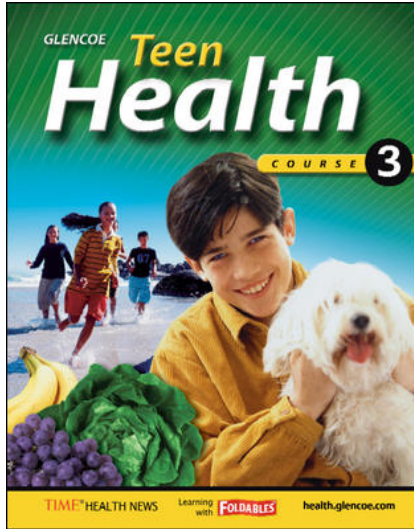




Glencoe

Academic Standards for Health  
Safety & Physical Education  
Grade 9

Pennsylvania



# Teen Health

COURSE 3

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| STANDARDS   | PAGE REFERENCES  |
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| <b>Grade 9</b>  |  |
| <b>10. 1. Concepts of Health</b>  |  |
| <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>A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> <li>relationships (e.g., dating, friendships, peer pressure)</li> <li>interpersonal communication</li> <li>risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>abstinence</li> <li>STD and HIV prevention</li> <li>community</li> </ul> | <p><b>Student Edition:</b><br/>4-7, 8-12, 13-17, 102-107, 108-111, 112-116, 118-121, 130-132, 142-145, 222-225, 462-465, 492-495, 496-499<br/><i>Building Health Skills</i> 9<br/><i>Developing Good Character</i> 9<br/><i>Hands-On Health</i> 148<br/><i>Health Skills Activity</i> 133<br/><i>Quick Write</i> 8<br/><b>Teacher Wraparound Edition:</b><br/>WT 9</p> |
| <p>B. Analyze the interdependence existing among the body systems.</p>  | <p><b>Student Edition:</b><br/>404-408, 409-412, 413-417, 418-421, 422-425, 427-432, 433-436, 437-441, 450<br/><i>Figure 17.1</i> 451<br/><i>Hands-On Health</i> 444<br/><b>Teacher Wraparound Edition:</b><br/>HL 451</p>   |

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

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| <p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> <li>• body image</li> <li>• advertising</li> <li>• dietary guidelines</li> <li>• eating disorders</li> <li>• peer influence</li> <li>• athletic goals</li> </ul>   | <p><b>Student Edition:</b><br/> 235-236, 243-246, 248-251, 260-261, 266-269<br/> <i>Apply</i> 237<br/> <i>Building Health Skills</i> 18-19<br/> <i>Describe</i> 237<br/> <i>Evaluate</i> 256<br/> <i>Figure 2.3</i> 41, <i>Figure 10.1</i> 235<br/> <i>Media Watch</i> 205<br/> <i>Recall</i> 265<br/> <i>Time Health News</i> 272<br/> <b>Teacher Wraparound Edition:</b><br/> WT 264</p>                                 |
| <p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• decision-making/refusal skills</li> <li>• situation avoidance</li> <li>• goal setting</li> <li>• professional assistance (e.g., medical, counseling, support groups)</li> <li>• parent involvement</li> </ul> | <p><b>Student Edition:</b><br/> 13-17, 26-28, 32-37, 112-116, 356-359, 360-363<br/> <i>Building Health Skills</i> 44-45, 364-365<br/> <i>Describe</i> 359<br/> <i>Developing Good Character</i> 342<br/> <i>Health Skills Activity</i> 117<br/> <i>List</i> 17<br/> <i>Recall</i> 31<br/> <i>Thinking Critically</i> 363<br/> <i>Time Health News</i> 124<br/> <b>Teacher Wraparound Edition:</b><br/> C 117, 359, 363</p> |
| <p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>   | <p><b>Student Edition:</b><br/> 456, 458-459, 478-482, 492-495, 499, 508-510, 513, 515, 520-521<br/> <i>Apply</i> 495<br/> <i>Applying Health Skills</i> 487<br/> <i>Building Health Skills</i> 500-501, 532-533<br/> <i>Hands-On Health</i> 502<br/> <i>Health Skills Activity</i> 457, 481, 485, 516<br/> <i>Synthesize</i> 510<br/> <b>Teacher Wraparound Edition:</b><br/> HL 481</p>                                  |

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| <b>10.2. Healthful Living</b>  |  |
| <p>A. Identify and describe health care products and services that impact adolescent health practices.</p>   | <p><b>Student Edition:</b><br/>373-377, 383-387, 388-391, 392-395<br/><i>Analyze</i> 401<br/><i>Quick Write</i> 388<br/><b>Teacher Wraparound Edition:</b><br/>C 391</p>   |
| <p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> <li>• tobacco products</li> <li>• weight control products</li> </ul>   | <p><b>Student Edition:</b><br/>379-381<br/><i>Building Health Skills</i> 396-397<br/><i>Health Skills Activity</i> 380, 394<br/><i>Media Watch</i> 5, 205, 240<br/><i>Thinking Critically</i> 382<br/><i>What I Learned</i> 382<br/><b>Teacher Wraparound Edition:</b><br/>TH 41</p> |
| <p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</p>  | <p><b>Student Edition:</b><br/>41, 177<br/><i>Evaluate</i> 256<br/><i>Health Skills Activity</i> 380, 520<br/><i>Media Watch</i> 5, 113, 205, 324, 335, 348<br/><i>Time Health News</i> 272<br/><b>Teacher Wraparound Edition:</b><br/>WT 264</p>                                    |
| <p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p>  | <p><b>Student Edition:</b><br/>27-28, 545<br/><i>Building Health Skills</i> 196-197, 300-301<br/><i>Developing Good Character</i> 28<br/><i>Health Skills Activity</i> 156, 314<br/><b>Teacher Wraparound Edition:</b><br/>HL 27</p>   |
| <p>E. Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> <li>• ozone layer/skin cancer</li> <li>• availability of health care/individual health</li> <li>• air pollution/respiratory disease</li> <li>• breeding environments/lyme disease/west nile virus</li> </ul> | <p><b>Student Edition:</b><br/>373, 510, 527-531, 576-580<br/><i>Describe</i> 510<br/><i>Evaluate</i> 510<br/><i>Hypothesize</i> 537<br/><i>Identify</i> 531<br/><b>Teacher Wraparound Edition:</b><br/>WT 529</p>   |

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| <b>10.3. Safety and Injury Prevention</b>  |   |
| <p>A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <ul style="list-style-type: none"> <li>• modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)</li> <li>• violence prevention in school</li> <li>• self-protection in the home</li> <li>• self-protection in public places</li> </ul> | <p><b>Student Edition:</b><br/> 178-179, 540-544, 545-549<br/> <i>Analyze</i> 549<br/> <i>Connect to Science</i> 542<br/> <i>Evaluate</i> 179<br/> <i>Figure 8.1</i> 178<br/> <i>List</i> 549<br/> <i>Quick Write</i> 540, 545<br/> <b>Teacher Wraparound Edition:</b><br/> C 179, 544</p>  |
| <p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> <li>• rescue breathing</li> <li>• water rescue</li> <li>• self-care</li> <li>• sport injuries</li> </ul>  | <p><b>Student Edition:</b><br/> 224-225, 554-557, 558-562, 563-567<br/> <i>Apply</i> 567<br/> <i>Applying Health Skills</i> 562<br/> <i>Building Health Skills</i> 226-227<br/> <i>Figure 20.4</i> 555, <i>Figure 20.8</i> 566<br/> <i>Hands-On Health</i> 567<br/> <i>Identify</i> 225<br/> <i>Recall</i> 225<br/> <i>Thinking Critically</i> 557<br/> <b>Teacher Wraparound Edition:</b><br/> C 225; TH 556</p> |
| <p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> <li>• effective negotiation</li> <li>• assertive behavior</li> </ul>  | <p><b>Student Edition:</b><br/> 116, 154-158, 159-163, 164-167<br/> <i>Apply</i> 167<br/> <i>Applying Health Skills</i> 163, 167<br/> <i>Building Health Skills</i> 168-169<br/> <i>Developing Good Character</i> 160<br/> <i>Health Skills Activity</i> 161<br/> <i>List</i> 163<br/> <i>Quick Write</i> 164<br/> <b>Teacher Wraparound Edition:</b><br/> C 163, 167</p>   |

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| <p>D. Analyze the role of individual responsibility for safety during organized group activities.</p>   | <p><b>Student Edition:</b><br/>           221-223, 547-549<br/> <i>Building Health Skills</i> 226-227<br/> <i>Developing Good Character</i> 222<br/> <i>Identify</i> 225<br/> <b>Teacher Wraparound Edition:</b><br/>           HSP 223; TH 223</p> |
| <p><b>10.4. Physical Activity</b></p>   |   |
| <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p>   | <p><b>Student Edition:</b><br/>           204-208, 215-220<br/> <i>Evaluate</i> 208<br/> <i>Quick Write</i> 204<br/> <i>Recall</i> 220<br/> <i>Time Health News</i> 228<br/> <b>Teacher Wraparound Edition:</b><br/>           WT 212</p>           |
| <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul>   | <p><b>Student Edition:</b><br/>           204-208<br/> <i>Figure 9.1</i> 206<br/> <i>Health Skills Activity</i> 207<br/> <i>Recall</i> 208<br/> <b>Teacher Wraparound Edition:</b><br/>           HL 205</p>  |
| <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul> | <p><b>Student Edition:</b><br/>           209-214, 218-219, 224-225<br/> <i>Connect to Math</i> 218<br/> <i>Evaluate</i> 220<br/> <i>Synthesize</i> 220<br/> <b>Teacher Wraparound Edition:</b><br/>           HL 218</p>                           |
| <p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> <li>• skill competence</li> <li>• social benefits</li> <li>• previous experience</li> <li>• activity confidence</li> </ul>   | <p><b>Student Edition:</b><br/>           215-216<br/> <i>Quick Write</i> 215<br/> <i>Recall</i> 215</p>  |

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| <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li> </ul>                                 | <p><b>Student Edition:</b><br/> 214, 215-216, 221-223<br/> <i>Developing Good Character</i> 222<br/> <i>Evaluate</i> 208</p> |
| <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• social pressure</li> </ul>   | <p><b>Student Edition:</b><br/> 206<br/> <i>Developing Good Character</i> 222<br/> <i>Photo</i> 205</p>                      |
| <p><b>10.5. Concepts, Principles and Strategies of Movement</b></p>   |  |
| <p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul>   | <p><b>Student Edition:</b><br/> 205, 207, 212, 214<br/> <i>Evaluate</i> 214</p>  |
| <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> <li>• response selection</li> <li>• stages of learning a motor skill (i.e., verbal cognitive, motor, automatic)</li> <li>• types of skill (i.e., discrete, serial, continuous)</li> </ul> | <p>The following pages can be used to help facilitate this goal.</p> <p><b>Student Edition:</b><br/> 207-208, 209-214</p>    |

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| <p>C. Identify and apply practice strategies for skill improvement.</p>  | <p><b>Student Edition:</b><br/>214, 217-219, 222<br/><i>Developing Good Character</i> 222<br/><i>Evaluate</i> 208</p>                                    |
| <p>D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• specificity</li> <li>• overload</li> <li>• progression</li> <li>• aerobic/anaerobic</li> <li>• circuit/interval</li> <li>• repetition/set</li> </ul>                                   | <p><b>Student Edition:</b><br/>207-208, 222, 223<br/><i>Identify</i> 208<br/><i>Synthesize</i> 220</p>   |
| <p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> <li>• centripetal/centrifugal force</li> <li>• linear motion</li> <li>• rotary motion</li> <li>• friction/resistance</li> <li>• equilibrium</li> <li>• number of moving segments</li> </ul> | <p>The following pages can be used to help facilitate this goal.</p> <p><b>Student Edition:</b><br/>209-214</p>  |
| <p>F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> <li>• offensive strategies</li> <li>• defensive strategies</li> <li>• time management</li> </ul>   | <p>The following pages can be used to help facilitate this goal.</p> <p><b>Student Edition:</b><br/>222-223<br/><i>Developing Good Character</i> 222</p> |