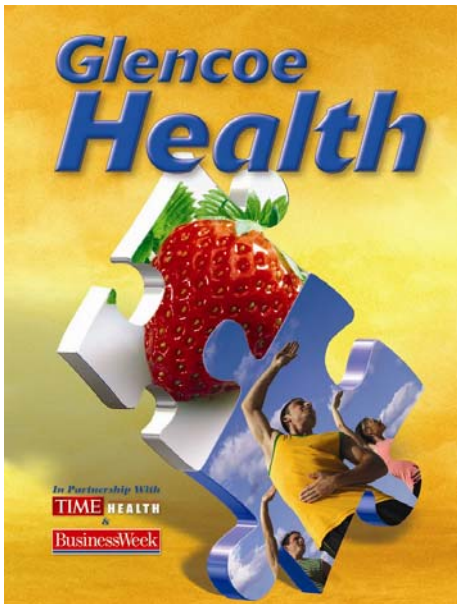




**Glencoe**

Essential Academic  
Learning Requirements  
Health and Fitness  
Benchmark 3—High School



# Glencoe Health

© 2009

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>Apply movement principles and skills to complex activities that enhance a physically active life.</p>	<p><b>Student Edition:</b> 324-330, 332-333, 334-336 <i>Project-Based Assessment</i> 348 <i>Real World Connection</i> 329 <i>Thinking Critically</i> 330 #4, 347 #26, 27 <i>Understanding Key Concepts</i> 346 #14, 347 #22, <b>Teacher Wraparound Edition:</b> MA 324; Re 330; RS 335</p>
<p><b>1.2. Safely participates in a variety of developmentally appropriate physical activities.</b></p> <p>Incorporate safety procedures into activities and individual fitness plans for leisure and employment.</p>	<p><b>Student Edition:</b> 337-342, 739-742, 747-748 <i>Fitness Zone</i> 634 <i>Real World Connection</i> 343 <i>Thinking Critically</i> 743 #4 <i>Writing Critically</i> 343 #7, 743 #7 <b>Teacher Wraparound Edition:</b> MI 337; MR 340; RS 740; TW 338; WS 341</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>Develop and monitor progress on individualized fitness goals based on fitness profiles and national guidelines, in relation to work, fitness activities, and leisure.</p>	<p><b>Student Edition:</b>  325-327, 328, 330, 331-333  <i>Health Skills Activity</i> 334  <i>Real World Connection</i> 329  <i>Thinking Critically</i> 336 #4  <b>Teacher Wraparound Edition:</b>  CL 331; MI 327; RS 335; TW 322; UA 328; WS 335</p>
<p><b>1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.</b></p>	
<p>Develop and monitor progress on personal nutritional goals based on national dietary guidelines and individual needs.</p>	<p><b>Student Edition:</b>  265, 266-273, 290-291, 303-304  <i>Figure 10.6</i> 263  <i>Figure 10.7</i> 264  <i>Project-Based Assessment</i> 30  <i>Real World Connection</i> 270, 694  <i>Thinking Critically</i> 285 #25, 314 #31  <i>Time Health</i> 310  <b>Teacher Wraparound Edition:</b>  AL 263, 269, 272, 304; CL 269, 271; HSP 270;  UA 267; WS 268</p>
<p>Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.</p>	<p><b>Student Edition:</b>  270-273, 324-330, 331-336  <i>Applying Health Skills</i> 265  <i>Figure 12.4</i> 323  <i>Fitness Zone</i> 262, 269  <i>Health Skills Activity</i> 257  <i>Real Life Issues</i> 266  <i>Real World Connection</i> 270  <i>Time Health</i> 310  <b>Teacher Wraparound Edition:</b>  HC 254; HL 282; HSP 305; MA 304; TT 303</p>

STANDARDS	PAGE REFERENCES
<p><b>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:</b></p>	
<p><b>2.1. Recognize patterns of growth and development.</b></p>	
<p>Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.</p>	<p><b>Student Edition:</b>  66-69, 75-76, 78-83, 170, 205-208, 442-445, 446-451, 452-457  <i>Applying Health Skills</i> 668 #6  <i>Hands-On Health</i> 212  <i>Health Skills Activity</i> 457, 660  <i>Thinking Critically</i> 86 #10  <i>Time Health</i> 84  <b>Teacher Wraparound Edition:</b>  AL 207; HL 208; HSP 210; MA 458; MI 69; MR 68</p>
<p>Develop strategies to manage hereditary factors that affect growth, development, and health.</p>	<p><b>Student Edition:</b>  12, 478, 481-483, 693  <i>Fitness Zone</i> 697  <i>Thinking Critically</i> 15 #5  <b>Teacher Wraparound Edition:</b>  HSP 12</p>
<p>Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.</p>	<p><b>Student Edition:</b>  101, 254, 270-273, 290-295, 296, 303-307, 398, 445, 542-546, 568-569, 593-594  <i>Fitness Zone</i> 697  <i>Hands-On Health</i> 344  <i>Real World Connection</i> 547, 694  <i>Thinking Critically</i> 346 #9  <b>Teacher Wraparound Edition:</b>  CT 271; HL 344, 640; MA 270, 320, 324; MS 310; TW 334; UA 319; WS 263</p>

STANDARDS	PAGE REFERENCES
<b>2.2. Understand the concept of control and prevention of disease.</b>	
Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of non-communicable diseases.	<p><b>Student Edition:</b>  688-694, 695-701  <i>Fitness Zone</i> 413, 697  <i>Health Skills Activity</i> 309  <i>Project-Based Assessment</i> 718  <i>Real World Connection</i> 366, 694  <i>Time Health</i> 26, 130, 434</p> <p><b>Teacher Wraparound Edition:</b>  HC 430; HL 300, 370, 700; MA 26, 130; TW 294, 308</p>
Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.	<p><b>Student Edition:</b>  630-632, 638-644, 645-649, 693  <i>Hands-On Health</i> 680  <i>Health Skills Activity</i> 637  <i>Project-Based Assessment</i> 650, 654, 718  <i>Thinking Critically</i> 717 #20  <i>Time Health</i> 650</p> <p><b>Teacher Wraparound Edition:</b>  AL 643; HC 648; MI 692; MR 706; TW 636, 698</p>
<b>2.3. Acquire skills to live safely and reduce health risks.</b>	
Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).	<p><b>Student Edition:</b>  205-210, 499, 455, 658-663, 664  <i>Hands-On Health</i> 680  <i>Thinking Critically</i> 211 #2, 4, 216 #32, 35  <i>Writing Critically</i> 211 #7</p> <p><b>Teacher Wraparound Edition:</b>  AF 661; AI 209; AL 209; CAT 209; MI 208; WS 665</p>
Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.	<p><b>Student Edition:</b>  34-36, 220-223, 224-228, 234-235, 238, 239  <i>Real Life Issues</i> 236  <i>Time Health</i> 242</p> <p><b>Teacher Wraparound Edition:</b>  CA 36; HC 224; He 219; HSP 225; MI 227; RS 239; TT 233</p>

STANDARDS	PAGE REFERENCES
Maintain emergency first-aid skills to assist self and others, when necessary.	<b>Student Edition:</b> 758-763, 764-770, 771-777 <i>Hands-On Health</i> 784 <i>Project-Based Assessment</i> 788 <i>Thinking Critically</i> 786 #8 <b>Teacher Wraparound Edition:</b> HSP 760; MI 774; MR 762
Develop strategies to manage stress and know how to modify these strategies throughout life.	<b>Student Edition:</b> 92-95, 97-101 <i>Hands-On Health</i> 106 <i>Real World Connection</i> 96 <i>Reviewing Facts and Vocabulary</i> 96 #2 <i>Thinking Critically</i> 109 #22, 26 <b>Teacher Wraparound Edition:</b> CL 97; HL 40; RL 97; Sf 98; TT 79, 99; TW 100
Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws, and the steps leading to dependence or addiction.	<b>Student Edition:</b> 528-529, 532-533, 545, 546, 553-555, 568, 573-575, 578-580, 582, 596 <i>Activating Prior Knowledge</i> 564 <i>Reviewing Facts and Vocabulary</i> 597 #3 <i>Thinking Critically</i> 537 #20, 560 #11, 571 #4, 587 #23 <b>Teacher Wraparound Edition:</b> CA 596; MR 544
<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>	
<b>3.1. Understand how environmental factors affect one’s health (air, water, noise, chemicals).</b>	
Assess how the environment impacts choosing healthy places to live, work, and recreate.	<b>Student Edition:</b> 339-341, 358, 800-814 <i>Applying Health Skills</i> 343 #6 <i>Figure 13.3</i> 360 <i>Health Skills Activity</i> 359 <i>Reviewing Facts and Vocabulary</i> 805 #2 <i>Thinking Critically</i> 348 #35, 815 #21 <b>Teacher Wraparound Edition:</b> CA 339; WS 341

STANDARDS	PAGE REFERENCES
<b>3.2. Gather and analyze health information.</b>	
Evaluate the accuracy and usefulness of health information for selection of products and services.	<p><b>Student Edition:</b>  46-48, 52-53  <i>Applying Health Skills</i> 49 #6, 483 #6, 529 #6  <i>Hands-On Health</i> 534  <i>Health Skills Activity</i> 309  <i>Real World Connection</i> 49, 366  <i>Thinking Critically</i> 57 #25</p> <p><b>Teacher Wraparound Edition:</b>  HSP 48; MA 48; RS 47</p>
Analyze the effect of media and technology on personal and community health policy and health promotion.	<p><b>Student Edition:</b>  14-15, 46, 52-53, 231  <i>Applying Health Skills</i> 49 #6  <i>Health Skills Activity</i> 309  <i>Project-Based Assessment</i> 588  <i>Real World Connection</i> 49, 366  <i>Thinking Critically</i> 245 #26  <i>Time Health</i> 26</p> <p><b>Teacher Wraparound Edition:</b>  AL 52; CL 231; HL 46, 230, 700; HSP 231; RS 47</p>
Solve a health and fitness problem or issue: * List alternative courses of action. * Choose the course that most fully addresses the needs and requirements of the situation. * Back up the choice with evidence. * Evaluate the outcome.	<p><b>Student Edition:</b>  40-41, 549, 550, 576-577, 611-612  <i>Applying Health Skills</i> 552 #6, 577 #6  <i>Hands-On Health</i> 616  <i>Health Skills Activity</i> 552, 571  <i>Project-Based Assessment</i> 588  <i>Teens Making a Difference</i> 556, 584  <i>Thinking Critically</i> 587 #25  <i>Time Health</i> 558, 584</p> <p><b>Teacher Wraparound Edition:</b>  WS 555</p>
<b>3.3. Use social skills to promote health and safety in a variety of situations.</b>	
Negotiate conflict situations constructively while maintaining safe and respectful relationships.	<p><b>Student Edition:</b>  34-35, 36, 220-223, 224-228  <i>Thinking Critically</i> 245 #16, 17</p> <p><b>Teacher Wraparound Edition:</b>  CA 36; He 219; HSP 225; MI 227; Sf 200; TT 233; UA 222</p>

STANDARDS	PAGE REFERENCES
Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.	<p><b>Student Edition:</b> 78-82, 115, 220-221, 223 <i>Health Skills Activity</i> 83, 157 <i>Reviewing Facts and Vocabulary</i> 83 #3 <i>Thinking Critically</i> 86 #9</p> <p><b>Teacher Wraparound Edition:</b> HL 106; HSP 115; MA 78; MR 80</p>
<p><b>3.4. Understand how emotions influence decision-making.</b></p>	
Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.	<p><b>Student Edition:</b> 78-82, 115, 220-221, 223 <i>Health Skills Activity</i> 83, 157 <i>Reviewing Facts and Vocabulary</i> 83 #3 <i>Thinking Critically</i> 86 #9</p> <p><b>Teacher Wraparound Edition:</b> HL 106; HSP 115; MA 78; MR 80</p>
<p><b>4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.</b> To meet this standard, the student will:</p>	
<p><b>4.1. Analyze health and safety information.</b></p>	
Investigate the health and fitness requirements for occupational/career areas of interest.	<p>The following health careers can be extended to include their health and fitness requirements.</p> <p><b>Student Edition:</b> <i>Career Corners</i> 60, 248, 464, 518, 720</p> <p>The following page references could be extended to cover this standard.</p> <p><b>Teacher Wraparound Edition:</b> CL 179, 331</p>

STANDARDS	PAGE REFERENCES
<b>4.2. Develop a health and fitness plan and a monitoring system.</b>	
<p>Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.</p>	<p><b>Student Edition:</b>            270-273, 322-323, 331-336  <i>Applying Health Skills</i> 265  <i>Fitness Zone</i> 262, 269, 307  <i>Health Skills Activity</i> 257  <i>Real Life Issues</i> 266  <i>Real World Connection</i> 270  <i>Time Health</i> 310</p> <p><b>Teacher Wraparound Edition:</b>            HL 282; TT 303</p>