



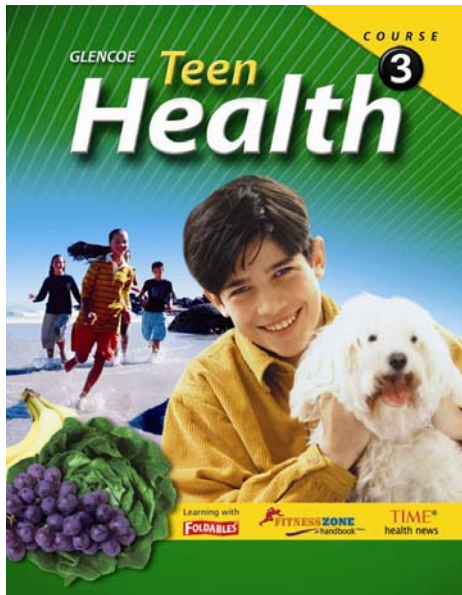
Glencoe

Health Education
Grade-Level Expectations
Grade 8



Missouri

COURSE
3



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	
C. Skeletal System	
D. Integumentary System (skin)	
E. Cardio-respiratory/Circulatory System	
F. Respiratory System	
G. Nervous System	
Analyze how learning is influenced by the brain's short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)	The following lessons can be used to help meet this standard. Student Edition: 287, 425 Teacher Wraparound Edition: DWSI 424
H. Digestive System	
I. Urinary/Excretory System	

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

STANDARDS	PAGE REFERENCES
J. Endocrine System	
<p>Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices</p>	<p>Student Edition: 433-436 <i>Figure 434</i> <i>Photo 433, 435</i></p> <p>Teacher Wraparound Edition: HL 434; HSC 435; RS 434; WS 434</p>
K. Reproductive System	
<p>Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation</p>	<p>Student Edition: 439, 440-441, 492-495, 508-509 <i>Figure 493</i> <i>Lesson Review 441 #3, #5, 495 #4</i></p> <p>Teacher Wraparound Edition: AL 440; C 441; CP 509; HL 493; RS 493</p>
<p>Explain how to maintain a healthy reproductive system</p>	<p>Student Edition: 438, 441, 494-495 <i>Lesson Review 440 #3, #7, 495 #4, #5, #6</i> <i>Photo 494</i> <i>What Teens Think 495</i></p> <p>Teacher Wraparound Edition: AL 440; DWSI 439; HSP 494; WTT 494</p>
<p>Identify cancer signs and symptoms and explain the importance of monthly self-examinations</p>	<p>Student Edition: 515 <i>Figure 512, 514</i> <i>Lesson Review 441 #8, 516 #5</i></p> <p>Teacher Wraparound Edition: AL 440; DWSI 439; HL 515; HSP 514</p>
L. Lymphatic-Immune System	

STANDARDS	PAGE REFERENCES
2. Social, Emotional and Mental Health	
A. Influence of Family and Peers	
B. Responsibilities in Society	
C. Communication Skills	
Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds	Student Edition: 34, 35, 36-37, 88, 138 <i>Developing Good Character</i> 70, 81 <i>Lesson Review</i> 37 #3 Teacher Wraparound Edition: AL 36; C 37; DGC 70, 81; DWSI 34; TT 30
Health Maintenance and Enhancement	
1. Personal and Family Health	
A. Personal Health	
Analyze how social, emotional, physical, and mental health affect wellness	Student Edition: 5-7, 52, 55, 57-60, 64-66 <i>Figure</i> 65 <i>Photo</i> 52, 130 Teacher Wraparound Edition: C 7; CP 54; HL 60, 64, 66; TT 6; WS 6, 60; WTWTK 65
B. Preventive Care	
Assess personal health needs during adolescence and apply strategies to address those needs or problems	The following lessons can be used to help meet this standard. Student Edition: 13-17, 373-377 <i>Developing Good Character</i> 14 <i>Figure</i> 14 <i>Lesson Review</i> 378 #3, #6 <i>Photo</i> 373, 374, 376 Teacher Wraparound Edition: AL 373, 375; DGC 14; FZ 375; HL 15; HSC 377; HSP 373, 376; RS 374, 375; TH 14
C. Growth and Development	
D. Health and Skill Related Fitness	

STANDARDS		PAGE REFERENCES
2. Nutrition		
A. Essential Nutrients and Food Groupings		
Justify food sources that supply each of the essential nutrients	Student Edition: 238-242 <i>Health Skills Activity</i> 239 <i>Lesson Review</i> 242 #3 <i>Photo</i> 242 <i>Quick Write</i> 238 Teacher Wraparound Edition: CP 239; HSA 239; QW 238; WS 240	
B. Balance, Variety and Moderation		
Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in "My Pyramid"	Student Edition: 248-251 <i>Building Health Skills</i> 252-253 <i>Figure</i> 250 <i>Lesson Review</i> 251 #3, #5, #6 <i>What Teens Think</i> 249 Teacher Wraparound Edition: AL 249; BHS 252-253; C 251; DWSI 250; WTT 249	
C. Food Labels		
D. Food Handling and Safety		
E. Food Energy and Physical Activity		
3. Consumer Health and Safety		
A. Media Influence on Health Habits and Decisions		
Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)	Student Edition: <i>Health Skills Activity</i> 380 <i>Lesson Review</i> 382 #4, #6 <i>Media Watch</i> 335, 348, 374, 512 <i>What Teens Think</i> 381 Teacher Wraparound Edition: CP 343; HSA 380; MW 335, 348, 374, 512; WTT 381	

STANDARDS	PAGE REFERENCES
B. Consumer Rights and Issues	
Identify and select appropriate consumer protection agencies that address various specific consumer issues	<p>Student Edition: 381-382, 393 <i>Figure 393</i> <i>Lesson Review 382 #3</i></p> <p>Teacher Wraparound Edition: TT 381</p>
Identify and analyze consumer health issues and products to make wise decisions	<p>Student Edition: 379-381 <i>Building Health Skills 396-397</i> <i>Connect to Math 381</i> <i>Health Skills Activity 380</i> <i>Lesson Review 382 #4</i></p> <p>Teacher Wraparound Edition: BHS 396-397; CTM 381; HSA 380; HSP 393</p>
C. Community Services/Careers	
Examine the viewpoints and efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible: managing waste, conserving energy and water, pollution control, tobacco free facilities	<p>Student Edition: 581-584 <i>Figure 583, 584</i> <i>Health Skills Activity 585</i> <i>Lesson Review 585 #2, #3, #4, #5, #6</i> <i>Photo 582</i> <i>Quick Write 581</i></p> <p>Teacher Wraparound Edition: AL 582; C 585; HL 583; HSA 584; HSC 579; HSP 583; QW 581; TH 582; TT 584; UA 582, 583</p>
Analyze how the Department of Health and Senior Services, the Center for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances)	<p>Student Edition: 392-395 <i>Figure 393</i> <i>Health Skills Activity 394</i> <i>Lesson Review 395 #1, #3, #4, #5, #6</i></p> <p>Teacher Wraparound Edition: AL 390, 394; CP 394; HSA 394; HSP 390; PCSH 393</p>

STANDARDS	PAGE REFERENCES
Identify career opportunities in health-related professions and how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care)	<p>Health career opportunities are covered on the following pages.</p> <p>Student Edition: 3, 93, 389-390 <i>Careers for the 21st Century</i> 5, 41, 58, 92, 165, 190, 211, 268, 294, 324, 411, 458 <i>Figure</i> 389 <i>Lesson Review</i> 391 #1 <i>Quick Write</i> 388</p> <p>Teacher Wraparound Edition: C21C 5, 41, 58, 92, 165, 190, 211, 268, 294, 324, 411, 458; HSP 390; QW 388; RS 389; TH 390</p>
4. Life Management Skills	
A. Decision Making and Problem Solving	
Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional	<p>The following pages define problems where students should seek help.</p> <p>Student Edition: 176-179, 180-183, 184-187, 188-191, 192-195 <i>Building Health Skills</i> 196 <i>Careers for the 21st Century</i> 190 <i>Lesson Review</i> 179 #3, #4, 183 #3, #4, #5, #6, 187 #2, #4, #5, 191 #4, 195 #4</p> <p>Teacher Wraparound Edition: AL 193; BHS 196; PCSH 185; RC 185; WS 185</p>
B. Refusal/Assertive Skills and Conflict Resolution	
C. Goal Setting and Asset Development	
D. Stress Management and Coping Skills	

STANDARDS	PAGE REFERENCES
E. Harassment/Bullying and Violence Prevention	
Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying	<p>Student Edition: 138-139, 155-158, 159-163, 164, 192-195 <i>Building Health Skills</i> 168-169 <i>Careers for the 21st Century</i> 58 <i>Figure</i> 159, 163, 193 <i>Health Skills Activity</i> 161 <i>Lesson Review</i> 158 #4, #5, #6, 163 #3, #5, #6, 167 #1, #2, # 4, #6, 195 #2, #4, #7</p> <p>Teacher Wraparound Edition: AL 193; BHS 168-169; C21C 58; DWSI 156; HL 193, 194; HSA 161; HSC 165; HSP 165; PCSH 157; RS 193; WTWTK 166</p>
Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors)	<p>Student Edition: 138-139, 195 <i>Careers for the 21st Century</i> 58, 165 <i>Figure</i> 166, 167, 193 <i>Lesson Review</i> 195 #3, #4, #7 <i>Photo</i> 192</p> <p>Teacher Wraparound Edition: C21C 58, 165; CT 194; HL 193; PCSH 138, 157; RS 193; WTWTK 166</p>
Risk Assessment and Reduction	
1. Disease Prevention and Control	
A. Communicable vs. Non-Communicable Diseases	
Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases	<p>Student Edition: 508-510, 511-515, 517-521, 522-526, 527 <i>Figure</i> 312, 512, 514, 518, 524 <i>Health Skills Activity</i> 516, 520 <i>Photo</i> 287, 313, 509, 510, 511, 513, 515, 519 <i>Quick Write</i> 511, 517</p> <p>Teacher Wraparound Edition: AL 519; C 516, 521; CP 509; CT 524; DWSI 525; FZ 513; HL 515, 518, 523; HSA 515, 520; HSP 509, 514; QW 511, 517; RS 512, 514; TH 514, 520, 524; UA 512, 514; WS 520</p>

STANDARDS	PAGE REFERENCES
<p>Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis)</p>	<p>Student Edition: 287, 312-313, 513, 515, 520-521, 523 <i>Building Health Skills</i> 532-533 <i>Figure</i> 315, 512 <i>Health Skills Activity</i> 516 <i>Lesson Review</i> 510 #4, 521 #3, #4, #6, #7, 526 #6 <i>Photo</i> 287, 313, 511 <i>Quick Write</i> 511 <i>What Teens Think</i> 523</p> <p>Teacher Wraparound Edition: BHS 532-533; C 521; HL 519; HSA 515; QW 511; RS 313, 512, 513; WTT 523</p>
<p>B. Body Defenses and Recovery</p>	
<p>Describe the body's lines of defense and the stages of disease progression (e.g., incubation)</p>	<p>The immune system is covered on the following pages.</p> <p>Student Edition: 483-486 <i>Health Skills Activity</i> 485 <i>Lesson Review</i> 487 #1, #2, #3, #4</p> <p>Teacher Wraparound Edition: HL 481, 484, 485; HSA 481, 485</p>
<p>C. Types of Pathogens and Transmission</p>	
<p>Hypothesize optimal conditions for growth and transmission of pathogens</p>	<p>Student Edition: 480-482 <i>Health Skills Activity</i> 481 <i>Lesson Review</i> 482 #4, #6, #7 <i>Photo</i> 480 <i>Quick Write</i> 478</p> <p>Teacher Wraparound Edition: HSA 481; HSP 480; QW 478; RS 479</p>

STANDARDS	PAGE REFERENCES
D. Adolescent Health Issues and Sexually Transmitted Infections	
<p>Analyze the impact non-communicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development</p>	<p>Non-communicable diseases, such as diabetes and asthma, are discussed on the following pages.</p> <p>Student Edition: 522-526, 527-531 <i>Connect to Science</i> 523 <i>Figure</i> 524, 528, 529, 530 <i>Lesson Review</i> 526 #2, #3, #5, 531 #1, #2, #3, #4, #6 <i>Photo</i> 525, 530 <i>Quick Write</i> 527</p> <p>Teacher Wraparound Edition: C 526, 531; CT 524; CTS 523; DWSI 524; HL 523, 530; HSC 528; HSP 525; QW 527; RS 524, 529, 530; TH 524; WTWTK 529</p>
<p>Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management</p>	<p>Student Edition: 266-268, 373-376 <i>Building Health Skills</i> 270-271 <i>Lesson Review</i> 269 #1, #2, #3, #4, #5, #6, #7 <i>Photo</i> 267, 268, 269, 373 <i>Quick Write</i> 266 <i>TIME Health News</i> 272</p> <p>Teacher Wraparound Edition: AL 267, 373; BHS 270-271; CP 374; DWSI 373; HSP 373; QW 266; THN 272; TT 267; UA 268; WTWTK 268, 376</p>
E. HIV/AIDS Prevention Education	
<p>Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS</p>	<p>Student Edition: 496-499 <i>Figure</i> 497 <i>Lesson Review</i> 499 #1, #2, #5, #6 <i>Photo</i> 498</p> <p>Teacher Wraparound Edition: RS 497; TH 497; WS 498; WTWTK 498</p>
F. Abstinence, Prevention Behaviors, and Teen Pregnancy	

STANDARDS	PAGE REFERENCES
2. Injury Prevention and Safety	
A. Safety for Home, School, and Communities	
Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others	<p>Student Edition: 14-15, 55-56, 86-89, 265 <i>Health Skills Activity</i> 88 <i>Lesson Review</i> 89 #2, #3, #4, #5, #6 <i>Photo</i> 55</p> <p>Teacher Wraparound Edition: AL 261; CP 16, 54; CT 14; HSA 88; WTWTK 264</p>
Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)	<p>Student Edition: 139, 176-179, 181, 193-194, 342, 544 <i>Lesson Review</i> 195 #1, #6 <i>Quick Write</i> 180</p> <p>Teacher Wraparound Edition: C 195; HL 194, 341; QW 180; RS 178; WTWTK 177, 181</p>
B. First Aid Procedures	
Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care	<p>Student Edition: 556-557 <i>Figure</i> 555 <i>Lesson Review</i> 557 #2, #3, #5, #6 <i>Photo</i> 557 <i>Quick Write</i> 554</p> <p>Teacher Wraparound Edition: C 557; QW 554; TH 556</p>
Analyze why the processes are used in sequential order (i.e., ABC of emergencies)	<p>The following pages can be used to meet this standard.</p> <p>Student Edition: 554, 556-557, 559-562, 563-567 <i>Lesson Review</i> 557 #4</p> <p>Teacher Wraparound Edition: AV 564; RS 564, 566</p>
C. Activity Related Injuries and Environmental Conditions	
D. Water-Related Emergencies	

STANDARDS	PAGE REFERENCES
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	
<p>Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies)</p>	<p>Student Edition: 282-283, 286, 288, 308-310, 311-313 <i>Figure</i> 283, 312, 313 <i>Lesson Review</i> 290 #1, #2, #3, #4, 314 #1, #2, #3, #6 <i>Photo</i> 280, 287, 290, 309</p> <p>Teacher Wraparound Edition: AL 287; CT 284; HL 284, 287, 289; RS 287</p>
<p>Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society</p>	<p>Student Edition: 308-310, 311-313, 315-316, 319-321 <i>Figure</i> 312, 313, 316 <i>Lesson Review</i> 310 #2, #3, #5, 314 #1 <i>Photo</i> 319, 320 <i>Quick Write</i> 319 <i>TIME Health News</i> 328</p> <p>Teacher Wraparound Edition: AL 312; CP 317; HL 316, 320, 321; QW 319; RS 312, 313; THN 328; WTWTK 313</p>
<p>Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking)</p>	<p>Student Edition: 280-281, 285, 288-290 <i>Figure</i> 288 <i>Lesson Review</i> 281 #5 <i>Photo</i> 280, 289</p> <p>Teacher Wraparound Edition: HL 284, 289; HSP 289; RS 289; WS 289</p>

STANDARDS	PAGE REFERENCES
4. Environmental Health	
A. Effects of Pollution on Health	
Describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources, and pollution	<p>Student Edition: 576-580 <i>Figure 578</i> <i>Lesson Review 580 #2, #3, #4</i> <i>Photo 579</i></p> <p>Teacher Wraparound Edition: UA 577; WS 578</p>
B. Individual Responsibility	
Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility	<p>By defining different types of pollution, as well as environmental solutions, the following pages can be used to help meet this standard.</p> <p>Student Edition: 576-580, 581-584 <i>Building Health Skills 586</i> <i>Figure 21.3 584</i> <i>Health Skills Activity 585</i> <i>Lesson Review 580 #6; 585 #6</i> <i>Reading Review 589</i> <i>Time News 588</i></p> <p>Teacher Wraparound Edition: HSA 584; RS 584; TH 582</p>
Examine existing and potential environmental health problems within their community and create solutions to address them	<p>Student Edition: 581-584 <i>Building Health Skills 586-587</i> <i>Figure 583, 584</i> <i>Health Skills Activity 585</i> <i>Lesson Review 580 #5, 585 #2, #3, #4, #5, #6</i> <i>Photo 576, 579, 580, 581, 582</i> <i>Quick Write 576, 581</i> <i>TIME Health News 588</i></p> <p>Teacher Wraparound Edition: AL 579, 582; BHS 586-587; C 585; FZ 577; HL 583; HSA 584; HSC 579; HSP 583; QW 576, 581; RS 584; TH 582; TT 584; UA 582, 583; WS 578</p>