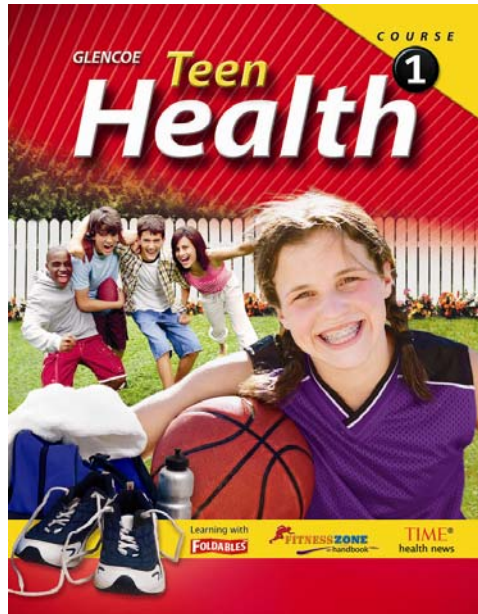




Glencoe

Health Education
Grade-Level Expectations
Grade 6



COURSE
1

**Teen
Health**

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| STANDARDS | PAGE REFERENCES |
|---|---|
| Functions and Interrelationships of Systems | |
| 1. Structure and Functions of the Body | |
| A. Sensory System | |
| B. Muscular System | |
| Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement | Student Edition: 183-184 <i>Reading Review</i> 197 |
| C. Skeletal System | |
| Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, moveable, and immovable) | Student Edition: 182 <i>Reading Review</i> 197 Teacher Wraparound Edition: CA 182 |
| D. Integumentary System (skin) | |
| E. Cardio-respiratory/Circulatory System | |

| STANDARDS | PAGE REFERENCES |
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| F. Respiratory System | |
| Illustrate air flow through the respiratory system and it's relationship to the circulatory system | Student Edition: 178, 188-189, 191 Teacher Wraparound Edition: C 193 |
| G. Nervous System | |
| Investigate how environment affects learning | Student Edition: 192, 225 Teacher Wraparound Edition: UA 192 |
| Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System) | Student Edition: 192-193 <i>Reading Review 197</i> |
| H. Digestive System | |
| Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health | Student Edition: 185-187 <i>Reading Review 197</i> |
| I. Urinary/Excretory System | |
| J. Endocrine System | |
| Describe how the endocrine system affects all other body systems | Student Edition: 178, 203, 205 <i>Reading Review 217</i> |
| K. Reproductive System | |
| Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization | Student Edition: 41, 204-205, 206 <i>Reading Review 217</i> |
| L. Lymphatic-Immune System | |
| Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity) | Student Edition: 274 Teacher Wraparound Edition: 30C |

| STANDARDS | PAGE REFERENCES |
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| 2. Social, Emotional and Mental Health | |
| A. Influence of Family and Peers | |
| Differentiate between negative and positive peer pressure and discuss reversal techniques | Student Edition: 9, 76-77, 78-80, 84, 228, 230-233, 257 <i>Assessment</i> 265 <i>Building Health Skills</i> 260-261 <i>Hands-On Health</i> 262 <i>Health Skills Activity</i> 19 <i>Reading Review</i> 263 Teacher Wraparound Edition: WTWK 14, 76, 258 |
| Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence | Student Edition: 9, 11, 14, 103, 107, 228, 257 <i>Building Health Skills</i> 24-25 Teacher Wraparound Edition: WTT 10 |
| B. Responsibilities in Society | |
| C. Communication Skills | |
| Describe how to constructively manage feelings caused by disappointment, stress, separation or loss | Student Edition: 7, 13, 41-44, 45-49, 69-70, 72 <i>Assessment</i> 58 <i>Building Health Skills</i> 54-55, 214-215 <i>Reading Review</i> 57 Teacher Wraparound Edition: GO 43; HL 48; HSP 42; TH 46 |
| Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others | Student Edition: 15, 62-66, 78-79, 81-85, 230-231 <i>Activity</i> 22 <i>Assessment</i> 90 <i>Building Health Skills</i> 86-87, 214-215, 234-235 <i>Health Skills Activity</i> 70 <i>Reading Review</i> 89 <i>Write About It</i> 219 |

| STANDARDS | PAGE REFERENCES |
|---|---|
| Health Maintenance and Enhancement | |
| 1. Personal and Family Health | |
| A. Personal Health | |
| Identify body changes during puberty and proper hygiene practices (e.g., acne) | Student Edition: 144-150, 155-158, 202-205 <i>Assessment</i> 218 <i>Building Health Skills</i> 214-215 <i>Health Skills Activity</i> 209 <i>Reading Review</i> 171, 217 |
| B. Preventive Care | |
| Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene) | Student Edition: 4-7, 32-35, 80, 94-97, 100, 102, 105, 122, 124-125 <i>Assessment</i> 28 <i>Hands-On Health</i> 26 <i>Reading Review</i> 27 Teacher Wraparound Edition: FZ 96, 145, 204; TT 6 |
| C. Growth and Development | |
| Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease) | Student Edition: 11, 12-13, 80, 94-97, 102 <i>Reading Review</i> 217 Teacher Wraparound Edition: WTWK 76 |
| D. Health and Skill Related Fitness | |
| 2. Nutrition | |
| A. Essential Nutrients and Food Groupings | |
| Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body: fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth | Student Edition: 94-97, 106, 107 <i>Assessment</i> 117 <i>Building Health Skills</i> 112 |

| STANDARDS | PAGE REFERENCES |
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| B. Balance, Variety and Moderation | |
| Discuss the misconceptions projected by society in regard to body image | Student Edition: 109 <i>Health Skills Activity 34</i> Teacher Wraparound Edition: HSA 34 |
| C. Food Labels | |
| Identify allergy information on food labels | Learning to read labels will aid students in identifying allergy information for food products. Student Edition: 104, 107 <i>Assessment 117</i> Teacher Wraparound Edition: CP 104; HAS 104; RS 92; TT 112 |
| D. Food Handling and Safety | |
| E. Food Energy and Physical Activity | |
| 3. Consumer Health and Safety | |
| A. Media Influence on Health Habits and Decisions | |
| Recognize that fads, quackery, and advertising can influence health behaviors and practices | Student Edition: 10, 14, 102-103, 109, 155-158, 228, 229 <i>Building Health Skills 24-25, 112-113, 168-169</i> Teacher Wraparound Edition: CP 22, 228; HSP 10; WTT 10; WTWK 14 |
| B. Consumer Rights and Issues | |

| STANDARDS | PAGE REFERENCES |
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| C. Community Services/Careers | |
| Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers) | <p>Student Edition: 304, 308-309, 311, 320-321 <i>Assessment</i> 326-327 <i>Building Health Skills</i> 322-323 <i>Developing Good Character</i> 301 <i>Hands-On Health</i> 324 <i>Health Skills Activity</i> 302 <i>Reading Review</i> 325 <i>Time Health News</i> 236 <i>What Teens Think</i> 165</p> <p>Teacher Wraparound Edition: HL 9; HSC 38, 306; PCSH 302; TT 320; WTT 165</p> |
| Identify and explore health-related careers | <p>Student Edition: <i>Careers for the 21st Century</i> 18, 46, 65, 147, 207, 228, 250, 286, 302</p> <p>Teacher Wraparound Edition: CC 18, 46, 65, 147, 207, 228, 250, 286, 302</p> |
| 4. Life Management Skills | |
| A. Decision Making and Problem Solving | |
| Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter | <p>Student Edition: 12-15, 16-19, 20-23, 43, 44, 45-49, 69-70, 77, 78-80, 82-83, 84-85, 126-131, 230-231 <i>Assessment</i> 28-29, 58-59 <i>Building Health Skills</i> 24-25, 54-55, 86-87, 112-113, 136-137, 214-215, 234-235, 260-261 <i>Reading Review</i> 27, 57</p> <p>Teacher Wraparound Edition: PCSH 71; WTWK 84</p> |
| B. Refusal/Assertive Skills and Conflict Resolution | |
| Apply and assess conflict/mediation strategies to a variety of conflict situations | <p>Student Edition: 15, 62-66, 78-80, 82-83 <i>Building Health Skills</i> 86-87, 234-235 <i>Health Skills Activity</i> 70</p> <p>Teacher Wraparound Edition: TT 79</p> |

| STANDARDS | PAGE REFERENCES |
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| C. Goal Setting and Asset Development | |
| Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities | Student Edition: 7, 9, 11, 22-23, 32-35, 73-74, 258 <i>Assessment</i> 91 <i>Hands-On Health</i> 26 Teacher Wraparound Edition: CP 39; DSI 68; TT 6; WTWK 74 |
| D. Stress Management and Coping Skills | |
| Describe positive stress management skills to reduce stress related problems | Student Edition: 45-49 <i>Assessment</i> 58-59 <i>Building Health Skills</i> 54-55 <i>Reading Review</i> 57 |
| E. Harassment/Bullying and Violence Prevention | |
| Formulate a personal and school-wide plan(s) to address and reduce bullying | Student Edition: 303-304 <i>Time Health News</i> 88 Teacher Wraparound Edition: A 88 |
| Risk Assessment and Reduction | |
| 1. Disease Prevention and Control | |
| A. Communicable vs. Non-Communicable Diseases | |
| B. Body Defenses and Recovery | |
| Identify the stages of disease progression (e.g., incubation) | Student Edition: 271, 274, 278-279 |
| C. Types of Pathogens and Transmission | |
| Analyze information about the transmission and prevention of communicable diseases | Student Edition: 269-271, 272-274, 275-276, 277 <i>Assessment</i> 292-293 <i>Building Health Skills</i> 288-289 <i>Reading Review</i> 291 <i>Start-Up Activities</i> 267 |

| STANDARDS | PAGE REFERENCES |
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| D. Adolescent Health Issues and Sexually Transmitted Infections | |
| Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder) | Student Edition: 269, 282-287 <i>Assessment</i> 292-293 <i>Reading Review</i> 291 Teacher Wraparound Edition: DSI 286; PCSH 285 |
| E. HIV/AIDS Prevention Education | |
| Explain and discuss the relationship between HIV and AIDS | Student Edition: 278-280 <i>Health Skills Activity</i> 281 Teacher Wraparound Edition: HL 278 |
| F. Abstinence, Prevention Behaviors, and Teen Pregnancy | |
| 2. Injury Prevention and Safety | |
| A. Safety for Home, School, and Communities | |
| B. First Aid Procedures | |
| Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery | Student Edition: 312-317 <i>Assessment</i> 326 <i>Figure</i> 12.5, 12.6 <i>Reading Check</i> 315, 317 <i>Reading Review</i> 325 Teacher Wraparound Edition: AL 315; RS 316 |
| C. Activity Related Injuries and Environmental Conditions | |
| Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment | Student Edition: 307, 308-311 <i>Assessment</i> 326 <i>Reading Review</i> 325 Teacher Wraparound Edition: AL 310; HSC 309 |

| STANDARDS | PAGE REFERENCES |
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| D. Water-Related Emergencies | |
| Investigate the community agencies that provide water safety courses | Student Edition: 305-306 <i>Developing Good Character</i> 314 Teacher Wraparound Edition: HSC 306 |
| 3. Substance Education | |
| A. Safe and Unsafe Substances | |
| Describe the short and long-term effects of performance enhancing drugs | Student Edition: 251 |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | |
| Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use | Student Edition: 159-162 Teacher Wraparound Edition: HL 254; HSC 161 |
| C. Substance Use vs. Non-Use | |
| Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic) | Student Edition: 249-252 <i>Reading Review</i> 263 Teacher Wraparound Edition: AL 251, 254; HSP 250; UA 250 |
| Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry | Student Edition: 249-252 <i>Reading Review</i> 263 Teacher Wraparound Edition: HL 254 |
| Present different opinions and arguments about the effects of TAOD on individuals, family, and society | Student Edition: 223, 242-245, 247, 253-255, 259, 280 <i>Assessment</i> 264-265 |
| 4. Environmental Health | |
| A. Effects of Pollution on Health | |
| B. Individual Responsibility | |