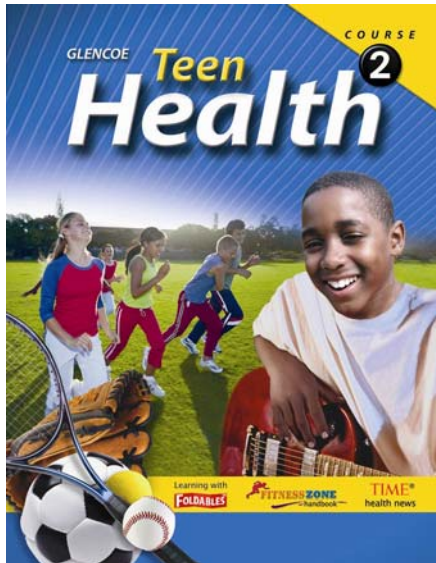




**Glencoe**

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



COURSE  
**Teen**  
**Health**<sup>2</sup>

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STANDARDS	PAGE REFERENCES
<p><b>1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.</b> To meet this standard, the student will:</p>	
<p><b>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</b></p>	
<p>Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p>	<p><b>Student Edition:</b> 64-65 This standard also can be met using Glencoe's <i>Foundations of Personal Fitness</i> © 2005 74-77, 78-80</p>
<p><b>1.2. Safely participates in a variety of developmentally appropriate physical activities.</b></p>	
<p>Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p><b>Student Edition:</b> 78-81, 84, 86-88, 90, 91-95, 219, 480-485 <i>Applying Health Skills</i> 95 #7 <i>Developing Good Character</i> 86 <i>Health Skills Activity</i> 93, 276, 483 <i>Quick Write</i> 480 <i>Thinking Critically</i> 485 #5-#6 <i>What I Learned</i> 485 #3-#4 <b>Teacher Wraparound Edition:</b> AL 276, 481, 483, 489; C 485; CT 80, 481; DGC 86; E 485; HL 483; HSA 93; HSC 276; R 485; RS 87, 484; UA 87; WTWK 79, 87, 481</p>

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>  60-65, 77-83, 84-85, 129-130, 215-220  <i>Applying Health Skills</i> 65  <i>Building Health Skills</i> 52-53, 96-97  <i>Connect to Math</i> 129  <i>Developing Good Character</i> 62  <i>Health Skills Activity</i> 43, 79  <i>Time health news</i> 98  <i>Write About It</i> 101 #18</p> <p><b>Teacher Wraparound Edition:</b>  DGC 62; FZ 62; HSA 43, 79; HSC 61, 81; HSP 61, 78, 85; RS 63, 82; TH 78, 82; UA 81; WTWK 74, 134</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>  107-110, 111-114, 116-119  <i>Applying Health Skills</i> 110</p> <p><b>Teacher Wraparound Edition:</b>  CP 20; DSI 117; HL 108, 113; RS 113; WTWK 12, 134, 448</p>
<p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p><b>Student Edition:</b>  60-63, 88, 108-109, 113, 131-135  <i>Health Skills Activity</i> 15  <i>What I Learned</i> 135 #3</p> <p><b>Teacher Wraparound Edition:</b>  AL 108; C 135; E 135; FZ 105; HL 88, 108, 113; HSA 15; RS 112, 134; UA 113</p>

STANDARDS	PAGE REFERENCES
<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><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> 364-369, 378, 389-390 <i>Quick Write</i> 364 <i>What I Learned</i> 369 #1 <b>Teacher Wraparound Edition:</b> APK 364; CT 366; FZ 367; QW 364; R 369; RS 365; WTWK 67, 273, 376</p>
<p>Identify hereditary factors that affect growth, development, and health.</p>	<p><b>Student Edition:</b> 18-19, 383, 440, 446 <i>Careers for the 21<sup>st</sup> Century</i> 384 <i>Hands-On Health</i> 396 <b>Teacher Wraparound Edition:</b> HL 19, 384, 392, 452; R 22; UA 19; WTWK 462</p>
<p>Describe how nutrition, exercise, and rest influence physical growth and lifelong health.</p>	<p><b>Student Edition:</b> 4-5, 9, 60-62, 111-113, 131-135, 449, 460 <i>Applying Health Skills</i> 70, 76, 450 <i>Building Health Skills</i> 464-465 <i>Connect to Science</i> 5, 449 <i>Health Skills Activity</i> 15, 410, 449 <i>Thinking Critically</i> 90 #6 <b>Teacher Wraparound Edition:</b> C 135; HL 108, 371; HSA 15; RS 63, 460</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 of non-communicable diseases.	<p><b>Student Edition:</b>  239, 269-270, 372-373, 440-445, 448, 450, 451-457, 459-460, 462-463  <i>Applying Health Skills</i> 457  <i>Connect to Science</i> 443  <i>Go Online</i> 459  <i>Health Skills Activity</i> 372, 461  <i>Thinking Critically</i> 445 #7  <i>What I Learned</i> 373 #3-#4</p> <p><b>Teacher Wraparound Edition:</b>  AL 453; C 373, 463; CS 443; HL 443, 456; HSA 372; RS 239; TH 372, 455, 460</p>
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	<p><b>Student Edition:</b>  404-406, 412, 413-417, 418-421, 422-426, 429-431  <i>Applying Health Skills</i> 406, 412, 417, 431  <i>Building Health Skills</i> 432-433  <i>Developing Good Character</i> 429  <i>Health Skills Activity</i> 420, 425  <i>Quick Write</i> 418  <i>Thinking Critically</i> 406 #5  <i>Time health news</i> 434  <i>What I Learned</i> 406 #4, 417 #5, 421 #2-#3, 426 #4</p> <p><b>Teacher Wraparound Edition:</b>  E 417; HL 404, 414, 416, 420; HSA 425; QW 418; R 426; RS 430; TH 403; UA 414; WTWK 411, 424</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>  191-192, 392, 416, 422-426, 427-428  <i>Applying Health Skills</i> 426  <i>Building Health Skills</i> 394-395  <i>Developing Good Character</i> 429  <i>Go Online</i> 424  <i>Health Skills Activity</i> 425</p> <p><b>Teacher Wraparound Edition:</b>  APK 422; CT 424; HL 423; HSA 425; WTWK 424</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>  23-27, 190-192, 211-216, 217-221, 472-474, 475-479, 480-485  <i>Applying Health Skills</i> 216, 221  <i>Building Health Skills</i> 28-29, 290-291, 394-395, 500-501  <i>Developing Good Character</i> 429, 473  <i>Health Skills Activity</i> 483  <i>Thinking Critically</i> 27 #6, 216 #7, 474 #4, 485 #5-#6,  <i>Time health news</i> 502  <i>What I Learned</i> 216 #3-#5, 479 #2-#4, 485 #4  <i>What Teens Think</i> 477</p> <p><b>Teacher Wraparound Edition:</b>  AL 26, 215, 477, 483; APK 28; C 216, 474, 479, 485; CT 481; DSI 212, 270; FZ 473; HL 215; HSP 212, 219; R 27, 216, 474, 479; RS 484; TT 28; WTT 477; WTWK 214, 481</p>
<p>Recognize emergency situations and respond appropriately and safely.</p>	<p><b>Student Edition:</b>  478, 486-492, 493-499  <i>Go Online</i> 497  <i>Quick Write</i> 486  <i>Thinking Critically</i> 492 #7</p> <p><b>Teacher Wraparound Edition:</b>  AL 490, 497; C 492, 499; GO 497; HL 487, 490, 496, 497; HSP 489; QW 486; R 499; RS 478; UA 490; WS 498; WTWK 489</p>
<p>Demonstrate skills that help self and others in emergency or crisis.</p>	<p><b>Student Edition:</b>  478, 488-490, 492, 493-499  <i>Applying Health Skills</i> 499  <i>Go Online</i> 497  <i>Health Skills Activity</i> 483, 491  <i>Quick Write</i> 486  <i>What I Learned</i> 499 #4</p> <p><b>Teacher Wraparound Edition:</b>  AL 488, 494; APK 493; C 499; GO 497; HL 487, 490, 496, 497; HSA 491; QW 486; R 499; RS 494, 495, 496; WS 498; WTWK 489, 498</p>

STANDARDS	PAGE REFERENCES
<p>Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.</p>	<p><b>Student Edition:</b>            13, 156-158  <i>Applying Health Skills</i> 158  <i>Building Health Skills</i> 166-167  <i>Health Skills Activity</i> 280, 368, 391  <i>Time health news</i> 168  <i>What I Learned</i> 158 #3-#4  <i>Write About It</i> 171 #18</p> <p><b>Teacher Wraparound Edition:</b>            AL 367; C 158; HSA 368, 391; MTC 168; RS 157;            TT 166; UA 13</p>
<p>Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.</p>	<p><b>Student Edition:</b>            88-89, 190, 192, 242-243, 252, 278-279, 286, 311, 316-319  <i>Applying Health Skills</i> 27, 193, 247, 319, 351  <i>Building Health Skills</i> 290-291, 395  <i>Go Online</i> 253  <i>Health Skills Activity</i> 193, 254, 319  <i>Quick Write</i> 316  <i>What I Learned</i> 193 #5, 247 #3, 315 #2, 319 #3-#4  <i>What Teens Think</i> 279, 301</p> <p><b>Teacher Wraparound Edition:</b>            APK 286; E 193; FZ 301; HSA 192, 254, 318;            HSC 191; PCSH 314; QW 286; RS 243, 318;            TT 254, 290; WTT 279, 301</p>

STANDARDS	PAGE REFERENCES
<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>	
<p>Describe the influence of environmental factors that positively and negatively affect health.</p>	<p><b>Student Edition:</b>  19-20, 441, 453, 508-511  <i>What I Learned</i> 22 #3</p> <p><b>Teacher Wraparound Edition:</b>  APK 508; C 512; CP 441; FZ 510; HL 509;  HSP 509; R 22, 512; RS 240</p>
<p><b>3.2. Gather and analyze health information.</b></p>	
<p>Distinguish between safe and unsafe use of health-care products.</p>	<p><b>Student Edition:</b>  298-302, 347-351  <i>Connect to Science</i> 117  <i>Health Skills Activity</i> 350</p> <p><b>Teacher Wraparound Edition:</b>  AL 349; CT 329; E 351; HL 350; HSA 350;  HSP 348; RS 350; WTWK 106, 299, 348</p>
<p>Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.</p>	<p><b>Student Edition:</b>  21-22, 36-41, 192, 242-243, 246-247, 311  <i>Applying Health Skills</i> 255  <i>Building Health Skills</i> 256-257, 320-321  <i>Go Online</i> 279, 317  <i>Hands-On Health</i> 54  <i>Health Skills Activity</i> 21, 234, 250, 314, 430  <i>Media Watch</i> 311  <i>Quick Write</i> 242  <i>Thinking Critically</i> 22 #4, 235 #5, 255 #6  <i>What I Learned</i> 247 #4-#5, 281 #4  <i>What Teens Think</i> 246  <i>Write About It</i> 261 #14</p> <p><b>Teacher Wraparound Edition:</b>  CP 245, 246; CT 243; GO 317; HL 232; HSA 234, 250, 314, 430; HSC 279, 287; MW 311; RS 243; TT 256, 320; WS 245; WTT 246</p>

STANDARDS	PAGE REFERENCES
Analyze health-care needs and identify sources of health care.	<p><b>Student Edition:</b>            352-355  <i>Careers for the 21<sup>st</sup> Century</i> 44, 92, 132, 146, 186, 270, 354, 456, 498  <i>What I Learned</i> 355 #3  <i>Write About It</i> 361 #19</p> <p><b>Teacher Wraparound Edition:</b>            APK 352; C21C 44, 92, 132, 146, 186, 270, 354, 456, 498; HL 353; R 355; RS 353</p>
<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>            6-7, 16, 202-205, 206-210  <i>Applying Health Skills</i> 210  <i>Building Health Skills</i> 222-223  <i>Go Online</i> 207  <i>Hands-On Health</i> 196  <i>Health Skills Activity</i> 209  <i>Thinking Critically</i> 210 #5  <i>Time health news</i> 224</p> <p><b>Teacher Wraparound Edition:</b>            AL 203; C 210; E 210; GO 207; HSA 209; PCSH 208</p>
Identify effective social skills to avoid risky situations.	<p><b>Student Edition:</b>            6-7, 16, 176-177, 187, 192, 286, 317-319  <i>Applying Health Skills</i> 289  <i>Building Health Skills</i> 290-291, 394-395  <i>Health Skills Activity</i> 193, 319  <i>Time health news</i> 224  <i>What I Learned</i> 193 #5, 319 #4-#5</p> <p><b>Teacher Wraparound Edition:</b>            APK 286; HSA 192, 318; QW 286; R 193; RS 187, 318; WS 16; WTWK 16</p>

STANDARDS	PAGE REFERENCES
<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.	<b>Student Edition:</b> 153-155, 367 <i>Building Health Skills</i> 194-195 <i>Health Skills Activity</i> 280, 368 <i>Thinking Critically</i> 281 #5 <i>What I Learned</i> 369 #3 <b>Teacher Wraparound Edition:</b> AL 154, 367; C 369; CP 15; HSA 368; RS 213
<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>	
<b>4.1. Analyze health and safety information.</b>	
Identify workplace health and safety issues associated with occupational/career fields of interest.	<b>Student Edition:</b> <i>Careers for the 21<sup>st</sup> Century</i> 20, 44, 92, 132, 146, 186, 204, 232, 270, 313, 354, 384, 416, 456, 498, 516 (can be used to begin a discussion on workplace safety)
<b>4.2. Develop a health and fitness plan and a monitoring system.</b>	
Develop a support system and record-keeping system to achieve health and fitness goals.	<b>Student Edition:</b> 44-46, 77-83 <i>Applying Health Skills</i> 46 <i>Building Health Skills</i> 52-53, 96-97 <i>Developing Good Character</i> 287 <i>Health Skills Activity</i> 79 <b>Teacher Wraparound Edition:</b> HSA 79; HSP 78; TH 78, 82; TT 45