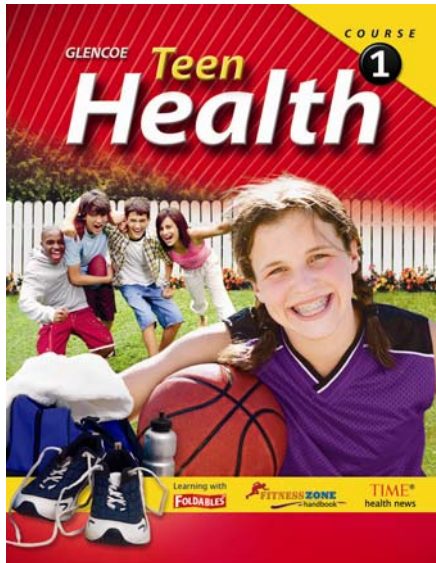




Glencoe

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



COURSE

1

Teen Health

© 2009

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:

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

Apply 131, 135, 307

Applying Health Skills 135

Health Skills Activity 299

List 307

Recall 307

Teacher Wraparound Edition:

C 135; HL 133; WT 298

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: 120-125, 126-131 <i>Applying Health Skills</i> 131 <i>Building Health Skills</i> 136-137 <i>Figure</i> 129 <i>Health Skills Activity</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 Teacher Wraparound Edition: C 125; TF 138</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: 94-97, 98-101, 102-107, 120-125, 126-131 <i>Applying Health Skills</i> 107 <i>Building Health Skills</i> 112-113 <i>Figure</i> 99 <i>Go Online</i> 100, 123 <i>Hands-On Health</i> 114 <i>Health Skills Activity</i> 104, 122, 130 <i>Hypothesize</i> 107 <i>What I Learned</i> 101 <i>What Teens Think</i> 103, 124 Teacher Wraparound Edition: CP 95</p>

STANDARDS	PAGE REFERENCES
Analyze the effects of movement, fitness, and nutrition practices.	<p>Student Edition: 4-7, 94-97, 98-101, 102-107, 120-125, 178-179, 275, 282-284, 287 <i>Building Health Skills</i> 112-113, 288-289 <i>Describe</i> 287 <i>Go Online</i> 5 <i>Photo</i> 6, 95, 181 <i>Recall</i> 125 <i>Synthesize</i> 287 <i>Time Health News</i> 138</p> <p>Teacher Wraparound Edition: C 287; CP 104</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>	
Describe the physical, emotional, intellectual, and social changes that occur during puberty.	<p>Student Edition: 202-205 <i>Analyze</i> 219 <i>Building Health Skills</i> 214-215 <i>Evaluate</i> 205 <i>Figure</i> 204 <i>Go Online</i> 204 <i>Guide to Reading</i> 202 <i>Identify</i> 205 <i>Recall</i> 205</p> <p>Teacher Wraparound Edition: C 205; CP 203; HSP 203; RS 204; WS 204</p>
Identify hereditary factors that affect growth, development, and health.	<p>Student Edition: 8, 210-213, 282-287 <i>Applying Health Skills</i> 213 <i>Go Online</i> 283 <i>Photo</i> 283</p> <p>Teacher Wraparound Edition: CP 283; DSI 286; RS 283</p>

STANDARDS	PAGE REFERENCES
Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	<p>Student Edition: 4-7, 94-97, 98-101, 102-107, 120-125, 178-180, 275, 282-284, 287 <i>Building Health Skills</i> 112-113, 288-289 <i>Describe</i> 287 <i>Go Online</i> 5, 100, 123 <i>Health Skills Activity</i> 122 <i>Photo</i> 6, 95, 181 <i>Recall</i> 125 <i>Synthesize</i> 287 <i>Time Health News</i> 138, 196</p> <p>Teacher Wraparound Edition: C 287; CP 104</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: 7, 95, 121, 282-287 <i>Analyzing Influences</i> 293 <i>Building Health Skills</i> 288-289 <i>Go 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>Teacher Wraparound Edition: AL 284; C 287</p>
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<p>Student Edition: 272-276, 277-281 <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, 281 <i>Quick Write</i> 272 <i>Thinking Critically</i> 276</p> <p>Teacher Wraparound Edition: AL 273; APK 277; C 276; HSC 275; HSP 275; WTWK 274</p>

STANDARDS	PAGE REFERENCES
2.3. Acquire skills to live safely and reduce health risks.	
<p>Explain the adverse physical, emotional, and economic consequences of being sexually active.</p>	<p>Student Edition: 80, 277-281 <i>Health Skills Activity</i> 281 <i>Recall</i> 80 <i>Synthesize</i> 219</p> <p>Teacher Wraparound Edition: APK 277; CT 279; WS 278</p>
<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: 16, 71-72, 84-85, 132-135, 296-299, 300-304, 305-307, 308-311 <i>Developing Good Character</i> 301 <i>Evaluate</i> 85 <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</p> <p>Teacher Wraparound Edition: A 88; WTWK 84, 298</p>
<p>Recognize emergency situations and respond appropriately and safely.</p>	<p>Student Edition: 308-311, 312-317 <i>Applying Health Skills</i> 311, 317 <i>Figure</i> 313, 315 <i>Health Skills Activity</i> 299 <i>Quick Write</i> 308, 312 <i>What I Learned</i> 311, 317</p> <p>Teacher Wraparound Edition: AL 310, 313; HL 315; HSC 309, 316; RS 313, 315</p>
<p>Demonstrate skills that help self and others in emergency or crisis.</p>	<p>Student Edition: 308-311, 312-317 <i>Applying Health Skills</i> 311, 317 <i>Figure</i> 313, 315 <i>Health Skills Activity</i> 299 <i>Quick Write</i> 308, 312 <i>What I Learned</i> 311, 317</p> <p>Teacher Wraparound Edition: AL 310, 313; HL 315; HSC 309, 316; RS 313, 315</p>

STANDARDS	PAGE REFERENCES
Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	<p>Student Edition: 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>Standardized Test Practice</i> 59 <i>Thinking Critically</i> 49 <i>What I Learned</i> 49</p> <p>Teacher Wraparound Edition: C 49; HL 47, 48; HSP 46; TH 46</p>
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	<p>Student Edition: 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>Go Online</i> 258 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 79, 257 <i>List 77</i> <i>Recall</i> 80, 259</p> <p>Teacher Wraparound Edition: HSC 257; WTWK 76, 258</p>
<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>	
Describe the influence of environmental factors that positively and negatively affect health.	<p>Student Edition: 9, 285, 318-320 <i>Analyze</i> 321 <i>Evaluate</i> 293 <i>Go Online</i> 321 <i>What Teens Think</i> 320</p> <p>Teacher Wraparound Edition: C 321; RS 319</p>

STANDARDS	PAGE REFERENCES
3.2. Gather and analyze health information.	
Distinguish between safe and unsafe use of health-care products.	<p>Student Edition: 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>Go Online</i> 148 <i>Health Skills Activity</i> 14, 157</p> <p>Teacher Wraparound Edition: AL 161; CP 149; HL 157; HSC 161; WTWK 147</p>
Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	<p>Student Edition: 8-11, 14-15, 78-80, 102-103, 230, 257 <i>Analyze</i> 107 <i>Applying Health Skills</i> 7, 80, 101, 111, 205 <i>Building Health Skills</i> 234-235 <i>Evaluate</i> 233 <i>Figure</i> 231 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 79, 232, 257 <i>Time Health News</i> 236</p> <p>Teacher Wraparound Edition: C 80</p>
Analyze health-care needs and identify sources of health care.	<p>Student Edition: 163-167 <i>Health Skills Activity</i> 166 <i>Quick Write</i> 163 <i>What Teens Think</i> 165</p> <p>Teacher Wraparound Edition: C 167; CT 164; DSI 166; HL 165; PCSH 164</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: 6, 15, 36-40, 41-44, 62-66, 81-85 <i>Applying Health Skills</i> 66, 85 <i>Building Health Skills</i> 86-87 <i>Go Online</i> 43 <i>Health Skills Activity</i> 70 <i>Recall</i> 66 <i>What Teens Think</i> 83</p> <p>Teacher Wraparound Edition: HSC 83; HSP 83; PCSH 43</p>
Identify effective social skills to avoid risky situations.	<p>Student Edition: 78-80, 230-231, 256-258, 298 <i>Applying Health Skills</i> 80, 255 <i>Building Health Skills</i> 234-235, 260-261 <i>Evaluate</i> 233 <i>Figure</i> 231 <i>Go Online</i> 258 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 79, 257 <i>Quick Write</i> 78 <i>Recall</i> 259 <i>What I Learned</i> 80</p> <p>Teacher Wraparound Edition: AL 298; C 80; TT 79; PCSH 250; WTWK 258</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: 41-44 <i>Analyze</i> 44 <i>Building Health Skills</i> 54-55 <i>Go Online</i> 43 <i>Identify</i> 44</p> <p>Teacher Wraparound Edition: HL 42</p>

STANDARDS	PAGE REFERENCES
<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>	
<p>4.1. Analyze health and safety information.</p>	
<p>Identify workplace health and safety issues associated with occupational/career fields of interest.</p>	<p>Student Edition: <i>Careers for the 21st Century</i> 302 Safety at home and elsewhere is discussed on 296-299, 300-304, 305-307, 308-311 <i>Developing Good Character</i> 301 <i>Health Skills Activity</i> 299, 302 Teacher Wraparound Edition: HSC 301; PCSH 302; WTWK 298</p>
<p>4.2. Develop a health and fitness plan and a monitoring system.</p>	
<p>Develop a support system and record-keeping system to achieve health and fitness goals.</p>	<p>Student Edition: 22-23, 73-76, 126-131 <i>Applying Health Skills</i> 131 <i>Building Health Skills</i> 136-137, 194-195 <i>Figure</i> 129 <i>Health Skills Activity</i> 130 Teacher Wraparound Edition: CT 129; HSC 128; HSP 128</p>