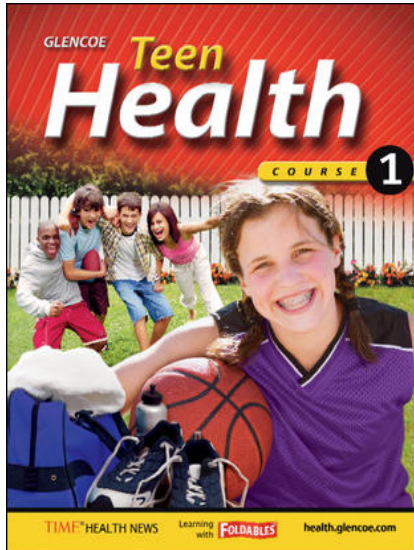




Glencoe

Academic Standards for Health
Safety & Physical Education
Grade 6

Pennsylvania



Teen Health

COURSE 1

© 2007

STANDARDS

PAGE REFERENCES

10. 1. Concepts of Health

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
- education
 - socioeconomic

Student Edition:

202-205, 212
Figure 204
Identify 205

Teacher Wraparound Edition:

C 205

- B. Identify and describe the structure and function of the major body systems.

- nervous
- muscular
- integumentary
- urinary
- endocrine
- reproductive
- immune

Student Edition:

176-178, 181-184, 185-187, 188-193
Figure 179, 182, 184, 186, 189, 191, 193
Quick Write 185
Thinking Critically 180, 184, 187
What I Learned 180, 184, 187

Teacher Wraparound Edition:

C 187

STANDARDS	PAGE REFERENCES
<p>C. Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> • caloric content of foods • relationship of food intake and physical activity (energy output) • nutrient requirements • label reading • healthful food selection 	<p>Student Edition: 94-97, 98-101, 102-107, 108-110 <i>Analyze</i> 101 <i>Building Health Skills</i> 112-113 <i>Figure</i> 99 <i>Health Skills Activity</i> 104, 183 <i>Identify</i> 97, 107 Teacher Wraparound Edition: C 101</p>
<p>D. Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> • peer influence • body image (e.g., steroids, enhancers) • social acceptance • stress • media influence • decision-making/refusal skills • rules, regulations and laws • consequences 	<p>Student Edition: 77, 78-80, 249-252, 253-254 <i>Applying Health Skills</i> 205, 259 <i>Developing Good Character</i> 251 <i>Health Skills Activity</i> 79 <i>Identify</i> 80 <i>List</i> 252 <i>Predict</i> 255 <i>Quick Write</i> 249, 256 Teacher Wraparound Edition: PCSH 250</p>
<p>E. Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> • diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) • preventions (i.e., do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) 	<p>Student Edition: 268-271, 272-275, 277-280, 282-287 <i>Building Health Skills</i> 288-289 <i>Describe</i> 287 <i>Health Skills Activity</i> 276, 281 <i>Synthesize</i> 287 <i>Thinking Critically</i> 281 <i>What I Learned</i> 281 Teacher Wraparound Edition: C 287</p>

STANDARDS	PAGE REFERENCES
10.2. Healthful Living	
<p>A. Explain the relationship between personal health practices and individual well-being.</p> <ul style="list-style-type: none"> • immunizations • health examinations 	<p>Student Edition: 4-7, 13, 144-150, 151-154, 164, 275 <i>Applying Health Skills</i> 44, 252 <i>Building Health Skills</i> 194-195 <i>Figure</i> 275 <i>Health Skills Activity</i> 276 <i>Quick Write</i> 163 Teacher Wraparound Edition: QW 163</p>
<p>B. Explain the relationship between health-related information and consumer choices.</p> <ul style="list-style-type: none"> • dietary guidelines/food selection • sun exposure guidelines/sunscreen selection 	<p>Student Edition: 13, 147-148, 155-158 <i>Applying Health Skills</i> 72, 162 <i>Figure</i> 156 <i>Health Skills Activity</i> 104, 157 <i>Quick Write</i> 155 <i>What I Learned</i> 158 Teacher Wraparound Edition: WT 147, 284</p>
<p>C. Explain the media's effect on health and safety issues.</p>	<p>Student Edition: 10, 155, 229 <i>Applying Health Skills</i> 101, 111 <i>Evaluate</i> 311 <i>Health Skills Activity</i> 14, 34, 157 <i>Media Watch</i> 40, 63, 134, 228 <i>Vocabulary</i> 11 Teacher Wraparound Edition: CP 228</p>
<p>D. Describe and apply the steps of a decision-making process to health and safety issues.</p>	<p>Student Edition: 16-18 <i>Applying Health Skills</i> 19, 77 <i>Building Health Skills</i> 112-113, 260-261 <i>Health Skills Activity</i> 19 <i>Media Watch</i> 17 <i>Thinking Critically</i> 19 Teacher Wraparound Edition: C 19</p>

STANDARDS	PAGE REFERENCES
<p>E. Analyze environmental factors that impact health.</p> <ul style="list-style-type: none"> • indoor air quality (e.g., second-hand smoke, allergens) • chemicals, metals, gases (e.g., lead, radon, carbon monoxide) • radiation • natural disasters 	<p>Student Edition: 9, 232-233, 308-311, 318-320 <i>Analyze</i> 321 <i>Applying Health Skills</i> 193 <i>Vocabulary</i> 233 Teacher Wraparound Edition: C 321</p>
<p>10.3. Safety and Injury Prevention</p>	
<p>A. Explain and apply safe practices in the home, school and community.</p> <ul style="list-style-type: none"> • emergencies (e.g., fire, natural disasters) • personal safety (e.g., home alone, latch key, harassment) • communication (e.g., telephone, Internet) • violence prevention (e.g., gangs, weapons) 	<p>Student Edition: 84-85, 296-298, 300-304, 308-311 <i>Analyze</i> 85 <i>Developing Good Character</i> 301 <i>Figure</i> 84, 85 <i>Health Skills Activity</i> 64, 299, 302 <i>Time Health News</i> 88 Teacher Wraparound Edition: HSC 301</p>
<p>B. Know and apply appropriate emergency responses.</p> <ul style="list-style-type: none"> • basic first aid • Heimlich maneuver • universal precautions 	<p>Student Edition: 312-317 <i>Figure</i> 313, 315 <i>Quick Write</i> 312 Teacher Wraparound Edition: C 317; HL 315</p>
<p>C. Describe strategies to avoid or manage conflict and violence.</p> <ul style="list-style-type: none"> • anger management • peer mediation • reflective listening • negotiation 	<p>Student Edition: 81-85 <i>Applying Health Skills</i> 85 <i>Building Health Skills</i> 86-87 <i>Figure</i> 65 <i>List</i> 85 Teacher Wraparound Edition: HSC 83</p>
<p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<p>Student Edition: 130-131, 132-135, 180, 305-307 <i>Applying Health Skills</i> 135, 180, 184 <i>Injury Prevention</i> 141 <i>Quick Write</i> 132 Teacher Wraparound Edition: C 135</p>

STANDARDS	PAGE REFERENCES
10.4. Physical Activity	
<p>A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<p>Student Edition: 120-122, 126-131 <i>Building Health Skills</i> 136-137 <i>Health Skills Activity</i> 122 <i>Quick Write</i> 120 <i>Time Health News</i> 138 Teacher Wraparound Edition: PCSH 124</p>
<p>B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<p>Student Edition: 120-125, 179, 283 <i>Applying Health Skills</i> 125 <i>Figure</i> 123 <i>Health Quiz</i> 119 <i>Write About It</i> 141 Teacher Wraparound Edition: HL 123</p>
<p>C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • heart rate monitoring • checking blood pressure • fitness assessment 	<p>Student Edition: 126-130 <i>Building Health Skills</i> 136-137 <i>Connect to Math</i> 130 <i>Figure</i> 127, 129 <i>Vocabulary</i> 131 Teacher Wraparound Edition: TH 129</p>
<p>D. Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> • enjoyment • personal interest • social experience • opportunities to learn new activities • parental preference • environment 	<p>Student Edition: 121-122, 124-125, 127 <i>Health Skills Activity</i> 122, 130 <i>Quick Write</i> 120 Teacher Wraparound Edition: PCSH 124</p>

STANDARDS	PAGE REFERENCES
<p>E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> • success-oriented activities • school-community resources • variety of activities • time on task 	<p>Student Edition: 121-125, 126-131 <i>Applying Health Skills</i> 131 <i>Building Health Skills</i> 136-137 <i>Health Skills Activity</i> 122, 130 <i>Photo</i> 123 <i>Time Health News</i> 138</p> <p>Teacher Wraparound Edition: PCSH 124</p>
<p>F. Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> • leading • following • teamwork • etiquette • adherence to rules 	<p>Student Edition: 122</p>
<p>10.5. Concepts, Principles and Strategies of Movement</p>	
<p>A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p>Student Edition: 123-125, 126-131 <i>Apply</i> 125 <i>Building Health Skills</i> 136-137</p> <p>Teacher Wraparound Edition: C 125</p>
<p>B. Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result) 	<p>The following pages can be used to help facilitate this standard.</p> <p>Student Edition: 123-125, 126-131</p>
<p>C. Describe the relationship between practice and skill development.</p>	<p>Student Edition: 128-129</p>

STANDARDS	PAGE REFERENCES
<p>D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> • cardiorespiratory endurance • muscular strength • muscular endurance • flexibility • body composition 	<p>Student Edition: 123-125 <i>Apply</i> 125 <i>Figure</i> 128 <i>Identify</i> 125 <i>Time Health News</i> 138 <i>Vocabulary</i> 125</p> <p>Teacher Wraparound Edition: C 125</p>
<p>E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Newton’s Laws of Motion • application of force • static/dynamic balance • levers • flight 	<p>The following pages can be used to help facilitate this standard.</p> <p>Student Edition: 120-125</p>
<p>F. Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> • give and go • one on one • peer communication 	<p>The following page can be used to help facilitate this standard.</p> <p>Student Edition: 127</p>