



Teen Health

COURSE 2

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STANDARDS	PAGE REFERENCES
I. Functions and Interrelationships of Systems	
A. Body 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. apply knowledge of system interrelationships to predict health problems that could occur as a result of dysfunction (1.6; 1.10)	Student Edition: 66-70, 71-76, 122-126, 236-241, 272-277, 370-373, 374-376, 378-382, 384, 407-412 <i>Analyze</i> 70, 241 <i>Explain</i> 277 <i>Figure</i> 69, 385 <i>Hypothesize</i> 127 <i>Infer</i> 373 <i>Synthesize</i> 399
2.a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)	Student Edition: 364-366, 375, 378-379, 389 <i>Figure</i> 365 <i>Quick Write</i> 364 <i>What I Learned</i> 369
3.a. analyze how learning is influenced by their memory, environment, learning styles and learning strategies (1.2)	Student Edition: 249, 269-270, 386-387, 389

STANDARDS	PAGE REFERENCES
4.a. conduct research to answer questions and evaluate information about the immune system (1.2)	Student Edition: 407-412 <i>Applying Health Skills</i> 412 <i>Building Health Skills</i> 432-433 <i>Health Skills Activity</i> 410 <i>Thinking Critically</i> 412 <i>What I Learned</i> 412
5.a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)	Student Edition: 364-369 <i>Connect to Science</i> 366 <i>Quick Write</i> 364 <i>Thinking Critically</i> 369 <i>What I Learned</i> 369
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: 272-277, 370-373, 374-377, 378-382, 407-412 <i>Applying Health Skills</i> 277 <i>Figure</i> 371, 409, 411 <i>Health Skills Activity</i> 410 <i>Thinking Critically</i> 277, 373, 382 <i>What I Learned</i> 277, 373, 377, 382, 412
7.a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)	Student Edition: 384-387, 388-390 <i>Describe</i> 387 <i>Explain</i> 393 <i>Figure</i> 384, 386
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: 187-188, 242-243, 279, 317-318 <i>Advocacy</i> 325 <i>Comparing and Contrasting</i> 188 <i>Distinguish</i> 188 <i>Explain</i> 188 <i>Health Skills Activity</i> 185

STANDARDS	PAGE REFERENCES
2.a. evaluate ideas and perspectives regarding the influence friendships, peers, and acquaintances have on choices and behaviors during adolescence (1.6)	Student Edition: 21-22, 114-115, 150, 185-188 <i>Advocacy</i> 325 <i>Applying Health Skills</i> 22, 51, 83 <i>Health Skills Activity</i> 430, 449 <i>Quick Write</i> 18
3.a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)	Student Edition: 176 <i>Give Examples</i> 177 <i>Listening Skills</i> 195 <i>Photo</i> 176
4.a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)	Student Edition: 161, 165, 214, 221, 287-288 <i>Photo</i> 220 <i>Quick Write</i> 217 <i>Time Health News</i> 502
5.a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)	Student Edition: 13, 156-158, 181-182 <i>Building Health Skills</i> 166-167 <i>Explain</i> 158 <i>Health Skills Activity</i> 280, 368, 391 <i>Quick Write</i> 156 <i>Stress Management</i> 171 <i>Time Health News</i> 168 <i>Write About It</i> 171
5.b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)	Student Edition: 48, 151 <i>Activity</i> 161 <i>Developing Good Character</i> 109 <i>Figure</i> 49 <i>Thinking Critically</i> 101
6.a. analyze cultural influences on personal health practices and decisions (4.1)	Student Edition: 21, 115, 146 <i>Connect to Science</i> 133, 175 <i>Hypothesize</i> 115
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: 255, 352-355, 454 <i>Applying Health Skills</i> 162 <i>Give Examples</i> 355 <i>Health Skills Activity</i> 164

STANDARDS	PAGE REFERENCES
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: 20, 513-517 <i>Applying Health Skills</i> 517 <i>Building Health Skills</i> 518-519 <i>Figure</i> 515, 516, 517 <i>Hands-On Health</i> 520 <i>Health Skills Activity</i> 514 <i>Quick Write</i> 513 <i>Thinking Critically</i> 517 <i>What I Learned</i> 517
8.a. exchange information, questions and ideas while recognizing the perspectives of others (4.1)	Student Edition: 15-16, 174-177, 180-181, 185-186 <i>Applying Health Skills</i> 130, 177 <i>Building Health Skills</i> 194-195 <i>Photo</i> 176 <i>Quick Write</i> 174 <i>Thinking Critically</i> 177
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, 23-27, 60-62, 116-121, 189-192, 422-426, 448-449 <i>Applying Health Skills</i> 65, 70, 110, 333, 355, 421, 450, 463 <i>Building Health Skills</i> 28-29 <i>Figure</i> 9 <i>Health Skills Activity</i> 89, 377, 410, 420 <i>What I Learned</i> 27
1.b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)	Student Edition: 328-333, 334-339, 376, 382 <i>Building Health Skills</i> 356-357 <i>Connect to Science</i> 69 <i>Figure</i> 332 <i>Time Health News</i> 358

STANDARDS	PAGE REFERENCES
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)	Student Edition: 18-22, 146, 383, 370-373, 448-449, 452-454, 458-462 <i>Applying Health Skills</i> 463 <i>Building Health Skills</i> 464-465 <i>Figure</i> 18, 19 <i>Health Skills Activity</i> 372 <i>Quick Write</i> 383
3.a. identify ways in which one can alter, enhance or adapt to influences on growth and development (4.7)	Student Edition: 18-19, 21-22, 84-88, 107-109, 114-115, 116-119, 189-192, 412, 448-449 <i>Building Health Skills</i> 464-465 <i>Developing Good Character</i> 62 <i>Health Skills Activity</i> 193, 430, 449, 457
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>	
1.a. conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4)	Student Edition: <i>Connect to Language Arts</i> 108 <i>Hands-On Health</i> 138
1.b. identify food sources that supply each of the essential nutrients (1.10)	Student Edition: 104-110, 111-114 <i>Connect to Science</i> 114 <i>Figure</i> 117 <i>List</i> 110 <i>What I Learned</i> 121
2.a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7)	Student Edition: 104-108, 112-113, 119 <i>Identify</i> 110
2.b. describe the contribution specific nutrients make toward growth, repair and cellular needs of the body (1.16)	Student Edition: 104-108 <i>Connect to Science</i> 105 <i>Explain</i> 110
3.a. organize foods into groups with similar nutrient composition (1.5)	Student Edition: 107, 112-113 <i>Figure</i> 117 <i>Identify</i> 115

STANDARDS	PAGE REFERENCES
4.a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.7)	Student Edition: 87, 104-108, 111-115, 116-119 <i>Health Skills Activity</i> 120 <i>Identify</i> 115
5.a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)	Student Edition: 87-88, 114, 116-119 <i>Health Skills Activity</i> 120
6.a. evaluate factors which influence food choices and their impact on nutrition and health (4.7)	Student Edition: 114-115 <i>Applying Health Skills</i> 115 <i>Building Health Skills</i> 136-137 <i>Connect to Science</i> 133 <i>List</i> 115 <i>Thinking Critically</i> 115
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: 128-130, 132-133 <i>Analyze</i> 130 <i>Apply</i> 130 <i>Write About It</i> 141
8.a. analyze food labeling information to determine calories, nutrients and serving size in a product (1.2)	Student Edition: 109-110 <i>Connect to Language Arts</i> 108 <i>Figure</i> 109 <i>Health Skills Activity</i> 120 <i>Infer</i> 110
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>	
1.a. identify agencies that provide consumer protection service (1.9)	Student Edition: 345-346 <i>Figure</i> 345
1.b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)	Student Edition: 340-344 <i>Building Health Skills</i> 356-357 <i>Figure</i> 343, 344 <i>Health Skills Activity</i> 342 <i>Quick Write</i> 340 <i>Thinking Critically</i> 346

STANDARDS	PAGE REFERENCES
2.a. develop strategies to solve consumer health problems (3.2; 3.3)	Student Edition: 340-346 <i>Applying Health Skills</i> 346 <i>Figure</i> 343 <i>What I Learned</i> 346
3.a. use critical-thinking skills to analyze marketing and advertising techniques (4.4)	Student Edition: 243, 245-247, 342-344 <i>Apply</i> 261 <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 136-137, 256-257 <i>Health Skills Activity</i> 21 <i>Media Watch</i> 117, 246, 279 <i>Quick Write</i> 242
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>	
1.a. apply the decision-making process to adolescent health issues (4.1)	Student Edition: 36-41 <i>Applying Health Skills</i> 193, 285, 346, 474 <i>Building Health Skills</i> 356-357 <i>Health Skills Activity</i> 93, 185, 284, 299, 350
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)	Student Edition: 151-152, 157-158, 181-182, 206-208, 213 <i>Applying Health Skills</i> 152, 216 <i>Figure</i> 213 <i>Photo</i> 151 <i>Time Health News</i> 168
1.c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1)	Student Edition: 161, 165, 214, 221, 255, 287-288 <i>Developing Good Character</i> 214 <i>Photo</i> 220 <i>Quick Write</i> 217 <i>Time Health News</i> 502
1.d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)	Student Edition: 16, 192, 286-287, 318 <i>Advocacy</i> 33, 325, 399 <i>Applying Health Skills</i> 115, 387, 479 <i>Building Health Skills</i> 290-291, 320-321, 394-395 <i>Health Skills Activity</i> 15, 234

STANDARDS	PAGE REFERENCES
1.e. apply stress management skills to reduce stress-related problems (3.2; 3.3)	Student Edition: 13, 156-158 <i>Building Health Skills</i> 166-167 <i>Explain</i> 158 <i>Health Skills Activity</i> 280, 368, 391 <i>Quick Write</i> 156 <i>Stress Management</i> 171 <i>Time Health News</i> 168 <i>Write About It</i> 171
1.f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2; 3.3)	Student Edition: 16, 202-205, 206-210 <i>Applying Health Skills</i> 210 <i>Building Health Skills</i> 222-223 <i>Hands-On Health</i> 196 <i>Time Health News</i> 224
2.a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.8)	Student Edition: 393 <i>Applying Health Skills</i> 393 <i>Career Corner</i> 33, 57, 101, 141, 171, 199, 227, 261, 295, 325, 361, 399, 437, 469, 505, 523
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)	Student Edition: 402-406, 413-417, 418-421, 422-426, 427-431 <i>Applying Health Skills</i> 406, 417, 431 <i>Building Health Skills</i> 432-433 <i>Health Skills Activity</i> 405, 420, 425, 430 <i>Time Health News</i> 434 <i>Write About It</i> 437
2.a. develop questions and ideas to determine optimal conditions for growth of organisms (1.1)	Student Edition: 402-406 <i>Apply</i> 410 <i>Explain</i> 406
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: 407-412, 413-417 <i>Figure</i> 408, 411 <i>Health Skills Activity</i> 410

STANDARDS	PAGE REFERENCES
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: 440-445, 446-450, 451-456, 458-463 <i>Applying Health Skills</i> 450 <i>Connect to Science</i> 447 <i>Health Skills Activity</i> 449, 457, 461
4.b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)	Student Edition: 402-406, 413-417, 418-421, 440-445, 446-450, 451-456, 458-463 <i>Applying Health Skills</i> 406, 417 <i>Building Health Skills</i> 432-433 <i>Health Skills Activity</i> 405, 420, 449, 457, 461 <i>Time Health News</i> 434
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: 372-373, 443-445, 458-463 <i>Applying Health Skills</i> 445 <i>Health Online</i> 459 <i>Health Skills Activity</i> 373, 461 <i>Photo</i> 459, 461
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)	Student Edition: 132-133, 332, 358 <i>Connect to Science</i> 69 <i>Health Online</i> 332 <i>What I Learned</i> 135
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)	Student Edition: 4-9, 12 <i>Applying Health Skills</i> 65, 70, 110, 121, 333, 339, 355, 369, 417, 421, 450, 463 <i>Hands-On Health</i> 30 <i>Health Skills Activity</i> 89, 377, 410, 420
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)	Student Edition: 107, 246-247, 248-250, 355, 513 <i>Analyze</i> 251 <i>Applying Health Skills</i> 251 <i>Identify</i> 251 <i>Photo</i> 250

STANDARDS	PAGE REFERENCES
<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: 214-216, 475-479 <i>Apply</i> 216 <i>Building Health Skills</i> 500-501 <i>Describe</i> 216, 479 <i>Figure</i> 215, 476 <i>Synthesize</i> 479 <i>Time Health News</i> 502</p>
<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: 159-162, 163-165 <i>Explain</i> 162 <i>Figure</i> 162 <i>Infer</i> 165</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: 26, 78-79, 86, 91-95, 483-485 <i>Applying Health Skills</i> 95 <i>Connect to Math</i> 26 <i>Explain</i> 95 <i>Figure</i> 87, 484, 485 <i>Health Skills Activity</i> 93 <i>Quick Write</i> 91</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: 493-494 <i>Activity</i> 498 <i>Figure</i> 494</p>
<p>3.b. demonstrate the Heimlich Maneuver and rescue breathing, and other basic first-aid procedures (4.7)</p>	<p>Student Edition: 493-499 <i>Applying Health Skills</i> 499 <i>Figure</i> 494, 495, 496 <i>Quick Write</i> 493 <i>What I Learned</i> 499</p>

STANDARDS	PAGE REFERENCES
<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: 303-308, 313 <i>Applying Health Skills</i> 309 <i>Describe</i> 309 <i>Explain</i> 309 <i>Figure</i> 305 <i>Quick Write</i> 303 <i>Thinking Critically</i> 309</p>
<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: 230-235, 240, 248-251, 264-271, 275, 282-285, 298-302, 303-308, 385-387 <i>Describe</i> 271, 277, 309 <i>Explain</i> 271 <i>Figure</i> 233, 267 <i>Hands-On Health</i> 258 <i>Health Skills Activity</i> 309 <i>Photo</i> 308 <i>Time Health News</i> 292</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: 248-249, 251, 269-270, 308, 312-315, 385-387 <i>Applying Health Skills</i> 387 <i>Describe</i> 309 <i>Health Skills Activity</i> 309 <i>Photo</i> 308</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: 230-235, 240, 248-251, 386 <i>Explain</i> 271 <i>Figure</i> 233 <i>Hands-On Health</i> 258 <i>Photo</i> 308 <i>Quick Write</i> 230 <i>Vocabulary</i> 251</p>

STANDARDS	PAGE REFERENCES
5.a. Differentiate between over the counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)	Student Edition: 347-350 <i>Apply</i> 351 <i>Contrast</i> 351 <i>Figure</i> 348, 351 <i>Health Skills Activity</i> 350
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)	Student Edition: 187-188, 242, 279, 317-318 <i>Building Health Skills</i> 290-291, 320-321 <i>Comparing and Contrasting</i> 188 <i>Distinguish</i> 188 <i>Hands-On Health</i> 322 <i>Health Skills Activity</i> 288
7.a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)	Student Edition: 16, 192, 286-287, 318 <i>Applying Health Skills</i> 27, 247, 289, 309, 431, 479 <i>Building Health Skills</i> 290-291, 394-395 <i>Health Skills Activity</i> 193, 254, 319 <i>Refusal Skills</i> 199, 261
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>	
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)	Student Edition: 20, 376, 441, 508-512, 513-517 <i>Building Health Skills</i> 518-519 <i>Explain</i> 512 <i>Figure</i> 515, 516, 517 <i>Hands-On Health</i> 520 <i>Health Skills Activity</i> 514 <i>List</i> 517 <i>Quick Write</i> 508, 513 <i>Synthesize</i> 512
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: 514-515 <i>Health Skills Activity</i> 514

STANDARDS	PAGE REFERENCES
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: 513-517 <i>Activity 514</i> <i>Applying Health Skills 517</i> <i>Figure 515</i> <i>Hands-On Health 520</i> <i>Health Skills Activity 514</i>
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: <i>Figure 69, 80</i>
1.b. detect, analyze, and correct errors in personal movement patterns (1.6)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
1.c. using mature motor patterns, combine movement skills and concepts effectively in a variety of games and activities (1.10)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
2.a. engage in activities that provide for challenge, problem solving, decision making and risk taking (4.7)	Student Edition: 77-83, 84-86, 480-485 <i>Building Health Skills 96-97</i> <i>Time Health News 98</i>
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>	
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)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
1.b. analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports (1.10)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
1.c. discover the history and role of games, sports and dance in getting to know and understand people of diverse cultures (1.6)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.

STANDARDS	PAGE REFERENCES
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)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
2.b. use technological tools and other resources to locate, select, and organize information (1.4)	Student Edition: <i>Applying Health Skills</i> 235, 277, 302, 309, 412
<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>	
1.a. discuss cultural and historical context of at least one dance currently danced in the community (2.3)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
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)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
1.c. demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms (1.10)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
1.d. competently perform dances from various cultures and describe similarities and differences in patterns, positions and steps (2.5)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
2.a. recognize the aesthetic and creative aspects of dance performance (1.9)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
2.b. discover, evaluate and discuss how dance is different from other forms of human movement (1.6)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
2.c. describe ways to use the body and movement activities to communicate ideas and feelings (2.4)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
3.a. demonstrate how dance can improve individual fitness (1.10)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
4.a. exhibit basic dance skills and fundamentals while performing various dances, e.g., folk, square, aerobic, line (2.5)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.

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 and apply critical elements to improve performance in selected skills (1.10)</p>	<p>Student Edition: 62-63, 77-83, 84-88 <i>Figure 63, 80</i> <i>Health Skills Activity 89</i> <i>Identify 83</i> <i>Infer 65</i> <i>List 65</i> <i>Vocabulary 83</i></p>
<p>1.b. identify the characteristics of highly skilled performances in a few movement forms (1.10)</p>	<p>Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.</p>
<p>2.a. recognize and apply principles of motor learning, e.g., transfer of learning (1.10)</p>	<p>Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.</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: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.</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 60-65, 77-83, 84-90 can be used to help facilitate this standard.</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: 64, 84, 129, 131</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: 62, 65 <i>Figure 69</i></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: 62-65, 79-80 <i>Figure 63, 65</i> <i>Infer 65</i>
1.b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)	Student Edition: 82 <i>Apply 83</i> <i>Figure 82</i>
3.a. define the acronym FIT and the principles of overload, progression and specificity as they relate to exercise (1.10)	Student Edition: 81 <i>Explain 83</i>
3.b. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: <i>Applying Health Skills 235, 277, 302, 309, 412</i>
4.a. demonstrate an improved and/or acceptable level of health fitness standards as defined by a recognized fitness test (4.7)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
4.b. analyze and evaluate the relationship of regular exercise to the development of the individual (1.6)	Student Edition: 60-65, 77-83, 84-86 <i>Developing Good Character 62</i> <i>Health Skills Activity 64</i> <i>Quick Write 60</i> <i>Restate 65</i> <i>Time Health News 98</i>
4.c. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: <i>Applying Health Skills 235, 277, 302, 309, 412</i>
5.a. develop skills necessary to reduce and manage stress (4.7)	Student Edition: 13, 156-158 <i>Building Health Skills 166-167</i> <i>Explain 158</i> <i>Health Skills Activity 280, 368, 391</i> <i>Quick Write 156</i> <i>Stress Management 171</i> <i>Time Health News 168</i> <i>Write About It 171</i>

STANDARDS	PAGE REFERENCES
6.a. identify and evaluate responsible decision making behaviors as they affect wellness (4.1; 4.7)	Student Edition: 4-8, 77-83, 91-92, 111-115, 116-121, 189-192, 425-426, 431 <i>Building Health Skills</i> 28-29, 96-97, 356-357 <i>Developing Good Character</i> 429 <i>Figure 9</i> <i>Health Skills Activity</i> 89, 377, 410, 420
6.b. identify benefits resulting from participation in different forms of physical activities (3.8)	Student Edition: 60-65, 79-83, 84-86 <i>Building Health Skills</i> 96 <i>Infer</i> 65 <i>Restate</i> 65
6.c. determine the relationship between nutrition and weight control (1.6)	Student Edition: 107-109, 131-135 <i>Describe</i> 135 <i>Photo</i> 134
6.d. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: <i>Applying Health Skills</i> 235, 277, 302, 309, 412
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: <i>Developing Good Character</i> 86
1.b. describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity (2.3)	Student Edition: <i>Developing Good Character</i> 86
1.c. distinguish between compliance and noncompliance of game rules (1.10; 4.3)	Student Edition: <i>Developing Good Character</i> 86
1.d. work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (4.6)	Student Edition: <i>Developing Good Character</i> 86
2.a. engage in activities that provide for challenge, problem solving and decision making (4.7)	Student Edition: 77-83, 84-86, 480-485 <i>Building Health Skills</i> 96-97 <i>Time Health News</i> 98

STANDARDS	PAGE REFERENCES
2.b. recognize the influence of peer pressure by identifying positive and negative peer influences (3.1; 3.3)	Student Edition: 187-188, 242-243, 279, 317, 318 <i>Advocacy</i> 325 <i>Comparing and Contrasting</i> 188 <i>Distinguish</i> 188 <i>Explain</i> 188 <i>Health Skills Activity</i> 185
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)	Student Edition: Pages 60-65, 77-83, 84-90 can be used to help facilitate this standard.
3.b. acknowledge and support physical and performance limitations of self and others (4.1)	Student Edition: 81, 90, 92, 94, 151 <i>Checklist</i> 26 <i>Goal Setting</i> 101 <i>Suggest</i> 101
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>	
1.a. demonstrate effective injury prevention practices before, during and after activity (4.7)	Student Edition: 80-81, 91-95, 472-474, 483 <i>Applying Health Skills</i> 95 <i>Connect to Math</i> 26 <i>Explain</i> 95 <i>Health Skills Activity</i> 93, 276 <i>Photo</i> 92 <i>Quick Write</i> 91
1.b. recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body (1.10)	Student Edition: 80 <i>Figure</i> 80 <i>Suggest</i> 101 <i>Vocabulary</i> 83
1.c. discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold) (1.10)	Student Edition: 78-79, 94, 483-484 <i>Describe</i> 95 <i>Identify</i> 95, 485 <i>Photo</i> 484

STANDARDS	PAGE REFERENCES
1.d. discuss how local climate and environmental factors relate to and affect activity (e.g., dress, performance, activity selection) (1.10)	Student Edition: 78-79, 94, 483-484 <i>Photo 485</i>
1.e. identify the myths and facts of exercise, including activity, equipment and products (3.1)	Student Edition: 60-62, 69, 85, 88-89, 340-344 <i>Applying Health Skills 155</i> <i>Health Skills Activity 342</i>
2.a. identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment (3.1)	Student Edition: 92-95, 498-499 <i>Connect to Science 92</i> <i>Explain 95</i> <i>Photo 499</i> <i>Vocabulary 95, 499</i>
2.b. use technological tools and other resources to locate, select and organize information (1.4)	Student Edition: <i>Applying Health Skills 235, 277, 302, 309, 412</i>