



Teen Health

COURSE 3

© 2007

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>Teacher Wraparound Edition: TT 44 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: 219-220, 222-225, 546-549 <i>Building Health Skills</i> 226-227 <i>Time health news</i> 170 Teacher Wraparound Edition: HL 546; TH 223; WT 217</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: 29-30, 209-214, 215-220 <i>Building Health Skills</i> 270-271 <i>Health Skills Activity</i> 31 <i>Time health news</i> 228 <i>Write About It</i> 231 #15 Teacher Wraparound Edition: HL 219; RS 217; UA 211; WT 212</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: 234-237, 238-242, 243-247, 248-251 <i>Building Health Skills</i> 252-253 <i>Health Skills Activity</i> 430 <i>Write About It</i> 257 #15 Teacher Wraparound Edition: CT 240; HS 245; HSA 239; TH 244</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p>Student Edition: 205-208, 209-214, 222, 245, 260-265 <i>Building Health Skills</i> 270-271, 532-533 <i>Health Skills Activity</i> 430 Teacher Wraparound Edition: AL 245; HL 485, 519, 523; HSP 263; UA 213; WT 206, 467</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: 8-12, 54-56, 102-107, 462-465 <i>Building Health Skills</i> 470-471 <i>Write About It</i> 23 #13 Teacher Wraparound Edition: CP 10; CT 468; HL 464; RS 463; WT 9</p>

STANDARDS	PAGE REFERENCES
Identify hereditary factors that affect growth, development, and health.	<p>Student Edition: 450-454, 455-459 <i>Connect to Science</i> 411</p> <p>Teacher Wraparound Edition: HL 416, 468; RS 456</p>
Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	<p>Student Edition: 67, 205-208, 260-265 <i>Building Health Skills</i> 270-271 <i>Health Skills Activity</i> 11, 430</p> <p>Teacher Wraparound Edition: HL 15, 205, 485, 519; HSP 263; TH 14; UA 213; WT 206, 415, 467</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: 286-288, 312-313, 407, 435, 508-510, 511-516, 517-521, 522-526 <i>Applying Health Skills</i> 441 <i>Health Skills Activity</i> 430</p> <p>Teacher Wraparound Edition: HL 313, 513, 515, 523; WS 520; WT 405</p>
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<p>Student Edition: 478-482, 486-487, 488-491, 492-495, 496-499 <i>Building Health Skills</i> 500 <i>Hands-On Health</i> 502 <i>Time health news</i> 398</p> <p>Teacher Wraparound Edition: CP 509; HL 428, 478, 481, 489, 493; HS 415</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: 16, 120, 144-145, 289-290, 492-495, 499 <i>Hands-On Health</i> 148 <i>Write About It</i> 151 #14</p> <p>Teacher Wraparound Edition: CM 120; CT 340; HL 494; UA 120</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>Student Edition: 14-17, 139, 159-163, 176-179, 180-183, 184-187, 188-191, 192-195, 540-544, 545-549 <i>Building Health Skills</i> 196-197 <i>Hands-On Health</i> 198 <i>Write About It</i> 201 #16 Teacher Wraparound Edition: AL 193; HL 161, 194, 284; WT 181</p>
<p>Recognize emergency situations and respond appropriately and safely.</p>	<p>Student Edition: 550-553, 554-557, 558-562, 563-567 Teacher Wraparound Edition: AL 560; DW 87; RS 564; TH 556</p>
<p>Demonstrate skills that help self and others in emergency or crisis.</p>	<p>Student Edition: 554-557, 558-562, 563-567 <i>Thinking Critically</i> 573 #13 Teacher Wraparound Edition: AL 560; DW 87; HSP 561; TH 556</p>
<p>Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.</p>	<p>Student Edition: 43, 63-68 <i>Building Health Skills</i> 72-73 <i>Time health news</i> 74 <i>Write About It</i> 77 #15, 573 #16 Teacher Wraparound Edition: AL 65; HL 42, 484; RS 64</p>
<p>Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.</p>	<p>Student Edition: 278-281, 282-285, 286-290, 308-310, 311-314, 315-318, 323-325, 334-337, 338-344, 345-351, 352-355, 360-363 <i>Building Health Skills</i> 122-123, 326-327 <i>Hands-On Health</i> 302 <i>Write About It</i> 305 #17, 331 #15 Teacher Wraparound Edition: CP 317; CT 361; HL 336; PC 280, 297; WT 222</p>

STANDARDS	PAGE REFERENCES
<p>3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard, the student will:</p>	
<p>3.1. Understand how environmental factors that affect one’s health (air, water, noise, chemicals).</p>	
<p>Describe the influence of environmental factors that positively and negatively affect health.</p>	<p>Student Edition: 320-321, 458-459, 510, 550-553, 576-580, 581-585 <i>Building Health Skills</i> 18-19 <i>Thinking Critically</i> 475 #12 <i>Time health news</i> 328 <i>Write About It</i> 591 #14 Teacher Wraparound Edition: HL 320, 458, 577; HS 5, 528</p>
<p>3.2. Gather and analyze health information.</p>	
<p>Distinguish between safe and unsafe use of health-care products.</p>	<p>Student Edition: 334-336, 343-344, 373-377, 383-387 Teacher Wraparound Edition: HL 241, 347, 386; HS 335; TH 375; WT 222, 240, 353</p>
<p>Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.</p>	<p>Student Edition: 26-30, 112-116, 118-121 <i>Applying Health Skills</i> 158 <i>Building Health Skills</i> 44-45, 326-327, 364-365 <i>Media Watch</i> 205 <i>Write About It</i> 49 #12, 331 #14 Teacher Wraparound Edition: CP 16; CT 361; PC 29; WT 115</p>
<p>Analyze health-care needs and identify sources of health care.</p>	<p>Student Edition: 376, 388-391, 392-395 Teacher Wraparound Edition: AL 39; PC 389; RS 389, 393</p>

STANDARDS	PAGE REFERENCES
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: 58-59, 130-133, 154-158, 159-163, 164-167, 184-187 <i>Applying Health Skills</i> 179 <i>Building Health Skills</i> 168-169 <i>Hands-On Health</i> 46, 198 <i>Health Skills Activity</i> 60 <i>Write About It</i> 173</p> <p>Teacher Wraparound Edition: DW 11; HSP 165</p>
Identify effective social skills to avoid risky situations.	<p>Student Edition: 39-40, 108-111, 115-116, 164-167 <i>Applying Health Skills</i> 179 <i>Building Health Skills</i> 146-147, 168-169, 190-191 <i>Hands-On Health</i> 46, 96, 198 <i>Health Online</i> 155 <i>Health Skills Activity</i> 60, 186, 298</p> <p>Teacher Wraparound Edition: CP 39; HSP 165</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: 56, 57-62 <i>Applying Health Skills</i> 359 <i>Building Health Skills</i> 168-169, 196-197, 300-301 <i>Write About It</i> 331 #14</p> <p>Teacher Wraparound Edition: AL 39; HL 160</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>The following page references highlighting careers can be use to discuss safety in various work settings.</p> <p>Student Edition: <i>Career Corners</i> 23, 49, 77, 99, 127, 151, 201, 231, 257, 331, 369, 401, 447, 475, 505</p>

STANDARDS	PAGE REFERENCES
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: 217, 219 <i>Applying Health Skills</i> 251 <i>Building Health Skills</i> 252-253, 532-533</p> <p>Teacher Wraparound Edition: HL 218; HSP 263; RS 217; TH 67</p>