



Glencoe Health

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STANDARDS	PAGE REFERENCES
Grade 9	
10. 1. Concepts of Health	
<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"> relationships (e.g., dating, friendships, peer pressure) interpersonal communication risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) abstinence STD and HIV prevention community 	<p>Student Edition: 20-21, 74-79, 122-129, 146-150, 210-217, 248-253, 254-261, 302-306, 313-317, 318-323, 596-597, 648-651, 706-713 <i>Time Health</i> 268, 355, 480</p> <p>Teacher Wraparound Edition: HL 260</p>
<p>B. Analyze the interdependence existing among the body systems.</p>	<p>Student Edition: 386-389, 394-405, 416-422, 428-431, 442-446, 453-457, 464-467 <i>Time Health</i> 436</p> <p>Teacher Wraparound Edition: MA 387, 400, 456, 466</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals 	<p>Student Edition: 110-113, 114-121, 122-129, 130-137, 151-156, 157-163 <i>Health Skills Application</i> 165 #1 <i>Parent Involvement</i> 139 <i>Time Health</i> 138, 164</p> <p>Teacher Wraparound Edition: CC 126; CLA 112, 125; HL 128; MA 120; SW 119</p>
<p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling, support groups) • parent involvement 	<p>Student Edition: 546-550, 551-555, 611-615 <i>Health Skills Activity</i> 566 <i>Health Skills Application</i> 557 #2, 617 #3 <i>Parent Involvement</i> 581 <i>Time Health</i> 556, 580</p> <p>Teacher Wraparound Edition: CT 548, 612; Di 547; En 550, 555, 615; SL 614</p>
<p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p>Student Edition: 12, 477, 498-503, 680 <i>Hands On Health</i> 471 <i>Health Skills Application</i> 509 #3 <i>Time Health</i> 508</p> <p>Teacher Wraparound Edition: CLA 12; CT 679; DW 499; Ex 426; RC 424</p>
10.2. Healthful Living	
<p>A. Identify and describe health care products and services that impact adolescent health practices.</p>	<p>Student Edition: 9, 32, 48-51, 54-59, 64-67, 151-152 <i>Time Health</i> 68, 380, 642</p> <p>Teacher Wraparound Edition: CC 152; HL 31, 52; MR 62</p>
<p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> • tobacco products • weight control products 	<p>Student Edition: 151-152, 546, 563, 593-594 <i>Eye on the Media</i> 143, 539 <i>Real Life Application</i> 564 <i>Writing Critically</i> 559 #1</p> <p>Teacher Wraparound Edition: CC 152, 553; CLA 566; HL 153; MA 548, 549</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</p>	<p>Student Edition: 15-16, 49, 113, 151 <i>Applying Health Skills</i> 113 <i>Eye on the Media</i> 73 <i>Health Skills Application</i> 139 #1 <i>Time Health</i> 68 <i>Writing Critically</i> 71 #1 Teacher Wraparound Edition: CL 50; CLA 212, 365</p>
<p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p>Student Edition: 33-36 <i>Applying Health Skills</i> 389 <i>Health Skills Activity</i> 56, 155, 232, 407 <i>Health Skills Application</i> 437 #2, 557 #1 <i>Thinking Critically</i> 36 #4 <i>Writing Critically</i> 45 #1 Teacher Wraparound Edition: CL 310; HL 310</p>
<p>E. Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> • ozone layer/skin cancer • availability of health care/individual health • air pollution/respiratory disease • breeding environments/lyme disease/west nile virus 	<p>Student Edition: 433, 766-771, 772-776, 777-781 <i>Real Life Application</i> 770 <i>Thinking Critically</i> 771 #4 <i>Time Health</i> 782 Teacher Wraparound Edition: Ac 13; C 781; CLA 769; HC 682; HL 14, 779; QD 768</p>
<p>10.3. Safety and Injury Prevention</p>	
<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"> • modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places 	<p>Student Edition: 18-20, 95-97, 98-103, 286-290, 316, 330-334, 335-340, 341-347, 348-353, 565-566, 706-713, 714-718, 719-724 <i>Applying Health Skills</i> 97 <i>Hands On Health</i> 397 <i>Parent Involvement</i> 355 Teacher Wraparound Edition: Ac 96; CLA 332, 337; En 290; HC 333, 338, 682, 782; HL 100; MA 767, 775; QD 346</p>

STANDARDS	PAGE REFERENCES
<p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> • rescue breathing • water rescue • self-care • sport injuries 	<p>Student Edition: 95-97, 98-103, 677, 736-741, 742-748, 749-754, 755-759</p> <p>Teacher Wraparound Edition: CI 717; GS 744; HC 750; MA 716, 717, 744</p>
<p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> • effective negotiation • assertive behavior 	<p>Student Edition: 30, 260, 262-267, 322-323, 338-340 <i>Hands On Health</i> 607 <i>Health Skills Activity</i> 29, 304</p> <p>Teacher Wraparound Edition: CI 346; CL 260; CLA 30, 337; GS 266; HC 266, 338; HL 265</p>
<p>D. Analyze the role of individual responsibility for safety during organized group activities.</p>	<p>Student Edition: 94-97, 98-103, 714-718, 723-724 <i>Health Skills Application</i> 105 #4 <i>Parent Involvement</i> 731</p> <p>Teacher Wraparound Edition: Ac 96; CC 102; Di 95; En 97</p>
<p>10.4. Physical Activity</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>Student Edition: 34-36, 80-86, 87-92, 93-97 <i>Hands On Health</i> 35 <i>Health Skills Application</i> 23 #1 <i>Time Health</i> 104</p> <p>Teacher Wraparound Edition: CC 88; CLA 81; CT 78; HC 84; HL 76, 90; SW 75</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"> • stress management • disease prevention • weight management 	<p>Student Edition: 74-79, 145, 148-150, 204, 208, 396, 679 <i>Hands On Health</i> 191, 678 <i>Time Health</i> 436</p> <p>Teacher Wraparound Edition: Di 88; Ex 75; MA 77; RC 149</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse 	<p>Student Edition: 80-86, 94, 98-101 <i>Health Skills Activity</i> 89 <i>Thinking Critically</i> 79 #5</p> <p>Teacher Wraparound Edition: CC 89; Di 95; HL 100; MA 95, 99</p>
<p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence 	<p>Student Edition: 77 <i>Applying Health Skills</i> 79 <i>Hands On Health</i> 76 <i>Health Skills Activity</i> 89</p> <p>Teacher Wraparound Edition: CC 88; CL 6; CLA 81; Di 75; HL 85; RC 90; TP 74</p>
<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"> • personal choice • developmental differences • amount of physical activity • authentic practice 	<p>Student Edition: <i>Health Skills Activity</i> 89</p> <p>Teacher Wraparound Edition: CC 388; HC 84</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"> • group dynamics • social pressure 	<p>Teacher Wraparound Edition: CLA 81, 104; HL 85</p>
<p>10.5. Concepts, Principles and Strategies of Movement</p>	
<p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed 	<p>The elements of fitness and their measurement are defined on the following pages.</p> <p>Student Edition: 80-83</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 pages 71-81.</p>

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<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"> • response selection • stages of learning a motor skill (i.e., verbal cognitive, motor, automatic) • types of skill (i.e., discrete, serial, continuous) 	<p>Teacher Wraparound Edition: CC 388</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set 	<p>Student Edition: 80-86, 87-92</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments 	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> • offensive strategies • defensive strategies • time management 	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>

STANDARDS	PAGE REFERENCES
Grade 12	
10. 1. Concepts of Health	
<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. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • acute and chronic illness • communicable and non- communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement 	<p>Student Edition: 74-79, 202-204, 472-473, 476-479, 520-523, 529-533, 626, 627-634, 650-651, 674-680, 682-685, 688-694, 713 <i>Hands On Health</i> 471 <i>Time Health</i> 480, 616 Teacher Wraparound Edition: SW 75</p>
<p>B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition 	<p>Student Edition: 390, 391, 406-408, 423-425, 432-435, 447-448 <i>Hands On Health</i> 397, 430 <i>Health Skills Application</i> 411 #1, #3 <i>Time Health</i> 436 Teacher Wraparound Edition: AHS 389, 435; CLA 392, 445, 470; HC 396</p>
<p>C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • cost • food preparation (e.g., time, skills) • consumer skills (e.g., understanding food labels, evaluating fads) • nutritional knowledge • changes in nutritional requirements (e.g., age, physical activity level) 	<p>Student Edition: 110-113, 114-121, 122-129, 130-137, 157-163 <i>Parent Involvement</i> 139, 165 <i>Time Health</i> 164 Teacher Wraparound Edition: CI 148; CLA 125, 161; CT 125; HL 146; SW 119</p>

STANDARDS	PAGE REFERENCES
<p>D. Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • psychology of addiction • social impact (e.g., cost, relationships) • chemical use and fetal development • laws relating to alcohol, tobacco and chemical substances • impact on the individual • impact on the community 	<p>Student Edition: 94-95, 161, 343, 351, 540-545, 562-567, 568-573, 586-591, 592-597, 599-602, 603-610 <i>Applying Health Skills</i> 163 <i>Thinking Critically</i> 213 #5 Teacher Wraparound Edition: Di 95; MA 95; WT 216</p>
<p>E. Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • research • medical advances • technology • government policies/regulations 	<p>Student Edition: 16, 501-503 <i>Applying Health Skills</i> 409 <i>Health Skills Application</i> 437 #1 Q & A 403 <i>Real Life Application</i> 490 <i>Time Health</i> 22, 616 Teacher Wraparound Edition: CLA 12; HL 76; MA 22, 77, 500; MR 62; SW 404</p>
10.2. Healthful Living	
<p>A. Evaluate health care products and services that impact adult health practices.</p>	<p>Student Edition: 9, 15-16, 32, 48-51, 54-59, 64-67, 151-152 <i>Time Health</i> 68, 380, 642 Teacher Wraparound Edition: CL 152; HL 31, 52; MR 62</p>
<p>B. Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> • access to health information • access to health care • cost • safety 	<p>Student Edition: 32, 49, 52-53, 54-59, 60-63, 64-67 <i>Applying Health Skills</i> 559 <i>Thinking Critically</i> 59 #4 <i>Time Health</i> 68 Teacher Wraparound Edition: Ac 57; CL 50; HC 57; HL 52; MR 62</p>
<p>C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>	<p>Student Edition: 15-16, 49, 113, 151 <i>Eye on the Media</i> 73 <i>Health Skills Application</i> 149 #1 <i>Time Health</i> 68 <i>Writing Critically</i> 71 #1 Teacher Wraparound Edition: CLA 50, 212, 365; MA 50; MR 62</p>

STANDARDS	PAGE REFERENCES
<p>D. Examine and apply a decision-making process to the development of short and long-term health goals.</p>	<p>Student Edition: 33-36 <i>Applying Health Skills</i> 92, 204, 533 <i>Health Skills Activity</i> 8, 56 <i>Health Skills Application</i> 23 #3, 43 #2, 437 #2, 557 #1 <i>Time Health</i> 534</p>
<p>E. Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> • public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/health status 	<p>Student Edition: 433, 766-771, 772-776, 777-781 <i>Real Life Application</i> 770 <i>Thinking Critically</i> 771 #4 <i>Time Health</i> 782</p> <p>Teacher Wraparound Edition: Ac 13; C 781; CLA 769; HC 682; HL 14, 779; MA 775, 767; QD 768</p>
<p>10.3. Safety and Injury Prevention</p>	
<p>A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> • loss of personal freedom • personal injury • loss of income • impact on others • loss of motor vehicle operator's license 	<p>Student Edition: 286-290, 320-322, 350-351, 596-597 <i>School and Community</i> 325</p> <p>Teacher Wraparound Edition: SL 320</p>
<p>B. Analyze and apply strategies for the management of injuries.</p> <ul style="list-style-type: none"> • CPR • advanced first aid 	<p>Student Edition: 677, 736-741, 742-748, 749-754 <i>Hands On Health</i> 753</p> <p>Teacher Wraparound Edition: Ex 746; HC 750; MA 743, 744, 747, 751, 756</p>
<p>C. Analyze the impact of violence on the victim and surrounding community.</p>	<p>Student Edition: 335-340, 341-347, 348-353 <i>Time Health</i> 354</p> <p>Teacher Wraparound Edition: Ac 343, 344; CC 342; CCA 337; CT 332; Ex 350</p>
<p>D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p>	<p>Student Edition: 74-79, 88-90, 94-97, 98-103, 714-718 <i>Hands On Health</i> 397</p> <p>Teacher Wraparound Edition: Di 96; Ex 101; GS 102; HL 96, 100; RC 90; WT 83</p>

STANDARDS	PAGE REFERENCES
10.4. Physical Activity	
<p>A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p>	<p>Student Edition: 79, 87-92 Teacher Wraparound Edition: CLA 81; CT 78; RC 90</p>
<p>B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological 	<p>Student Edition: 77 <i>Hands On Health</i> 76 Teacher Wraparound Edition: CL 6; CLA 81; Di 88; HL 85; TP 74</p>
<p>C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • aging • injury • disease 	<p>Student Edition: 529-533 Teacher Wraparound Edition: CC 88, 388; CI 82</p>
<p>D. Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement 	<p>Student Edition: 87-92 Teacher Wraparound Edition: CC 88, 89; CI 81, 82; CLA 81; Di 88; HC 84; HL 85; RC 90; SW 75, 91</p>
<p>E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>	<p>Student Edition: 79, 87-92 Teacher Wraparound Edition: CC 88; CT 78; RC 90; SW 75</p>
<p>F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting 	<p>Teacher Wraparound Edition: CLA 81, 104</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>

STANDARDS	PAGE REFERENCES
10.5. Concepts, Principles and Strategies of Movement	
<p>A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>	<p>Student Edition: 79, 87-92 <i>Time Health</i> 104</p> <p>Teacher Wraparound Edition: CC 88; CT 78; RC 90; SW 75</p>
<p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance 	<p>Teacher Wraparound Edition: CC 388</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>C. Evaluate the impact of practice strategies on skill development and improvement.</p>	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	<p>Student Edition: 34-36, 79, 80-86, 87-92, 93-97 <i>Hands On Health</i> 35 <i>Health Skills Application</i> 23 #1 <i>Time Health</i> 104</p> <p>Teacher Wraparound Edition: CC 88; CLA 81; CT 78; HC 84; HL 76, 90; SW 75</p>
<p>E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	<p>Teacher Wraparound Edition: WT 83</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>F. Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> • individual • team • lifetime • outdoor 	<p>Teacher Wraparound Edition: CLA 104; HL 85</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>