



Teen Health

COURSE 2

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STANDARDS	PAGE REFERENCES
<p>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:</p>	
<p>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p>Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p>	<p>Student Edition: <i>Building Health Skills</i> 96-97 This standard also can be met using Glencoe's <i>Foundations of Personal Fitness</i> © 2005 74-77, 78-80</p>
<p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p>Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Student Edition: 78-80, 84, 87-88, 90, 91-95, 480-485 <i>Good Character</i> 86 <i>Health Skills Activity</i> 276 Teacher Wraparound Edition: AL 86, 489; CT 80; HL 488; WT 79</p>

STANDARDS	PAGE REFERENCES
<p>1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</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>Student Edition: 16-17, 60-65, 77-83, 129-130 <i>Building Health Skills</i> 52-53 <i>Health Skills Activity</i> 15, 43, 64 <i>Time health news</i> 98 <i>Write About It</i> 101 #18 Teacher Wraparound Edition: HL 63; HSP 78; UA 81; WT 74</p>
<p>1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p>	
<p>Design nutrition goals based on national dietary guidelines and individual activity needs.</p>	<p>Student Edition: 104-110, 111-115, 116-121 Teacher Wraparound Edition: AL 118; CP 20; PC 14; UA 117; WT 12</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p>Student Edition: 60-65, 88, 108-109, 131-135 <i>Figure 4.3A</i> 113 <i>Health Skills Activity</i> 15 Teacher Wraparound Edition: HL 63, 88</p>
<p>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:</p>	
<p>2.1. Recognize patterns of growth and development.</p>	
<p>Describe the physical, emotional, intellectual, and social changes that occur during puberty.</p>	<p>Student Edition: 364-369, 374-377, 378-382, 389-390 <i>Figure 10.2</i> 312 Teacher Wraparound Edition: CP 365; HL 69, 73; WT 67, 273, 376, 379</p>
<p>Identify hereditary factors that affect growth, development, and health.</p>	<p>Student Edition: 18-19, 181-184 <i>Hands-On Health</i> 396 Teacher Wraparound Edition: HL 19, 384, 392; UA 19</p>

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Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	<p>Student Edition: 4-5, 60-65, 90, 108-109, 131-135, 448-449, 460 <i>Applying Health Skills</i> 70, 76 <i>Building Health Skills</i> 464-465 <i>Figure 1.2</i> 9 <i>Figure 4.3A</i> 113 <i>Health Skills Activity</i> 15</p> <p>Teacher Wraparound Edition: HL 108</p>
2.2. Understand the concept of control and prevention of disease.	
Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	<p>Student Edition: 239-240, 269-270, 372, 440-445, 446-450, 451-457, 458-463 <i>Building Health Skills</i> 464-465 <i>Hands-On Health</i> 258</p> <p>Teacher Wraparound Edition: HL 239, 240, 371, 456, 459</p>
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<p>Student Edition: 239-240, 402-406, 412, 413-417, 418-421, 422-426, 427-431 <i>Building Health Skills</i> 432 <i>Time health news</i> 434</p> <p>Teacher Wraparound Edition: HL 405, 414, 415; HS 408; TT 432; WT 411</p>
2.3. Acquire skills to live safely and reduce health risks.	
Explain the adverse physical, emotional, and economic consequences of being sexually active.	<p>Student Edition: 191, 392, 416, 422-426, 427-432 <i>Building Health Skills</i> 394-395</p> <p>Teacher Wraparound Edition: HL 423; WT 424</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>Student Edition: 23-27, 206-210, 211-216, 217-221, 472-474, 475-479, 480-485, 486-490 <i>Building Health Skills</i> 28-29, 500-501 <i>Time health news</i> 224, 502</p> <p>Teacher Wraparound Edition: CP 482; DW 212; HSP 212, 219</p>

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Recognize emergency situations and respond appropriately and safely.	Student Edition: 486-492, 493-499 <i>Figure 15.3 478</i> Teacher Wraparound Edition: HL 490, 497; WT 489
Demonstrate skills that help self and others in emergency or crisis.	Student Edition: 482, 486-492, 493-499 <i>Figure 15.3 478</i> <i>Health Skills Activity 483</i> Teacher Wraparound Edition: HL 487, 490, 497; WT 489
Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	Student Edition: 13, 156-157 <i>Building Health Skills 166-167</i> <i>Figure 5.2 158</i> <i>Health Skills Activity 368, 391</i> <i>Time health news 168</i> <i>Write About It 171 #8</i> Teacher Wraparound Edition: TT 166; UA 13; WT 157
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	Student Edition: 88-89, 190, 230-235, 242-247, 252-255, 264-271, 278-281, 286, 298-302, 303-309, 316-319 <i>Building Health Skills 290-291</i> <i>Health Skills Activity 250</i> Teacher Wraparound Edition: HL 190; RS 191; WS 245
3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard, the student will:	
3.1. Understand how environmental factors that affect one's health (air, water, noise, chemicals).	
Describe the influence of environmental factors that positively and negatively affect health.	Student Edition: 19-20, 94, 248-249, 483-484, 486-492, 508-512, 513-517 <i>Building Health Skills 518-519</i> Teacher Wraparound Edition: HL 94, 483; HS 511, 514; TH 516

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3.2. Gather and analyze health information.	
Distinguish between safe and unsafe use of health-care products.	<p>Student Edition: 88-89, 298-302, 328-333, 340-346, 347-351, 387 <i>Connect to Science</i> 114, 336 <i>Health Skills Activity</i> 21</p> <p>Teacher Wraparound Edition: CT 329; WT 106, 299, 337, 348</p>
Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	<p>Student Edition: 16-17, 36-41, 192 <i>Applying Health Skills</i> 27 <i>Building Health Skills</i> 96-97, 290-291 <i>Hands-On Health</i> 54 <i>Health Skills Activity</i> 93, 185, 193, 319 <i>Write About It</i> 261 #15</p> <p>Teacher Wraparound Edition: AC 25; WS 40</p>
Analyze health-care needs and identify sources of health care.	<p>Student Edition: 352-355 <i>Write About It</i> 361 #19</p> <p>Teacher Wraparound Edition: PC 354; RS 353</p>
3.3. Use social skills to promote health and safety in a variety of situations.	
Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	<p>Student Edition: 16, 202-205, 206-210 <i>Building Health Skills</i> 222-223 <i>Figure 6.3</i> 182 <i>Hands-On Health</i> 196 <i>Time health news</i> 224</p> <p>Teacher Wraparound Edition: AL 203; PC 208</p>

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Identify effective social skills to avoid risky situations.	<p>Student Edition: 6, 16, 174-177 <i>Building Health Skills</i> 194-195, 222-223 <i>Figure 1.2</i> 9 <i>Figure 6.5</i> 187 <i>Figure 10.3</i> 318 <i>Hands-On Health</i> 196 <i>Time health news</i> 224</p> <p>Teacher Wraparound Edition: CP 15, 175; WS 16; WT 16</p>
3.4. Understand how emotions influence decision-making.	
Describe how emotions may influence decision making and strategies about how to act in emotional situations.	<p>Student Edition: 15, 16-17, 153-155 <i>Applying Health Skills</i> 27 <i>Building Health Skills</i> 194-195 <i>Hands-On Health</i> 54 <i>Health Skills Activity</i> 39, 280</p> <p>Teacher Wraparound Edition: AL 154, 367; CP 15; HSP 175, 204; RSA 213</p>
<p>4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. To meet this standard, the student will:</p>	
4.1. Analyze health and safety information.	
Identify workplace health and safety issues associated with occupational/career fields of interest.	<p>Student Edition: <i>Career Corners</i> 33, 57, 101, 171, 199, 227, 261, 325, 361, 399, 437, 505, 523 (can be used to begin a discussion on workplace safety)</p>
4.2. Develop a health and fitness plan and a monitoring system.	
Develop a support system and record-keeping system to achieve health and fitness goals.	<p>Student Edition: 44-46, 77-83 <i>Building Health Skills</i> 52-53 <i>Health Skills Activity</i> 64</p> <p>Teacher Wraparound Edition: HL 45; TH 78, 82, 107</p>