



COURSE
2

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	
Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)	Student Edition: 68-69 Teacher Wraparound Edition: RS 69
C. Skeletal System	
Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)	Student Edition: 66-67 Teacher Wraparound Edition: AV 67
D. Integumentary System (skin)	

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E. Cardio-respiratory/Circulatory System	
Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally	Student Edition: 60-62, 64, 81, 155 <i>Lesson Review 65 (#1)</i> Teacher Wraparound Edition: APK 60; RS 157
F. Respiratory System	
Measure respiratory rates during inactivity and activity	The following pages can be used to meet this standard. Student Edition: 62, 64-65, 80-82 <i>Fitness Zone Handbook</i> Teacher Wraparound Edition: TH 82; UA 64
G. Nervous System	
Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)	Student Edition: 4, 154, 157, 276-277 <i>Connect to Science 13</i> <i>Lesson Review 155 (#4), 277 (#6)</i> Teacher Wraparound Edition: CL 277; HL 13; HSC 276; RS 157
H. Digestive System	
I. Urinary/Excretory System	
Relate how health behaviors affect the urinary/excretory system	Student Edition: 125-126 <i>Lesson Review 127 (#7)</i> Teacher Wraparound Edition: AL 126; WTWK 125, 126
J. Endocrine System	

STANDARDS	PAGE REFERENCES
K. Reproductive System	
Distinguish between dominant and recessive traits	<p>The following pages can be used to meet this standard.</p> <p>Student Edition: 18-19, 146, 383 <i>Hands-On Health</i> 396</p> <p>Teacher Wraparound Edition: HL 19; TA 396</p>
L. Lymphatic-Immune System	
2. Social, Emotional and Mental Health	
A. Influence of Family and Peers	
B. Responsibilities in Society	
C. Communication Skills	
Formulate scenarios that will illustrate potential problems or difficult situations	<p>Student Edition: 23-27, 189-192 <i>Building Health Skills</i> 222-223, 291, 394-395 <i>Hands-On Health</i> 196 <i>Health Skills Activity</i> 39, 193, 209, 254, 319</p> <p>Teacher Wraparound Edition: APK 23; CL 27; HSP 25; QW 189; WS 213</p>
Health Maintenance and Enhancement	
1. Personal and Family Health	
A. Personal Health	
<p>Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)</p>	<p>Student Edition: 4-7, 14, 19-22, 27, 60-62, 107-109, 111-115, 117-118, 131, 134-135, 242-243, 252-253, 278-279, 286</p> <p>Teacher Wraparound Edition: CL 22, 135; CS 5; CT 243; DSI 117; RS 287</p>

STANDARDS	PAGE REFERENCES
B. Preventive Care	
Predict problems that may occur due to insufficient or lack of preventive care for health needs	Student Edition: 5, 276, 352-353, 381, 386 <i>Lesson Review 377 (#4), 382 (#7)</i> Teacher Wraparound Edition: WS 381
C. Growth and Development	
Sequence the process and events of the human life cycle including fertilization, fetal development and birth	Student Edition: 384-385, 386, 388-390 <i>Lesson Review 387 (#3)</i> Teacher Wraparound Edition: APK 388; RS 386; UA 384
D. Health and Skill Related Fitness	
Distinguish the differences between health and skill related fitness	The following pages can be used to meet this standard. Student Edition: 4-7, 60-63, 84-86 <i>Building Health Skills 96</i> <i>Fitness Zone Handbook</i> Teacher Wraparound Edition: QW 4
2. Nutrition	
A. Essential Nutrients and Food Groupings	
Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution	The following pages can be used to meet this standard. Student Edition: 105-110, 112-113, 134-135 <i>Go Online 119</i> <i>Hands-On Health 138</i> Teacher Wraparound Edition: HSC 109; HSP 109; RS 109, 113; UA 118

STANDARDS	PAGE REFERENCES
B. Balance, Variety and Moderation	
Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.	Student Edition: 21-22, 115 <i>Building Health Skills</i> 136-137 <i>Health Skills Activity</i> 21 <i>Lesson Review</i> 115 (#4) Teacher Wraparound Edition: CP 20
Recognize the symptoms of various eating disorders and proper referral sources	Student Edition: 132-133 <i>Lesson Review</i> 135 (#2, #7) Teacher Wraparound Edition: AL 133; HSP 132; PCSH 132
C. Food Labels	
Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product	Student Edition: 109-110, 119 <i>Connect to Language Arts</i> 108 <i>Go Online</i> 119 Teacher Wraparound Edition: AL 107; HL 120; HSC 109; HSP 109; RS 109
D. Food Handling and Safety	
Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations	Student Edition: 120-121 <i>Lesson Review</i> 121 (#4, #6) Teacher Wraparound Edition: AL 120
E. Food Energy and Physical Activity	
Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution	The following pages can be used to meet this standard. Student Edition: 105-110, 112-113, 134-135 <i>Go Online</i> 119 <i>Hands-On Health</i> 138 Teacher Wraparound Edition: HSC 109; HSP 109; RS 109, 113; UA 118

STANDARDS	PAGE REFERENCES
3. Consumer Health and Safety	
A. Media Influence on Health Habits and Decisions	
B. Consumer Rights and Issues	
C. Community Services/Careers	
Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Heart Association)	Student Edition: 165, 221, 255, 271 <i>Health Skills Activity</i> 50, 165, 250, 424, 461 Teacher Wraparound Edition: AL 220; PCSH 165
Examine the different types of health care systems (e.g., HMOs – employer-provided health insurance)	Student Edition: 354-355 <i>Lesson Review</i> 355 (#5) Teacher Wraparound Edition: PCSH 354; WS 354
4. Life Management Skills	
A. Decision Making and Problem Solving	
Analyze and evaluate how the decision making process can help an individual in life situations	Student Edition: 16-17, 36-41 <i>Building Health Skills</i> 96-97 <i>Health Skills Activity</i> 39, 93, 276, 284, 299, 350 Teacher Wraparound Edition: AL 39
B. Refusal/Assertive Skills and Conflict Resolution	
Examine the impact that peer pressure refusal skills have on self-perception and the perception of others	Student Edition: 187-188, 189, 192, 279, 286-287, 317-318 <i>Building Health Skills</i> 290-291, 394-395 <i>Health Skills Activity</i> 193, 319 Teacher Wraparound Edition: CL 193; HL 318
C. Goal Setting and Asset Development	

STANDARDS	PAGE REFERENCES
D. Stress Management and Coping Skills	
Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)	Student Edition: 13, 158 <i>Building Health Skills</i> 166 <i>Health Skills Activity</i> 280, 391 <i>Lesson Review</i> 158 (#4) <i>Time: Health News</i> 168 Teacher Wraparound Edition: AC 168; CL 158; HSA 280, 391; UA 13
E. Harassment/Bullying and Violence Prevention	
Discuss sexual harassment issues and create a plan to address these issues	The following pages can be used to meet this standard. Student Edition: 213 Teacher Wraparound Edition: WS 213
Risk Assessment and Reduction	
1. Disease Prevention and Control	
A. Communicable vs. Non-Communicable Diseases	
B. Body Defenses and Recovery	
C. Types of Pathogens and Transmission	
D. Adolescent Health Issues and Sexually Transmitted Infections	
Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin)	Student Edition: 376, 381, 453-454 <i>Health Skills Activity</i> 377, 381 Teacher Wraparound Edition: AL 376; HSA 376, 381
Name and discuss common STIs (sexually transmitted infections)	Student Edition: 422-425, 427-429 <i>Go Online</i> 424 <i>Health Skills Activity</i> 425 Teacher Wraparound Edition: AL 423; HSA 425

STANDARDS	PAGE REFERENCES
Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections	Student Edition: 191-192, 392, 422-426, 427-431 <i>Developing Good Character</i> 429 <i>Lesson Review</i> 431 (#7) Teacher Wraparound Edition: WTWK 424
E. HIV/AIDS Prevention Education	
Compare and contrast signs and symptoms of HIV/AIDS	Student Edition: 427-428 Teacher Wraparound Edition: APK 427; RS 428
F. Abstinence, Prevention Behaviors, and Teen Pregnancy	
Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statutes of Missouri: Requires the student be presented “with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.”)	Student Edition: 191-192, 392, 425-426, 431 <i>Developing Good Character</i> 429 <i>Lesson Review</i> 193 (#4), 426 (#4) Teacher Wraparound Edition: HL 26
2. Injury Prevention and Safety	
A. Safety for Home, School, and Communities	
Assess home and school environments for potential unsafe situations and recommend corrective action	Student Edition: 214-215, 475-479 <i>Building Health Skills</i> 500-501 <i>Time: Health News</i> 502 Teacher Wraparound Edition: AC 502; AL 477; CL 479; RS 215
B. First Aid Procedures	
Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE	Student Edition: 92-95, 493-499 Teacher Wraparound Edition: AL 494, 497; CT 94; PCSH 92; QD 497

STANDARDS	PAGE REFERENCES
C. Activity Related Injuries and Environmental Conditions	
Make informed decisions to reduce the risk of injuries during exercise, sports and other activities	Student Edition: 23-26, 78-79, 91-92, 477-479, 480-485 <i>Health Skills Activity</i> 93 Teacher Wraparound Edition: HSP 25
D. Water-Related Emergencies	
3. Substance Education	
A. Safe and Unsafe Substances	
B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances	
C. Substance Use vs. Non-Use	
Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use	Student Edition: 187-188, 242-243, 279, 286, 317-318 <i>Building Health Skills</i> 291 <i>Health Skills Activity</i> 254 <i>Lesson Review</i> 188 (#4) Teacher Wraparound Edition: HL 318; UA 187
4. Environmental Health	
A. Effects of Pollution on Health	
B. Individual Responsibility	