



Teen Health

COURSE 2

© 2007

STANDARDS	PAGE REFERENCES
<p>10. 1. Concepts of Health</p>	
<p><i>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:</i></p>	
<p>A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p> <ul style="list-style-type: none"> • education • socioeconomic 	<p>Student Edition: 129, 131, 364-369, 375, 378-379, 389-390 <i>Connect to Science</i> 366 <i>Figure</i> 365 <i>Identify</i> 369 <i>Quick Write</i> 364 <i>Thinking Critically</i> 369 <i>What I Learned</i> 369 Teacher Wraparound Edition: CP 365</p>
<p>B. Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> • nervous • muscular • integumentary • urinary • endocrine • reproductive • immune 	<p>Student Edition: 66-70, 71-76, 122-127, 236-241, 272-277, 370-373, 374-376, 378-382, 407-412 <i>Figure</i> 67, 68, 72, 123, 124, 125, 237, 238, 273, 274, 371, 375, 379, 411 <i>Health Skills Activity</i> 377, 381, 410 Teacher Wraparound Edition: WT 411</p>

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: 87-88, 104-110, 111-115, 116-119, 134-135 <i>Building Health Skills</i> 136-137 <i>Connect to Language Arts</i> 108 <i>Connect to Science</i> 105, 114 <i>Figure</i> 109 <i>Hands on Health</i> 138 <i>Health Skills Activity</i> 120 <i>Infer</i> 110 <i>Photo</i> 109 Teacher Wraparound Edition: WT 106</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: 88-89, 310-311, 312-315, 316-318 <i>Health Skills Activity</i> 319 <i>List</i> 315 <i>Media Watch</i> 311 <i>Photo</i> 314 Teacher Wraparound Edition: PCSH 314</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: 27, 191-192, 402-406, 407-412, 413-417, 418-421, 422-426, 427-431, 440-445, 446-450, 451-456, 458-463 <i>Building Health Skills</i> 432-433, 464-465 <i>Health Skills Activity</i> 410, 420, 457 <i>Time Health News</i> 434 Teacher Wraparound Edition: WT 192</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: 27, 189-192, 328-333, 412, 418-421, 425-426, 431 <i>Building Health Skills</i> 28-29, 394-395 <i>Developing Good Character</i> 429 <i>Figure 9</i> <i>Give Examples 9</i> <i>Health Skills Activity</i> 89, 377, 410, 420 Teacher Wraparound Edition: WT 411</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: 10-12, 94, 107-110, 114-115, 331, 340-344 <i>Building Health Skills</i> 136-137, 356-357 <i>Connect to Math</i> 94 <i>Figure</i> 341, 343, 344 <i>Health Skills Activity</i> 342 <i>Quick Write</i> 340 <i>Thinking Critically</i> 22 Teacher Wraparound Edition: WT 343</p>
<p>C. Explain the media’s effect on health and safety issues.</p>	<p>Student Edition: 11-12, 115, 150, 243, 245-247, 342-344 <i>Apply</i> 22, 261 <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 136-137, 256-257 <i>Health Skills Activity</i> 21, 449 <i>List</i> 22 <i>Media Watch</i> 14, 117, 212, 246, 279 <i>Quick Write</i> 242 Teacher Wraparound Edition: CP 245</p>
<p>D. Describe and apply the steps of a decision-making process to health and safety issues.</p>	<p>Student Edition: 36-41 <i>Applying Health Skills</i> 193, 285, 346, 474 <i>Building Health Skills</i> 356-357 <i>Health Skills Activity</i> 93, 185, 284, 299, 350 Teacher Wraparound Edition: HL 40</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: 19-20, 239-241, 246, 248-249, 443, 445, 486-492, 508-512 <i>Explain</i> 251 <i>Figure</i> 19 <i>Photo</i> 249, 441 <i>Quick Write</i> 248 <i>Vocabulary</i> 251</p> <p>Teacher Wraparound Edition: HL 509</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: 211-216, 475-479, 480-485, 486-492 <i>Apply</i> 216 <i>Building Health Skills</i> 500-501 <i>Describe</i> 216, 479 <i>Developing Good Character</i> 214 <i>Figure</i> 213, 215, 476 <i>Quick Write</i> 211 <i>Synthesize</i> 479 <i>Time Health News</i> 502 <i>What I Learned</i> 216</p> <p>Teacher Wraparound Edition: WT 477</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: 493-499 <i>Applying Health Skills</i> 499 <i>Figure</i> 494, 495, 496 <i>Give Examples</i> 492 <i>Health Skills Activity</i> 491 <i>Quick Write</i> 493 <i>What I Learned</i> 499</p> <p>Teacher Wraparound Edition: HL 494</p>

STANDARDS	PAGE REFERENCES
<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: 48, 176, 202-205, 206-209, 211-214 <i>Developing Good Character</i> 214 <i>Figure</i> 210, 213 <i>Health Online</i> 207 <i>Health Skills Activity</i> 209 <i>Quick Write</i> 206 <i>Thinking Critically</i> 205, 210 <i>What I Learned</i> 205, 210, 216</p> <p>Teacher Wraparound Edition: HSC 204</p>
<p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<p>Student Edition: 26, 78-81, 87-90, 91-95, 483-484 <i>Applying Health Skills</i> 95 <i>Connect to Math</i> 26 <i>Developing Good Character</i> 62 <i>Figure</i> 87, 484, 485 <i>Health Skills Activity</i> 93, 483 <i>Photo</i> 79 <i>Suggest</i> 101 <i>Thinking Critically</i> 27</p> <p>Teacher Wraparound Edition: WT 79</p>
<p>10.4. Physical Activity</p>	
<p>A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<p>Student Edition: 60-65, 77-83, 84-86 <i>Applying Health Skills</i> 65 <i>Building Health Skills</i> 96-97 <i>Figure</i> 61, 78 <i>Health Online</i> 85 <i>Quick Write</i> 60 <i>Restate</i> 65 <i>Time Health News</i> 98</p> <p>Teacher Wraparound Edition: HL 80</p>

STANDARDS	PAGE REFERENCES
<p>B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<p>Student Edition: 60-62, 84-85 <i>Evaluate</i> 65 <i>Figure</i> 61 <i>Identify</i> 90 <i>Predict</i> 90 <i>Restate</i> 65, 90 Teacher Wraparound Edition: HL 63</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: 64-65, 73, 82-83 <i>Apply</i> 83 <i>Figure</i> 73, 182 <i>Health Skills Activity</i> 64 <i>Photo</i> 65 Teacher Wraparound Edition: C 83</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: 78-79, 94, 151, 483-484 <i>Apply</i> 101 <i>Applying Health Skills</i> 65, 83 <i>Building Health Skills</i> 96-97 <i>Time Health News</i> 98 Teacher Wraparound Edition: HSC 61</p>
<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: 62-63, 77-83, 84-88 <i>Figure</i> 63, 80 <i>Health Skills Activity</i> 89 <i>Identify</i> 83 <i>Infer</i> 65 <i>List</i> 65 <i>Vocabulary</i> 83 Teacher Wraparound Edition: C 90</p>

STANDARDS	PAGE REFERENCES
<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: 86 <i>Apply</i> 101 <i>Developing Good Character</i> 86 <i>Identify</i> 90 Teacher Wraparound Edition: AL 86</p>
10.5. Concepts, Principles and Strategies of Movement	
<p>A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p>Student Edition: 62-65, 77-81, 84-85 <i>Figure</i> 69 <i>Health Skills Activity</i> 64 <i>Infer</i> 65</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>Student Edition: Pages 62-65, 77-83, 84-86 can be used to help facilitate this standard. <i>Building Health Skills</i> 96-97 <i>Health Skills Activity</i> 64, 89 Teacher Wraparound Edition: HL 89</p>
<p>C. Describe the relationship between practice and skill development.</p>	<p>Student Edition: 86 <i>Building Health Skills</i> 96-97 <i>Health Skills Activity</i> 89 Teacher Wraparound Edition: HL 89</p>
<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: 62-65, 77-83 <i>Describe</i> 65 <i>Figure</i> 63 <i>List</i> 65 <i>Vocabulary</i> 65 Teacher Wraparound Edition: RS 63</p>

STANDARDS	PAGE REFERENCES
<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: 62-65, 77-83, 84-86</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 pages can be used to help facilitate this standard.</p> <p>Student Edition: 77-83, 85-86 <i>Health Skills Activity 89</i></p>