparound Edition: C 19</p>
<p>1.b. evaluate the process used in solving problems and verify whether the solution addresses the problem to which it was applied (3.4; 3.7)</p>	<p>Student Edition: 82-84, 320-321 <i>Analyze</i> 321 <i>Applying Health Skills</i> 19 <i>Building Health Skills</i> 86-87, 112-113 <i>Hands On Health</i> 48, 324 <i>Media Watch</i> 17 <i>Quick Write</i> 16 <i>Time Health News</i> 88 Teacher Wraparound Edition: HL 48</p>
<p>1.c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1)</p>	<p>Student Edition: 52, 70, 72, 84, 109, 110, 163-164, 245, 247, 254-255, 259, 277, 280, 304 <i>Building Health Skills</i> 168 <i>Time Health News</i> 88, 290 Teacher Wraparound Edition: SH 18, 164</p>
<p>1.d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)</p>	<p>Student Edition: 75-77, 78-80, 227-228, 230-233, 256-258 <i>Analyze</i> 80 <i>Applying Health Skills</i> 233, 259 <i>Building Health Skills</i> 234-235, 260-261 <i>Health Skills Activity</i> 79 <i>Identify</i> 80 <i>Quick Write</i> 227 <i>Time Health News</i> 88, 236 Teacher Wraparound Edition: C 80; WT 258</p>

STANDARDS	PAGE REFERENCES
1.e. apply stress management skills to reduce stress-related problems (3.2; 3.3)	<p>Student Edition: 45, 48-49 <i>Applying Health Skills</i> 49, 248, 317 <i>Health Skills Activity</i> 48 <i>Identify</i> 49 <i>Quick Write</i> 45 <i>Stress Management</i> 59</p> <p>Teacher Wraparound Edition: C 49; HL 48</p>
1.f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2; 3.3)	<p>Student Edition: 81-85 <i>Applying Health Skills</i> 85, 304 <i>Building Health Skills</i> 86-87 <i>Thinking Critically</i> 85 <i>What I Learned</i> 85</p> <p>Teacher Wraparound Edition: C 85</p>
2.a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.8)	<p>Student Edition: <i>Career Corner</i> 29, 59, 91, 117, 141, 173, 219, 239, 265, 293, 327</p> <p>Teacher Wraparound Edition: CC 117, 141, 173, 199; HSC 313</p>
III. Risk Assessment and Reduction	
A. Disease Prevention and Control What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i>	
1.a. use a variety of resources to compile information regarding the cause, transmission, treatment and prevention of communicable diseases, e.g., HIV/AIDS, mononucleosis, etc. (1.4; 1.8)	<p>Student Edition: 272-275, 277-280 <i>Applying Health Skills</i> 276 <i>Connect to Science</i> 280 <i>Developing Good Character</i> 273 <i>Figure</i> 273, 275, 278 <i>Health Skills Activity</i> 276 <i>Quick Write</i> 272 <i>Thinking Critically</i> 276</p> <p>Teacher Wraparound Edition: C 276; WT 274</p>

STANDARDS	PAGE REFERENCES
2.a. develop questions and ideas to determine optimal conditions for growth of organisms (1.1)	Student Edition: 274, 278-279 <i>Connect to Science</i> 280 <i>Evaluate</i> 293
3.a. outline the body's lines of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8)	Student Edition: 268-271, 272-275 <i>Connect to Science</i> 280 <i>Figure</i> 279 Teacher Wraparound Edition: AL 274
4.a. locate, select and organize information about non-communicable diseases, focusing on adolescence, e.g., diabetes, asthma, joint disease, cancer, mental disorder (1.4)	Student Edition: 282-287 <i>Activity</i> 283 <i>Quick Write</i> 282 <i>Thinking Critically</i> 287 <i>What I Learned</i> 287 <i>Write About It</i> 293 Teacher Wraparound Edition: C 287; CP 283; DSI 286
4.b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)	Student Edition: 268-271, 272-275, 277-280, 282-287 <i>Applying Health Skills</i> 276 <i>Compare and Contrast</i> 292 <i>Developing Good Character</i> 273 <i>Evaluate</i> 293 <i>Explain</i> 271 <i>Health Skills Activity</i> 276 <i>Quick Write</i> 268 <i>Write About It</i> 293 Teacher Wraparound Edition: C 287; HL 273
5.a. assess non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on adolescent physical, social and emotional development (1.7; 3.1; 3.8)	Student Edition: Pages 282-287 can be used to help facilitate this goal. Teacher Wraparound Edition: HS 286; RS 283

STANDARDS	PAGE REFERENCES
<p>6.a. recognize adolescent health concerns and select appropriate strategies to solve or prevent problems, e.g., anorexia, bulimia, acne, scoliosis (3.1; 3.2; 3.3)</p>	<p>Student Edition: 110, 145-146, 148-149 <i>Activity</i> 148 <i>Explain</i> 150 <i>Health Skills Activity</i> 111 <i>Hypothesize</i> 150 Teacher Wraparound Edition: C 150; HL 146</p>
<p>7.a. identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks (1.6; 3.1; 4.7)</p>	<p>Student Edition: 5, 7, 44, 106, 121-122, 283, 284 <i>Applying Health Skills</i> 44 <i>Building Health Skills</i> 194-195, 288-289 <i>Describe</i> 287 <i>Health Skills Activity</i> 276 <i>Synthesize</i> 287 <i>Write About It</i> 293 Teacher Wraparound Edition: DSI 5, 286</p>
<p>8.a. analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control, or prevention, e.g., food inspection, safe storage and handling, flu vaccines, education, no smoking ordinances (1.9)</p>	<p>Student Edition: 165-166, 233 <i>Applying Health Skills</i> 167 <i>Figure</i> 275 <i>Health Skills Activity</i> 281 <i>Recall</i> 167 Teacher Wraparound Edition: SH 164, 285</p>
<p>B. Injury Prevention and Safety What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. assess home and school environment for potential unsafe situations and recommend corrective action (3.1; 4.5; 4.7)</p>	<p>Student Edition: 300-304 <i>Developing Good Character</i> 301 <i>Figure</i> 301 <i>Health Skills Activity</i> 64, 302 <i>Quick Write</i> 296 <i>Thinking Critically</i> 304 <i>What I Learned</i> 304 Teacher Wraparound Edition: C 304</p>

STANDARDS	PAGE REFERENCES
<p>1.b. recognize problems in daily living that may contribute to self destructive behaviors and apply strategies to reduce the risks of harm to self and others (3.2; 3.6)</p>	<p>Student Edition: 50-52, 69-72 <i>Applying Health Skills</i> 53, 72 <i>Building Health Skills</i> 54-55 <i>Quick Write</i> 50 <i>Synthesize</i> 72 <i>Thinking Critically</i> 53 Teacher Wraparound Edition: HSC 52</p>
<p>2.a. use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports (1.10; 4.1)</p>	<p>Student Edition: 132-135, 305-307, 308-311 <i>Apply</i> 135 <i>Applying Health Skills</i> 135, 307 <i>Figure</i> 135, 306 <i>Injury Prevention</i> 141 <i>List</i> 307 <i>Quick Write</i> 305 <i>Thinking Critically</i> 140, 307 Teacher Wraparound Edition: C 135, 307</p>
<p>3.a. prioritize and demonstrate the steps involved in assessing an emergency situation, including the 911 call format. Analyze why the processes are used in a sequential order, e.g., ABC of emergencies (3.4; 4.7)</p>	<p>Student Edition: 312-317 <i>Apply</i> 317 <i>Figure</i> 313 Teacher Wraparound Edition: AL 313</p>
<p>3.b. demonstrate the Heimlich Maneuver and rescue breathing, and other basic first-aid procedures (4.7)</p>	<p>Student Edition: 312-317 <i>Figure</i> 313 Teacher Wraparound Edition: C 317</p>
<p>C. Tobacco, Alcohol and Other Drugs (TAOD) What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. differentiate among the effects of drugs on the body based on their classification, e.g., stimulant, depressant, hallucinogen, narcotic. Categorize into illegal or legal (3.5; 4.7)</p>	<p>Student Edition: 249-252 Teacher Wraparound Edition: HL 251</p>

STANDARDS	PAGE REFERENCES
<p>2.a. evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies (1.6; 1.7)</p>	<p>Student Edition: 212, 223-226, 242-245, 246-248, 249-252, 253-254 <i>Apply</i> 265 <i>Applying Health Skills</i> 255 <i>Explain</i> 248 <i>Figure</i> 248 <i>List</i> 226 <i>Thinking Critically</i> 245 Teacher Wraparound Edition: C 226, 252</p>
<p>3.a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)</p>	<p>Student Edition: 212, 223-226, 242-245, 246-248, 249-252, 253-254 <i>Apply</i> 265 <i>Applying Health Skills</i> 255 <i>Explain</i> 248 <i>Figure</i> 248 <i>List</i> 226 <i>Thinking Critically</i> 245 Teacher Wraparound Edition: C 226, 252</p>
<p>4.a. make informed decisions regarding the use of tobacco based on knowledge of short and long term effects on the body, and effects on both the individual and society (4.1)</p>	<p>Student Edition: 222-226 <i>Applying Health Skills</i> 226 <i>List</i> 226 Teacher Wraparound Edition: C 226; RS 224</p>
<p>5.a. Differentiate between over the counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)</p>	<p>Student Edition: 159-162 <i>Applying Health Skills</i> 162 <i>Developing Good Character</i> 162 <i>Thinking Critically</i> 162 <i>What I Learned</i> 162 Teacher Wraparound Edition: AL 161</p>

STANDARDS	PAGE REFERENCES
<p>6.a. compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use (1.1; 3.6)</p>	<p>Student Edition: 9, 76-77, 228, 257 <i>Analyze</i> 77 <i>Apply</i> 229 <i>Building Health Skills</i> 234-235 <i>Developing Good Character</i> 9 <i>List</i> 77 <i>Synthesize</i> 265 <i>Time Health News</i> 236 Teacher Wraparound Edition: C 80; WT 76, 258</p>
<p>7.a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)</p>	<p>Student Edition: 78-80, 230, 258 <i>Applying Health Skills</i> 80 <i>Building Health Skills</i> 234-235, 260-261 <i>Figure</i> 231 <i>Hands On Health</i> 262 <i>Health Skills Activity</i> 79 <i>Quick Write</i> 78 <i>Refusal Skills</i> 265 <i>Thinking Critically</i> 233 Teacher Wraparound Edition: C 80</p>
<p>D. Environmental Health What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. recognize existing and potential environmental health problems within their community and address these problems through creative solutions and health advocacy (3.1; 3.2; 3.3)</p>	<p>Student Edition: 9, 318-321 <i>Activity</i> 321 <i>Applying Health Skills</i> 321 <i>Connect to Science</i> 319 <i>Describe</i> 327 <i>Thinking Critically</i> 321 <i>What I Learned</i> 321 Teacher Wraparound Edition: C 321</p>

STANDARDS	PAGE REFERENCES
2.a. evaluate the potential results of an environmental solution considering such issues as aesthetics, ethics, and societal responsibility (3.6; 3.7; 4.3)	Student Edition: 320-321 <i>Building Health Skills</i> 322-323 <i>Describe</i> 327 <i>Hands On Health</i> 324 Teacher Wraparound Edition: CP 320; TT 322
3.a. work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, reusing items, etc.) (4.7)	Student Edition: 320-321 <i>Activity</i> 321 <i>Applying Health Skills</i> 321 <i>Building Health Skills</i> 322-323 <i>Hands On Health</i> 324 <i>Quick Write</i> 318 <i>Write About It</i> 327 Teacher Wraparound Edition: WS 320
IV. Efficiency of Human Movement and Performance	
A. Fundamental Movement Skills and Games What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i>	
1.a. combine locomotor, nonlocomotor and manipulative skills in sequences of specific movement forms (1.10)	Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.
1.b. detect, analyze, and correct errors in personal movement patterns (1.6)	Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.
1.c. using mature motor patterns, combine movement skills and concepts effectively in a variety of games and activities (1.10)	Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.

STANDARDS	PAGE REFERENCES
<p>2.a. engage in activities that provide for challenge, problem solving, decision making and risk taking (4.7)</p>	<p>Student Edition: 122, 124-125, 126-131 <i>Applying Health Skills</i> 131 <i>Building Health Skills</i> 136-137 <i>Connect to Math</i> 130 <i>Health Skills Activity</i> 122, 130 <i>Thinking Critically</i> 125, 131 <i>Time Health News</i> 138 <i>What I Learned</i> 125, 131</p> <p>Teacher Wraparound Edition: RS 129; TT 136</p>
<p>B. Sports Skills and Life-Time Activities What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. demonstrate application of terminology, scoring, rules of play, skill techniques, etiquette, safety principles and basic intermediate game strategies for the sport units covered in the instructional program (1.10)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>1.b. analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports (1.10)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>1.c. discover the history and role of games, sports and dance in getting to know and understand people of diverse cultures (1.6)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>2.a. consistently demonstrate basic to intermediate competence in a variety of activities to include dual individual and team sports, outdoor pursuit skills, aquatics, tumbling and gymnastics (1.10)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>2.b. use technological tools and other resources to locate, select, and organize information (1.4)</p>	<p>Student Edition: 10 <i>Health Online</i> 43, 100, 123, 148, 189, 204, 224, 283, 321</p> <p>Teacher Wraparound Edition: A 138; TH 105; WT 284</p>

STANDARDS	PAGE REFERENCES
<p>C. Rhythms and Dance What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. discuss cultural and historical context of at least one dance currently danced in the community (2.3)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>
<p>1.b. design and perform rhythm and dance that combine locomotor and nonlocomotor movements into smooth flowing sequences with intentional changes in direction, speed and flow (2.5)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>
<p>1.c. demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms (1.10)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>
<p>1.d. competently perform dances from various cultures and describe similarities and differences in patterns, positions and steps (2.5)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>
<p>2.a. recognize the aesthetic and creative aspects of dance performance (1.9)</p>	<p>Student Edition: <i>Health Skills Activity</i> 130</p>
<p>2.b. discover, evaluate and discuss how dance is different from other forms of human movement (1.6)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>
<p>2.c. describe ways to use the body and movement activities to communicate ideas and feelings (2.4)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>
<p>3.a. demonstrate how dance can improve individual fitness (1.10)</p>	<p>Student Edition: 124 <i>Health Skills Activity</i> 130</p>
<p>4.a. exhibit basic dance skills and fundamentals while performing various dances, e.g., folk, square, aerobic, line (2.5)</p>	<p>Student Edition: Page 124 and <i>Health Skills Activity</i> on page 130 can help facilitate this goal.</p>

STANDARDS	PAGE REFERENCES
<p>D. Principles of Human Movement What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a identify an apply critical elements to improve performance in selected skills (1.10)</p>	<p>Student Edition: 123-124 <i>Apply</i> 125 <i>Identify</i> 125 Teacher Wraparound Edition: C 125</p>
<p>1.b. identify the characteristics of highly skilled performances in a few movement forms (1.10)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>2.a. recognize and apply principles of motor learning, e.g., transfer of learning (1.10)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>2.b. detect, analyze and correct errors in personal movement patterns through self-evaluation and peer/teacher feedback (4.5)</p>	<p>Student Edition: Figures on pages 127, 129 can be used to help facilitate this goal.</p>
<p>3.a. recognize and apply biomechanical principles that impact the quality of movement, e.g., Newton’s laws of motion, spin, rotation and torque (1.10)</p>	<p>Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.</p>
<p>3.b. discover, evaluate and explain how growth in height and weight influences the mechanical nature of performance in physical activities (1.6)</p>	<p>Student Edition: <i>Apply</i> 111 <i>Hypothesize</i> 107 Page 104 can also be used to help facilitate this goal.</p>
<p>3.c. identify isometric, isotonic and isokinetic exercises and relate each to efficient development of muscular strength and endurance (1.6)</p>	<p>Student Edition: 123-124 <i>Apply</i> 125 <i>Identify</i> 125 <i>Photo</i> 124 Teacher Wraparound Edition: C 125</p>

STANDARDS	PAGE REFERENCES
V. Physical Activity and Lifetime Wellness	
A. Personal Fitness/Wellness What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i>	
1.a. differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both (3.5; 1.10)	Student Edition: 120-125, 126-131 <i>Building Health Skills</i> 136-137 <i>Health Skills Activity</i> 130 <i>Photo</i> 123 <i>Time Health News</i> 138 Teacher Wraparound Edition: HSC 128; RS 124
1.b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)	Student Edition: 129-130 <i>Connect to Math</i> 130 <i>Figure</i> 129 <i>Time Health News</i> 138 Teacher Wraparound Edition: TH 129
3.a. define the acronym FIT and the principles of overload, progression and specificity as they relate to exercise (1.10)	Student Edition: 128 Teacher Wraparound Edition: HSP 128
3.b. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: 10 <i>Health Online</i> 43, 100, 123, 148, 189, 204, 224, 283, 321 Teacher Wraparound Edition: A 138; TH 105; WT 284
4.a. demonstrate an improved and/or acceptable level of health fitness standards as defined by a recognized fitness test (4.7)	Student Edition: 127, 130 <i>Connect to Math</i> 130 <i>Figure</i> 127 Teacher Wraparound Edition: RS 127

STANDARDS	PAGE REFERENCES
4.b. analyze and evaluate the relationship of regular exercise to the development of the individual (1.6)	<p>Student Edition: 105, 120-122 <i>Applying Health Skills</i> 125 <i>Building Health Skills</i> 136-137 <i>Identify</i> 125 <i>Recall</i> 125 <i>Time Health News</i> 138</p> <p>Teacher Wraparound Edition: C 125; FO 120</p>
4.c. use technological tools and other resources to locate, select and organize information (1.4)	<p>Student Edition: 10 <i>Health Online</i> 43, 100, 123, 148, 189, 204, 224, 283, 321</p> <p>Teacher Wraparound Edition: A 138; TH 105; WT 284</p>
5.a. develop skills necessary to reduce and manage stress (4.7)	<p>Student Edition: 45, 48-49 <i>Applying Health Skills</i> 49, 248, 317 <i>Health Skills Activity</i> 48 <i>Identify</i> 49 <i>Quick Write</i> 45 <i>Stress Management</i> 59</p> <p>Teacher Wraparound Edition: C 49; HL 48</p>
6.a. identify and evaluate responsible decision making behaviors as they affect wellness (4.1; 4.7)	<p>Student Edition: 16-18 <i>Applying Health Skills</i> 19, 77, 154, 271, 299, 307 <i>Building Health Skills</i> 112-113, 260-261 <i>Health Skills Activity</i> 19, 53 <i>Thinking Critically</i> 19</p> <p>Teacher Wraparound Edition: C 19</p>

STANDARDS	PAGE REFERENCES
6.b. identify benefits resulting from participation in different forms of physical activities (3.8)	Student Edition: 121-122, 124-125 <i>Applying Health Skills</i> 125 <i>Identify</i> 125 <i>Recall</i> 125 <i>Time Health News</i> 138 <i>Write About It</i> 141 Teacher Wraparound Edition: C 125
6.c. determine the relationship between nutrition and weight control (1.6)	Student Edition: 103-107, 108-110 <i>Hypothesize</i> 107 <i>Photo</i> 106 <i>What I Learned</i> 107 Teacher Wraparound Edition: CP 104; WT 109
6.d. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: 10 <i>Health Online</i> 43, 100, 123, 148, 189, 204, 224, 283, 321 Teacher Wraparound Edition: A 138; TH 105; WT 284
B. Responsible Personal and Social Behavior in Physical Activity Settings What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i>	
1.a. demonstrate and show support of decisions made by game officials whether they are students, teachers or officials outside of school (2.3)	Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.
1.b. describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity (2.3)	Student Edition: Page 122 can be used to help facilitate this goal.
1.c. distinguish between compliance and noncompliance of game rules (1.10; 4.3)	Student Edition: Pages 120-125, 126-131, 136-137 can be used to help facilitate this goal.
1.d. work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (4.6)	Student Edition: 122 <i>Health Skills Activity</i> 122 Teacher Wraparound Edition: AL 306

STANDARDS	PAGE REFERENCES
<p>2.a. engage in activities that provide for challenge, problem solving and decision making (4.7)</p>	<p>Student Edition: 122, 124-125, 126-131 <i>Applying Health Skills</i> 131 <i>Building Health Skills</i> 136-137 <i>Connect to Math</i> 130 <i>Health Skills Activity</i> 122, 130 <i>Thinking Critically</i> 125, 131 <i>Time Health News</i> 138 <i>What I Learned</i> 125, 131</p> <p>Teacher Wraparound Edition: RS 129; TT 136</p>
<p>2.b. recognize the influence of peer pressure by identifying positive and negative peer influences (3.1; 3.3)</p>	<p>Student Edition: 9, 76-77, 228, 257 <i>Analyze</i> 77 <i>Applying Health Skills</i> 77 <i>Developing Good Character</i> 9 <i>Explain</i> 80 <i>List</i> 77 <i>Photo</i> 256 <i>Time Health News</i> 236</p> <p>Teacher Wraparound Edition: RS 76; WT 258</p>
<p>3.a. demonstrate knowledge of similarities and differences in people of various ages, gender, and abilities and the cultural significance they contribute to various games, dances and physical activities (1.10)</p>	<p>Student Edition: 122</p>
<p>3.b. acknowledge and support physical and performance limitations of self and others (4.1)</p>	<p>Student Edition: 123-124, 126-131, 132-133, 297-298, 305-307 <i>Analyze</i> 307 <i>Building Health Skills</i> 136-137 <i>Evaluate</i> 299 <i>Thinking Critically</i> 140</p> <p>Teacher Wraparound Edition: DSI 127; UA 122</p>

STANDARDS	PAGE REFERENCES
<p>C. Injury Prevention/Treatment and Rehabilitation What All Students Should Be Able To Do <i>By the end of grade 8, all students should be able to</i></p>	
<p>1.a. demonstrate effective injury prevention practices before, during and after activity (4.7)</p>	<p>Student Edition: 130-131, 132-135 <i>Apply</i> 131, 306 <i>Applying Health Skills</i> 299 <i>Compare and Contrast</i> 140 <i>Describe</i> 131 <i>Injury Prevention</i> 141 <i>Photo</i> 298 Teacher Wraparound Edition: C 135</p>
<p>1.b. recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body (1.10)</p>	<p>Student Edition: 130-131 <i>Apply</i> 131 <i>Describe</i> 131 Teacher Wraparound Edition: C 135</p>
<p>1.c. discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold) (1.10)</p>	<p>Student Edition: 9, 134-135, 305-307 <i>Synthesize</i> 140 Teacher Wraparound Edition: C 135, 307</p>
<p>1.d. discuss how local climate and environmental factors relate to and affect activity (e.g., dress, performance, activity selection) (1.10)</p>	<p>Student Edition: 9, 134-135, 305-307 <i>Photo</i> 135 Teacher Wraparound Edition: C 135, 307</p>
<p>1.e. identify the myths and facts of exercise, including activity, equipment and products (3.1)</p>	<p>Student Edition: <i>Applying Health Skills</i> 135 <i>Health Quiz</i> 119 <i>Media Watch</i> 134 <i>Thinking Critically</i> 135 Teacher Wraparound Edition: HL 133; WT 122, 298</p>

STANDARDS	PAGE REFERENCES
2.a. identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment (3.1)	Student Edition: 134, 317 <i>Photo</i> 134 <i>Vocabulary</i> 135 Teacher Wraparound Edition: C 317; DSI 134; UA 134
2.b. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: 10 <i>Health Online</i> 43, 100, 123, 148, 189, 204, 224, 283, 321 Teacher Wraparound Edition: A 138; TH 105; WT 284