



**Glencoe**

Essential Academic  
Learning Requirements  
Health and Fitness  
Benchmark 2—Grade 8



# Teen Health

**COURSE 1**

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## STANDARDS

## PAGE REFERENCES

**1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.**

**To meet this standard, the student will:**

**1.1 Develop fundamental and complex movement skills, as developmentally appropriate.**

Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).

The following pages can be used as discussion prompts to help facilitate this standard.

**Student Edition:**

120-125, 126-131

This standard also can be met using Glencoe's *Foundations of Personal Fitness* © 2005.

74-77, 78-80

**1.2. Safely participates in a variety of developmentally appropriate physical activities.**

Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.

**Student Edition:**

122, 130-131, 132-135, 296-298, 305-307

*Apply* 131, 135, 307

*Applying Health Skills* 135

*Health Skills Activity* 299

*Injury Prevention* 299

*List* 307

*Recall* 307

**Teacher Wraparound Edition:**

C 135; HL 133; WT 298

STANDARDS	PAGE REFERENCES
<p><b>1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</b></p>	
<p>Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility-and body composition.</p>	<p><b>Student Edition:</b>  120-125, 126-131  <i>Applying Health Skills</i> 131  <i>Building Health Skills</i> 136  Figure 129  <i>Health Skills Activities</i> 122, 130  <i>Quick Write</i> 126  <i>Thinking Critically</i> 125  <i>Time Health News</i> 138  <i>What I Learned</i> 125  <b>Teacher Wraparound Edition:</b>  C 125</p>
<p><b>1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.</b></p>	
<p>Design nutrition goals based on national dietary guidelines and individual activity needs.</p>	<p><b>Student Edition:</b>  94-97, 98-101, 102-107, 121-122  <i>Applying Health Skills</i> 107  <i>Building Health Skills</i> 112-113  Figure 99  <i>Hands-On Health</i> 114  <i>Hypothesize</i> 107  <i>What I Learned</i> 101  <b>Teacher Wraparound Edition:</b>  CP 95</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p><b>Student Edition:</b>  4-7, 94-97, 98-101, 102-107, 121-122, 178-179, 275, 282-284, 287  <i>Building Health Skills</i> 112-113, 288-289  <i>Describe</i> 287  <i>Photo</i> 6, 95, 181  <i>Recall</i> 125  <i>Synthesize</i> 287  <i>Time Health News</i> 138  <b>Teacher Wraparound Edition:</b>  C 287; CP 104</p>

STANDARDS	PAGE REFERENCES
<p><b>2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard, the student will:</b></p>	
<p><b>2.1. Recognize patterns of growth and development.</b></p>	
<p>Describe the physical, emotional, intellectual, and social changes that occur during puberty.</p>	<p><b>Student Edition:</b>  202-205  <i>Analyze</i> 219  <i>Building Health Skills</i> 214-215  <i>Evaluate</i> 205  <i>Figure</i> 204  <i>Health Online</i> 204  <i>Identify</i> 205  <i>Recall</i> 205  <b>Teacher Wraparound Edition:</b>  C 205; WT 204</p>
<p>Identify hereditary factors that affect growth, development, and health.</p>	<p><b>Student Edition:</b>  8, 210-212, 282-283  <i>Applying Health Skills</i> 213  <i>Photo</i> 283  <b>Teacher Wraparound Edition:</b>  CP 283</p>
<p>Describe how nutrition, exercise, and rest influence physical growth and lifelong health.</p>	<p><b>Student Edition:</b>  4-7, 94-97, 98-101, 102-107, 121-122, 178-179, 275, 282-284, 287  <i>Building Health Skills</i> 112-113, 288-289  <i>Describe</i> 287  <i>Photo</i> 6, 95, 181  <i>Recall</i> 125  <i>Synthesize</i> 287  <i>Time Health News</i> 138, 196  <b>Teacher Wraparound Edition:</b>  C 287; CP 104</p>

STANDARDS	PAGE REFERENCES
<b>2.2. Understand the concept of control and prevention of disease.</b>	
Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	<p><b>Student Edition:</b>  7, 95, 121, 282-287  <i>Analyzing Influences</i> 293  <i>Building Health Skills</i> 288-289  <i>Health Online</i> 283  <i>Photo</i> 283, 285  <i>Quick Write</i> 282  <i>Thinking Critically</i> 287  <i>Time Health News</i> 290  <i>What I Learned</i> 287</p> <p><b>Teacher Wraparound Edition:</b>  C 287</p>
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<p><b>Student Edition:</b>  272-275, 277-280  <i>Applying Health Skills</i> 276  <i>Describe</i> 276  <i>Developing Good Character</i> 273  <i>Figure</i> 273  <i>Health Skills Activity</i> 276  <i>Quick Write</i> 272  <i>Thinking Critically</i> 276</p> <p><b>Teacher Wraparound Edition:</b>  C 276</p>
<b>2.3. Acquire skills to live safely and reduce health risks.</b>	
Explain the adverse physical, emotional, and economic consequences of being sexually active.	<p><b>Student Edition:</b>  80, 277-279  <i>Recall</i> 80  <i>Synthesize</i> 219</p>

STANDARDS	PAGE REFERENCES
<p>Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.</p>	<p><b>Student Edition:</b>  16, 71-72, 84-85, 132-135, 296-298, 300-304, 305-307, 308-311  <i>Analyze</i> 85  <i>Developing Good Character</i> 301  <i>Health Skills Activity</i> 299  <i>List</i> 135  <i>Quick Write</i> 132, 296, 300, 305  <i>Thinking Critically</i> 299, 304, 307  <i>Time Health News</i> 88  <i>What I Learned</i> 299, 304, 307  <b>Teacher Wraparound Edition:</b>  WT 84, 298</p>
<p>Recognize emergency situations and respond appropriately and safely.</p>	<p><b>Student Edition:</b>  308-311, 312-317  <i>Applying Health Skills</i> 311, 317  <i>Figure</i> 313, 314, 315  <i>Health Skills Activity</i> 299  <i>Quick Write</i> 308, 312  <i>What I Learned</i> 311, 317  <b>Teacher Wraparound Edition:</b>  HL 315</p>
<p>Demonstrate skills that help self and others in emergency or crisis.</p>	<p><b>Student Edition:</b>  308-311, 312-317  <i>Applying Health Skills</i> 311, 317  <i>Figure</i> 313, 314, 315  <i>Health Skills Activity</i> 299  <i>Quick Write</i> 308, 312  <i>What I Learned</i> 311, 317  <b>Teacher Wraparound Edition:</b>  HL 315</p>

STANDARDS	PAGE REFERENCES
Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	<p><b>Student Edition:</b>  45-49, 122  <i>Applying Health Skills</i> 49  <i>Figure 47</i>  <i>Health Skills Activity</i> 48  <i>Quick Write</i> 45  <i>Stress Management</i> 59  <i>Thinking Critically</i> 49  <i>What I Learned</i> 49</p> <p><b>Teacher Wraparound Edition:</b>  C 49</p>
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	<p><b>Student Edition:</b>  76-77, 78-80, 256-259  <i>Applying Health Skills</i> 259  <i>Building Health Skills</i> 260-261  <i>Evaluate</i> 259  <i>Figure 258</i>  <i>Hands-On Health</i> 262  <i>Health Skills Activity</i> 257  <i>List 77</i>  <i>Recall</i> 80, 259</p> <p><b>Teacher Wraparound Edition:</b>  WT 258</p>
<p><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></p> <p><b>3.1. Understand how environmental factors that affect one’s health (air, water, noise, chemicals).</b></p>	
Describe the influence of environmental factors that positively and negatively affect health.	<p><b>Student Edition:</b>  9, 318-320  <i>Analyze</i> 321  <i>Evaluate</i> 293</p> <p><b>Teacher Wraparound Edition:</b>  C 321</p>

STANDARDS	PAGE REFERENCES
<b>3.2. Gather and analyze health information.</b>	
Distinguish between safe and unsafe use of health-care products.	<p><b>Student Edition:</b>  148-150, 155-158, 159-162  <i>Applying Health Skills</i> 150  <i>Building Health Skills</i> 168-169  <i>Connect to Science</i> 153  <i>Explain</i> 150  <i>Evaluate</i> 173  <i>Figure</i> 146  <i>Health Online</i> 148  <i>Health Skills Activity</i> 14</p> <p><b>Teacher Wraparound Edition:</b>  WT 147</p>
Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	<p><b>Student Edition:</b>  8-11, 14-15, 78-80, 102-103, 230, 257  <i>Analyze</i> 107  <i>Analyzing Influences</i> 117  <i>Applying Health Skills</i> 7, 80, 101, 111, 205  <i>Building Health Skills</i> 234-235  <i>Developing Good Character</i> 9  <i>Evaluate</i> 233  <i>Figure</i> 231  <i>Hands On health</i> 262  <i>Health Skills Activity</i> 79, 237, 257  <i>Thinking Critically</i> 11  <i>Time Health News</i> 236</p> <p><b>Teacher Wraparound Edition:</b>  C 80</p>
Analyze health-care needs and identify sources of health care.	<p><b>Student Edition:</b>  163-167  <i>Advocacy</i> 173  <i>Health Skills Activity</i> 166  <i>Quick Write</i> 163</p> <p><b>Teacher Wraparound Edition:</b>  C 167</p>

STANDARDS	PAGE REFERENCES
<b>3.3. Use social skills to promote health and safety in a variety of situations.</b>	
Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	<p><b>Student Edition:</b>  6, 15, 36-40, 62-66, 81-85  <i>Applying Health Skills</i> 66, 85  <i>Building Health Skills</i> 86-87  <i>Health Skills Activity</i> 70  <i>Recall</i> 66</p> <p><b>Teacher Wraparound Edition:</b>  HSP 83</p>
Identify effective social skills to avoid risky situations.	<p><b>Student Edition:</b>  78-80, 230-231, 256-258  <i>Applying Health Skills</i> 80, 254  <i>Building Health Skills</i> 234-235, 260-261  <i>Evaluate</i> 233  <i>Figure</i> 231  <i>Hands-On Health</i> 262  <i>Health Skills Activity</i> 79  <i>Quick Write</i> 78  <i>Recall</i> 259  <i>What I Learned</i> 80</p> <p><b>Teacher Wraparound Edition:</b>  C 80; WT 258</p>
<b>3.4. Understand how emotions influence decision-making.</b>	
Describe how emotions may influence decision making and strategies about how to act in emotional situations.	<p><b>Student Edition:</b>  41-44  <i>Analyze</i> 44  <i>Building Health Skills</i> 54-55  <i>Health Online</i> 43  <i>Identify</i> 44</p> <p><b>Teacher Wraparound Edition:</b>  HL 42</p>

STANDARDS	PAGE REFERENCES
<p><b>4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.</b>  <b>To meet this standard, the student will:</b></p>	
<p><b>4.1. Analyze health and safety information.</b></p>	
<p>Identify workplace health and safety issues associated with occupational/career fields of interest.</p>	<p><b>Student Edition:</b>  <i>Career Corner</i> 327</p>
<p><b>4.2. Develop a health and fitness plan and a monitoring system.</b></p>	
<p>Develop a support system and record-keeping system to achieve health and fitness goals.</p>	<p><b>Student Edition:</b>  23, 68-69, 73-75, 127, 129-130  <i>Applying Health Skills</i> 131  <i>Building Health Skills</i> 136-137, 194-195  <i>Figure</i> 129  <b>Teacher Wraparound Edition:</b>  HSC 128</p>