



# Glencoe Health

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STANDARDS	PAGE REFERENCES
<b>EARLY HIGH SCHOOL</b>	
<b>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b>	
<p><b>Why This Goal Is Important:</b> Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.</p>	
<p><b>A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</b></p>	
<p><b>19.A.4</b> Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.</p>	<p><b>Student Edition:</b> 81-86</p> <p><b>Teacher Wraparound Edition:</b> C 86</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 for more information on efficient skill performance.</p>
<p><b>B. Analyze various movement concepts and applications.</b></p>	
<p><b>19.B.4</b> Analyze various movement patterns for efficiency and effectiveness.</p>	<p><b>Teacher Wraparound Edition:</b> CC 388</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 for more information on efficient movement patterns.</p>

STANDARDS	PAGE REFERENCES
<b>C. Demonstrate knowledge of rules, safety and strategies during physical activity.</b>	
<b>19.C.4a</b> Develop rules and safety procedures for physical activities.	<b>Student Edition:</b> 94-97, 98-103 <i>Hands-On Health</i> 397 <b>Teacher Wraparound Edition:</b> Di 96; Ex 101; GS 102; HL 96, 100; MA 95, 99; WT 83
<b>19.C.4b</b> Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.	<b>Teacher Wraparound Edition:</b> CLA 104; HL 85 <i>Also see Glencoe's Foundations of Personal Fitness</i> © 2005 for more information on sports strategies.
<b>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>	
<b>Why This Goal Is Important:</b> Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.	
<b>A. Know and apply the principles and components of health-related fitness.</b>	
<b>20.A.4a</b> Interpret the effects of exercise/physical activity on the level of health-related fitness.	<b>Student Edition:</b> 74-79, 80-86, 87-92, 93 <i>Health Minute</i> 417 <b>Teacher Wraparound Edition:</b> CL 82; CLA 81; Di 81, 82; SL 83; SW 75; TP 80; WT 83
<b>20.A.4b</b> Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	<b>Student Edition:</b> 74-79, 80-86, 87-92, 93 <i>Health Minute</i> 417 <b>Teacher Wraparound Edition:</b> CL 82; Di 81, 82; TP 80; WT 83
<b>B. Assess individual fitness levels.</b>	
<b>20.B.4a</b> Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	<b>Student Edition:</b> 80-86, 92 <b>Teacher Wraparound Edition:</b> CL 81; Di 82; QD 424

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<p><b>20.B.4b</b> Prepare an individual health-related fitness profile and evaluate fitness level on each component.</p>	<p><b>Student Edition:</b> 7, 34-36, 80-86, 87-92, 93-97 <i>Hands-On Health</i> 35 <i>Time Health</i> 104</p> <p><b>Teacher Wraparound Edition:</b> CC 88; CLA 81; CT 78; HC 84; HL 76, 90; SW 75</p>
<p><b>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</b></p>	
<p><b>20.C.4a</b> Set realistic, short-term, health-related fitness goals based on individual profiles.</p>	<p><b>Student Edition:</b> 7, 34-36, 80-86, 87-92, 93-97 <i>Hands-On Health</i> 35 <i>Time Health</i> 104</p> <p><b>Teacher Wraparound Edition:</b> CC 88; CLA 81; CT 78; HC 84; HL 76, 90; SW 75</p>
<p><b>20.C.4b</b> Evaluate physical fitness services, products and advertising.</p>	<p><b>Student Edition:</b> 88-90, 94-95 <i>Eye on the Media</i> 73 <i>Health Skills Application</i> 105 #4</p> <p><b>Teacher Wraparound Edition:</b> Ac 94; CC 88; CI 82; HC 84, 94; HL 85</p>
<p><b>20.C.4c</b> Design and implement a personal fitness program.</p>	<p><b>Student Edition:</b> 74-79, 87-92, 94-97, 98-103, 714-718 <i>Hands-On Health</i> 397</p> <p><b>Teacher Wraparound Edition:</b> Di 96; Ex 101; HL 96, 100; MA 95, 99; RC 90; SW 75; WT 83</p>
<p><b>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</b></p>	
<p><b>Why This Goal Is Important:</b> As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.</p>	
<p><b>A. Demonstrate individual responsibility during group physical activities.</b></p>	
<p><b>21.A.4a</b> Demonstrate decision-making skills both independently and with others during physical activities.</p>	<p><b>Student Edition:</b> 34-36, 84-86, 87-92 <i>Applying Health Skills</i> 86</p> <p><b>Teacher Wraparound Edition:</b> CLA 81; HL 85</p>

STANDARDS	PAGE REFERENCES
<p><b>21.A.4b</b> Apply identified procedures and safe practices to all group physical activity settings.</p>	<p><b>Student Edition:</b> 94-97, 98-103, 392-293, 739-741 <i>Hands-On Health</i> 397</p> <p><b>Teacher Wraparound Edition:</b> Di 96; Ex 101; GS 102; HL 96, 100; MA 95, 99; WT 83</p>
<p><b>21.A.4c</b> Complete a given task on time.</p>	<p><b>Student Edition:</b> Chapter 4 could be extended to target this objective.</p>
<p><b>B. Demonstrate cooperative skills during structured group physical activity.</b></p>	
<p><b>21.B.4</b> Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p>	<p><b>Student Edition:</b> 35-36, 84-86, 87-92 <i>Applying Health Skills</i> 86</p> <p><b>Teacher Wraparound Edition:</b> CLA 81; HL 85</p>
<p><b>STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</b></p>	
<p><b>Why This Goal Is Important:</b> Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.</p>	
<p><b>A. Explain the basic principles of health promotion, illness prevention and safety.</b></p>	
<p><b>22.A.4a</b> Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).</p>	<p><b>Student Edition:</b> 622-626, 627-634, 635-641, 648-651, 652-656, 674-680, 681-687, 688-694 <i>Time Health</i> 138, 436, 642</p> <p><b>Teacher Wraparound Edition:</b> Di 649; FYI 640; MA 433, 623, 639</p>
<p><b>22.A.4b</b> Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).</p>	<p><b>Student Edition:</b> 6, 17-21, 74-79, 122-129, 546-550, 551-555, 562-567, 612-613, 649-651 <i>Applying Health Skills</i> 121 <i>Time Health</i> 436</p> <p><b>Teacher Wraparound Edition:</b> CLA 125; Ex 75</p>

STANDARDS	PAGE REFERENCES
<p><b>22.A.4c</b> Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).</p>	<p><b>Student Edition:</b>            736-741, 742-748, 749-754, 755-759  <i>Recalling the Facts</i> 762 #5  <i>Thinking Critically</i> 763 #1, 2  <i>Time Health</i> 760  <b>Teacher Wraparound Edition:</b>            GS 744; HC 738; HSA 739; MA 744, 747, 751</p>
<p><b>22.A.4d</b> Research and report about a career involved in health promotion, health care and injury prevention.</p>	<p><b>Student Edition:</b>  <i>Career Corner</i> 23, 43, 69, 105, 139, 165, 193, 219, 243, 269  <b>Teacher Wraparound Edition:</b>            SW 6, 91, 145, 208</p>
<p><b>B. Describe and explain the factors that influence health among individuals, groups and communities.</b></p>	
<p><b>22.B.4</b> Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).</p>	<p><b>Student Edition:</b>            57, 545, 552, 565-566, 570-571, 578, 591, 592-597, 600, 602, 605-610  <i>Parent Involvement</i> 69  <i>Thinking Critically</i> 59 #4  <b>Teacher Wraparound Edition:</b>            D 57; HC 57; MA 595</p>
<p><b>C. Explain how the environment can affect health.</b></p>	
<p><b>22.C.4</b> Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).</p>	<p><b>Student Edition:</b>            433, 766-771, 772-776, 777-781  <i>Health Skills Application</i> 783 #1  <i>Time Health</i> 782  <b>Teacher Wraparound Edition:</b>            C 781; CLA 769; HC 682; HL 14; 779; QD 768</p>

STANDARDS	PAGE REFERENCES
<p><b>STATE GOAL 23. Understand human body systems and factors that influence growth and development.</b></p>	
<p><b>Why This Goal Is Important:</b> To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.</p>	
<p><b>A. Describe and explain the structure and functions of the human body systems and how they interrelate.</b></p>	
<p><b>23.A.4</b> Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).</p>	<p><b>Student Edition:</b>  390, 391, 406-408, 423-425, 432-435, 447-448  <i>Hands-On Health</i> 397, 430  <i>Health Skills Application</i> 411 #1, 3  <i>Time Health</i> 436  <b>Teacher Wraparound Edition:</b>  AHS 389, 435; CLA 392, 445, 470; HC 396;  SW 397</p>
<p><b>B. Explain the effects of health-related actions on the body systems.</b></p>	
<p><b>23.B.4</b> Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).</p>	<p><b>Student Edition:</b>  390, 391, 406-408, 423-425, 432-435, 447-448  <i>Hands-On Health</i> 397, 430  <i>Health Skills Application</i> 411 #1, 3  <b>Teacher Wraparound Edition:</b>  AHS 389, 435; CLA 392, 445, 470; HC 396;  SW 397</p>
<p><b>C. Describe factors that affect growth and development.</b></p>	
<p><b>23.C.4</b> Describe changes in physical health and body functions at various stages of the life cycle.</p>	<p><b>Student Edition:</b>  77-79, 487-491, 492-497, 504-507, 514-519, 520-523, 529-531  <i>Figure 20.4</i> 530  <i>Health Skills Application</i> 535 #1  <i>Writing Critically</i> 537 #1  <b>Teacher Wraparound Edition:</b>  MA 475, 494</p>

STANDARDS	PAGE REFERENCES
<p><b>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b></p>	
<p><b>Why This Goal Is Important:</b> From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.</p>	
<p><b>A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</b></p>	
<p><b>24.A.4a</b> Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.</p>	<p><b>Student Edition:</b> 286-290, 316-317, 335-340, 341-347, 348-353, 570-571 <i>Time Health</i> 354</p> <p><b>Teacher Wraparound Edition:</b> Ac 343, 344; CC 342; CCA 337; En 340; Ex 350; RC 336; WT 336</p>
<p><b>24.A.4b</b> Formulate strategies to prevent conflict and resolve differences.</p>	<p><b>Student Edition:</b> 30, 264-267, 309-312 <i>Applying Health Skills</i> 267 <i>Hands-On Health</i> 525, 607 <i>Health Skills Application</i> 304</p> <p><b>Teacher Wraparound Edition:</b> Ac 265; CC 250; CLA 311; Di 310; HL 251, 322; RC 266; VL 264</p>
<p><b>B. Apply decision-making skills related to the protection and promotion of individual health.</b></p>	
<p><b>24.B.4</b> Explain how decision making affects the achievement of individual health goals.</p>	<p><b>Student Edition:</b> 33-36 <i>Applying Health Skills</i> 36, 92, 150, 204, 533 <i>Health Skills Activity</i> 8, 56, 155, 232 <i>Health Skills Application</i> 23 #3, 43 #2, 297 #4, 557 #1 <i>Thinking Critically</i> 36 #4 <i>Writing Critically</i> 45 #1</p> <p><b>Teacher Wraparound Edition:</b> CI 323</p>

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<b>C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b>	
<p><b>24.C.4</b> Formulate a plan to achieve individual health goals.</p>	<p><b>Student Edition:</b>            34-36, 87-92, 148-149  <i>Applying Health Skills</i> 92, 121  <i>Hands-On Health</i> 678  <i>Health Skills Application</i> 105 #2, 139 #2, 381 #2  <i>Parent Involvement</i> 165</p> <p><b>Teacher Wraparound Edition:</b>            CLA 632; HC 679; MA 148</p>
<b>LATE HIGH SCHOOL</b>	
<b>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b>	
<p><b>Why This Goal Is Important:</b> Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.</p>	
<b>A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</b>	
<p><b>19.A.5</b> Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.</p>	<p><b>Student Edition:</b>            78-79, 88-89, 714-718  <i>Time Health</i> 104</p> <p><b>Teacher Wraparound Edition:</b>            HC 84, 94; HL 85; SW 75, 91</p>
<b>B. Analyze various movement concepts and applications.</b>	
<p><b>19.B.5</b> Apply the principles of efficient movement to evaluate personal performance.</p>	<p><b>Student Edition:</b>            80-86, 87-92, 93-97  <i>Real Life Application</i> 84  <i>Time Health</i> 104</p> <p><b>Teacher Wraparound Edition:</b>            CT 78; HL 76, 90; SW 75</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 for more information on efficient movement.</p>

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<b>C. Demonstrate knowledge of rules, safety and strategies during physical activity.</b>	
<b>19.C.5a</b> Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.	<b>Student Edition:</b> 78-79, 88-89, 714-718 <i>Time Health</i> 42, 104 <b>Teacher Wraparound Edition:</b> HC 84, 94; HL 85; SW 75, 91
<b>19.C.5b</b> Analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 for more information on sports strategies.
<b>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>	
<b>Why This Goal Is Important:</b> Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.	
<b>A. Know and apply the principles and components of health-related fitness.</b>	
<b>20.A.5</b> Implement an individualized health-related fitness plan which includes the principles of training.	<b>Student Edition:</b> 74-79, 87-92, 94-97, 98-103, 714-718 <i>Hands-On Health</i> 397 <b>Teacher Wraparound Edition:</b> CT 78; Di 96; Ex 101; GS 102; HL 96, 100; MA 95-99; RC 90; SW 75; WT 83
<b>B. Assess individual fitness levels.</b>	
<b>20.B.5a</b> Collect and interpret health-related fitness data over a period of time, with and without the use of technology.	<b>Student Edition:</b> 80-86, 92 <b>Teacher Wraparound Edition:</b> CL 81; Di 82; QD 424
<b>20.B.5b</b> Evaluate the effects of fitness choices and heredity on wellness.	<b>Student Edition:</b> 12, 74-79, 145, 148-150, 204, 208, 396, 426, 498-503, 679, 680 <i>Hands-On Health</i> 191, 678 <i>Time Health</i> 436, 508 <b>Teacher Wraparound Edition:</b> Di 88; Ex 75; MA 77; RC 149

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<b>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</b>	
<b>20.C.5a</b> Set realistic, long-term, health-related fitness goals based on an individual profile.	<b>Student Edition:</b> 34-36, 80-86, 87-92, 93-97 <i>Hands-On Health</i> 35 <i>Health Skills Application</i> 23 #1 <i>Time Health</i> 104 <b>Teacher Wraparound Edition:</b> CC 88; CLA 81; CT 78; HC 84; HL 76, 90; SW 75
<b>20.C.5b</b> Understand how aging, illness and injury affect physical activity.	<b>Student Edition:</b> 529-533 <b>Teacher Wraparound Edition:</b> CC 88, 388; CI 82
<b>20.C.5c</b> Use profile data to monitor an individual wellness/fitness plan.	<b>Student Edition:</b> 74-79, 87-92, 94-97, 98-103, 714-718 <i>Hands-On Health</i> 397 <b>Teacher Wraparound Edition:</b> CT 78; Di 96; Ex 101; GS 102; HL 96, 100; MA 95, 99; RC 90; SW 75; WT 83
<b>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</b>	
<b>Why This Goal Is Important:</b> As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.	
<b>A. Demonstrate individual responsibility during group physical activities.</b>	
<b>21.A.5</b> Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	<b>Student Edition:</b> 96 <i>Applying Health Skills</i> 79 <i>Time Health</i> 42 <i>Writing Critically</i> 101 #3 <b>Teacher Wraparound Edition:</b> CLA 81, 104; HL 39, 85, 94; SW 75

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<b>B. Demonstrate cooperative skills during structured group physical activity.</b>	
<p><b>21.B.5</b> Demonstrate when to lead and when to be supportive to accomplish group goals.</p>	<p><b>Student Edition:</b> 96 <i>Applying Health Skills</i> 79 <i>Time Health</i> 42 <i>Writing Critically</i> 101 #3</p> <p><b>Teacher Wraparound Edition:</b> CLA 81, 104; HL 39, 85, 94; SW 75</p>
<b>STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</b>	
<p><b>Why This Goal Is Important:</b> Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.</p>	
<b>A. Explain the basic principles of health promotion, illness prevention and safety.</b>	
<p><b>22.A.5a</b> Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).</p>	<p><b>Student Edition:</b> 622-626, 627-634, 635-641, 648-651, 652-656, 674-680, 681-687, 688-694 <i>Time Health</i> 138, 436, 642</p> <p><b>Teacher Wraparound Edition:</b> Di 649; FYI 640; MA 433, 623, 639</p>
<p><b>22.A.5b</b> Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).</p>	<p><b>Student Edition:</b> 62-63, 64-67, 213, 234-237, 614-615, 656, 664-665, 756 <i>Figure 22.4</i> 579 <i>School and Community</i> 69</p> <p><b>Teacher Wraparound Edition:</b> Ac 65; CLA 231; En 63; HC 740; HL 31; MA 66</p>
<p><b>22.A.5c</b> Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease; worksite safety management).</p>	<p><b>Student Edition:</b> 16, 58, 501-503, 684, 687 <i>Applying Health Skills</i> 409, 503 <i>Health Skills Application</i> 437 #1 <i>Real Life Application</i> 490 <i>Time Health</i> 22, 616</p> <p><b>Teacher Wraparound Edition:</b> CLA 343; MA 22, 500, 684, 686</p>

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<b>B. Describe and explain the factors that influence health among individuals, groups and communities.</b>	
<p><b>22.B.5</b> Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).</p>	<p><b>Student Edition:</b>            7-8, 15-16, 49-51, 60-63, 64-67, 130-133, 134-137  <i>Health Skills Application</i> 69 #4, 509 #4  <i>Parent Involvement</i> 23  <i>Thinking Critically</i> 409 #5  <b>Teacher Wraparound Edition:</b>            Ac 65; MA 15, 50; MR 62</p>
<b>C. Explain how the environment can affect health.</b>	
<p><b>22.C.5</b> Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).</p>	<p><b>Student Edition:</b>            768, 776, 777-781  <i>Real Life Application</i> 770  <i>Thinking Critically</i> 71 #4  <i>Time Health</i> 782  <b>Teacher Wraparound Edition:</b>            C 781; HC 682, 782; HL 14, 779; MA 775; QD 768</p>
<b>STATE GOAL 23. Understand human body systems and factors that influence growth and development.</b>	
<p><b>Why This Goal Is Important:</b> To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.</p>	
<b>A. Describe and explain the structure and functions of the human body systems and how they interrelate.</b>	
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<b>B. Explain the effects of health-related actions on the body systems.</b>	
<p><b>23.B.5</b> Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).</p>	<p><b>Student Edition:</b>            162, 492-497, 552, 575-576, 596-597  <i>Health Skills Application</i> 509 #2  <i>Thinking Critically</i> 579 #4  <b>Teacher Wraparound Edition:</b>            CT 496, 575; D 552; HC 493; HL 502; MA 162, 494, 500</p>

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<b>C. Describe factors that affect growth and development.</b>	
<p><b>23.C.5</b> Explain how the aging process affects body systems (e.g., vision, hearing, immune system).</p>	<p><b>Student Edition:</b> 364, 374-375, 379, 391, 393, 398, 408, 425 <i>Time Health</i> 436</p> <p><b>Teacher Wraparound Edition:</b> Ac 368, 408; CLA 392; MA 387, 391, 402, 420</p>
<p><b>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b></p>	
<p><b>Why This Goal Is Important:</b> From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.</p>	
<p><b>A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</b></p>	
<p><b>24.A.5</b> Compare and contrast strategies to prevent conflict and resolve differences.</p>	<p><b>Student Edition:</b> 30, 260, 262-267, 322-323, 611-615 <i>Hands-On Health</i> 607 <i>Health Skills Activity</i> 304, 601</p> <p><b>Teacher Wraparound Edition:</b> CL 260; CLA 30; HC 266</p>
<p><b>B. Apply decision-making skills related to the protection and promotion of individual health.</b></p>	
<p><b>24.B.5</b> Explain immediate and long-term impacts of health decisions to the individual, family and community.</p>	<p><b>Student Edition:</b> 33-34, 320-322, 494-495, 542-545, 552, 574-578 <i>Health Skills Activity</i> 8</p> <p><b>Teacher Wraparound Edition:</b> CI 7; HC 39, 517; HL 265; SW 6, 542</p>
<p><b>C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b></p>	
<p><b>24.C.5</b> Evaluate progress toward the attainment of a health goal.</p>	<p><b>Student Edition:</b> 34-36, 87-92, 148-149 <i>Hands-On Health</i> 678 <i>Health Skills Application</i> 105 #2, 139 #2 <i>Parent Involvement</i> 165</p> <p><b>Teacher Wraparound Edition:</b> CLA 632; HC 679; MA 148</p>