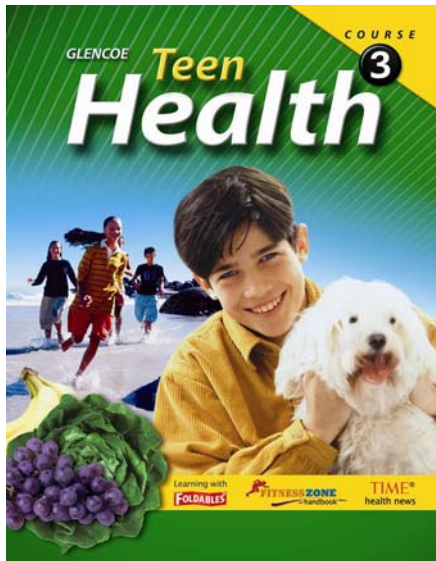




Glencoe

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



COURSE
3
Teen
Health

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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>The exercises/activities on the following pages can be used to promote movement combinations. Student Edition: 211-212, 216-220 <i>Time Health News</i> 228 Teacher Wraparound Edition: AL 213; E 214; RS 211, 212; TT 44; WTWK 212 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; WTWK 217</p>

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

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>Health Skills Activity</i> 31 <i>Time health news</i> 228 <i>Write About It</i> 231 #14 Teacher Wraparound Edition: HL 219; RS 217; UA 211; WTWK 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, 270-271 <i>Go Online</i> 245 <i>Health Skills Activity</i> 430 <i>Write About It</i> 257 #15 Teacher Wraparound Edition: AL 245; CT 240; HSC 245; HSA 239; TT 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: FZ 55; HL 485, 519, 523; HSP 263; RS 245; UA 213; WTWK 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 (mental and emotional health in general), 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 60; RS 463; WTWK 9</p>

STANDARDS	PAGE REFERENCES
Identify hereditary factors that affect growth, development, and health.	<p>Student Edition: 455-456, 508, 513 <i>Health Skills Activity</i> 457</p> <p>Teacher Wraparound Edition: CP 509; HL 416, 468; HSA 457; RS 456</p>
Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	<p>Student Edition: 67, 204-208, 234-237, 238-242 <i>Applying Health Skills</i> 208, 526 <i>Health Skills Activity</i> 11, 207, 430, 520 <i>Thinking Critically</i> 242 #5 <i>What I Learned</i> 208 #2 237 #2</p> <p>Teacher Wraparound Edition: AL 206; CP 239; CT 207; E 208; FZ 236, 513; HL 15, 205, 485, 519; HSA 207; HSP 263, 509; RS 205, 232; TH 14; UA 211; WTWK 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 of non-communicable diseases.	<p>Student Edition: 513-515, 519-520, 523-526, 529, 531 <i>Applying Health Skills</i> 510, 531 <i>Connect to Science</i> 523 <i>Thinking Critically</i> 516 #5, 521 #5, 526 #5 <i>What I Learned</i> 516 #3, 521 #5, 526 #5</p> <p>Teacher Wraparound Edition: C 516, 531; E 526; HL 515, 523; HSC 435; R 516, 531; RS 514, 524; TH 514, 520, 524; VA 512, 514; WS 520; WTWK 405</p>

STANDARDS	PAGE REFERENCES
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>Applying Health Skills</i> 482, 491, 495, 499 <i>Applying Technology</i> 505 <i>Building Health Skills</i> 500-501 <i>Go Online</i> 497 <i>Hands-On Health</i> 502 <i>Health eSpotlight</i> 477 <i>Health Skills Activity</i> 481, 485 <i>Quick Write</i> 488 <i>Reading Review</i> 503 <i>Time health news</i> 398</p> <p>Teacher Wraparound Edition: AA 501; APK 478; 483, 488, 492, 500; C 482, 491; CTSS 489; E482; GO 497; HL 481, 484, 485; HOHA 502; HAS 481, 485; HSP 494; IHH 502; QW 488; R 495; TA 502; VA 486; WS 498</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: 120, 144-145, 289-290, 492-495, 499 <i>Assessment</i> 150 #10 <i>Connect to Math</i> 120 <i>Hands-On Health</i> 148 <i>Quick Write</i> 492 <i>What I Learned</i> 121 #2</p> <p>Teacher Wraparound Edition: CM 120; CT 144, 340; UA 120, 144</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: 14-17, 139, 159-163, 176-179, 180-183, 184-187, 188-191, 192-195, 540-544, 545-549 <i>Applying Technology</i> 201 <i>Building Health Skills</i> 196-197 <i>Developing Good Character</i> 160 <i>Hands-On Health</i> 198 <i>Health Skills Activity</i> 161 <i>What Teens Think</i> 556</p> <p>Teacher Wraparound Edition: AL 161, 162, 193; AT 201; C 544; DGC 160; FZ 160; HL 161, 194, 284; HAS 161; HSC 547; RS 160; WTT 566; WTWK 181</p>

STANDARDS	PAGE REFERENCES
Recognize emergency situations and respond appropriately and safely.	<p>Student Edition: 550-553, 554-557, 558-562, 563-567 <i>Applying Health Skills</i> 553, 562 <i>Health Skills Activity</i> 553 <i>Quick Write</i> 563 <i>Thinking Critically</i> 567 #5 <i>What I Learned</i> 553 #3, 562 #2</p> <p>Teacher Wraparound Edition: AL 560; APK 558; C 553; DSI 87; R 526; RS 564; TH 556; WS 565</p>
Demonstrate skills that help self and others in emergency or crisis.	<p>Student Edition: 554-557, 558-562, 563-567 <i>Applying Health Skills</i> 553, 562 <i>Quick Write</i> 563 <i>Thinking Critically</i> 562 #5; 567 #5, 573 #13</p> <p>Teacher Wraparound Edition: AL 560; C 553; DSI 87; HSP 561; TH 556</p>
Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	<p>Student Edition: 43, 63-68 <i>Building Health Skills</i> 72-73 <i>Health Skills Activity</i> 66 <i>Quick Write</i> 63 <i>Time health news</i> 74 <i>Write About It</i> 77 #15</p> <p>Teacher Wraparound Edition: AL 65; HSA 66; HL 484; RS 64, 66; WTWK 61</p>
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	<p>Student Edition: 323-325, 360-363 <i>Applying Health Skills</i> 351 <i>Building Health Skills</i> 122-123, 326-327, 364-365 <i>Thinking Critically</i> 325 #4 <i>What I Learned</i> 335 #2 <i>What Teens Think</i> 342 <i>Write About It</i> 305 #17, 331 #14</p> <p>Teacher Wraparound Edition: AL 341; C 325; CT 361; FZ 280, 336; HSP 362; PCSH 297; R 325; UA 349; WTT 342</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, 456-457, 510, 513, 527, 576-580 <i>Applying Health Skills</i> 580 <i>Thinking Critically</i> 475 #12 <i>Time health news</i> 328 <i>Write About It</i> 591 #14</p> <p>Teacher Wraparound Edition: APK 576; C 580; CP 374; E 580; FZ 577; HL 320, 458; HSC 528; WTWK 578</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: 334-337, 343-344, 383-387 <i>Health Skills Activity</i> 336</p> <p>Teacher Wraparound Edition: HL 241, 347, 386; HSC 335; HSP 386; R 377; WT 222, 240, 353</p>
<p>Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.</p>	<p>Student Edition: 26-30, 112-116, 118-121, 261 <i>Applying Health Skills</i> 158 <i>Building Health Skills</i> 44-45, 326-327, 364-365 <i>Health Skills Activity</i> 117 <i>Media Watch</i> 205, 348 <i>Quick Write</i> 26 <i>Thinking Critically</i> 121 #4-#5 <i>What I Learned</i> 117 #2-#3 <i>Write About It</i> 49 #12, 331 #14</p> <p>Teacher Wraparound Edition: C 117, CP 16; CT 361; E 117; HSP 348; MW 348; WTWK 115</p>

STANDARDS	PAGE REFERENCES
Analyze health-care needs and identify sources of health care.	<p>Student Edition: 93, 373, 376, 388-391, 392-395 (health care for the population) <i>Careers for the 21st Century</i> 5, 41, 58, 92, 115, 141, 190, 240, 268, 324, 386, 411, 547 <i>Quick Write</i> 388 <i>What I Learned</i> 391 #1-#2</p> <p>Teacher Wraparound Edition: AL 390; APK 388; C 391; C21C 5, 41, 58, 92, 115, 141, 190, 240, 268, 324, 386, 411, 547; PCSH 389; QW 388; R 391; RS 389</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: 39-40, 130-133, 164-167, 187 <i>Applying Health Skills</i> 133, 179 <i>Building Health Skills</i> 94-95, 146-147, 168-169 <i>Hands-On Health</i> 46, 198 <i>Health Skills Activity</i> 60, 186 <i>Quick Write</i> 164 <i>Write About It</i> 173 #14</p> <p>Teacher Wraparound Edition: DSI 11; HSC 165; HSP 165</p>
Identify effective social skills to avoid risky situations.	<p>Student Edition: 39-40, 115-116 <i>Applying Health Skills</i> 179 <i>Building Health Skills</i> 44-45; 364-365 <i>Hands-On Health</i> 46, 198 <i>Health Skills Activity</i> 60, 117, 298</p> <p>Teacher Wraparound Edition: CP 39; HSA 60; HSC 165; 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: 57-60 <i>Health Skills Activity</i> 60</p> <p>Teacher Wraparound Edition: AL 39; CT 59; E62; FZ 160; HL 59; HSA 60</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>The following page references highlighting careers can be use to discuss safety in various work settings.</p> <p>Student Edition: <i>Careers for the 21st Century</i> 5, 41, 58, 92, 115, 141, 190, 240, 268, 324, 386, 411, 547</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: 217, 219, 248-251 <i>Applying Health Skills</i> 220, 251 <i>Building Health Skills</i> 252-253, 532-533</p> <p>Teacher Wraparound Edition: HSP 218, 263; RS 217; TH 67</p>