



Glencoe

PENNSYLVANIA
Academic Standards for Health, Safety & Physical Education
Grade 6
***Teen Health Course 1* © 2003**

OBJECTIVES	PAGE REFERENCES
<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>	
10. 1. Concepts of Health	
A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes. <ul style="list-style-type: none">• education• socioeconomic	SE: 165-169, 172-173 <i>Quick Write</i> 165 <i>Figure 6.11</i> 167 TWE: JW 166 VL 167
B. Identify and describe the structure and function of the major body systems. <ul style="list-style-type: none">• nervous• muscular• integumentary• urinary• endocrine• reproductive• immune	SE: 150-153, 154-155, 156, 157, 161-162, 164, 165-167 TWE: VL 151 D 152, 155 CCA 157 MA 162
C. Analyze nutritional concepts that impact health. <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	SE: 116-120, 121-124, 126-131 <i>Health Skills Activity</i> 119 <i>Hands-On Health</i> 125 <i>Building Health Skills</i> 142-143 TWE: CCA 119
D. Explain factors that influence childhood and adolescent drug use. <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	SE: 63-65, 240-245, 246-248 <i>Photo</i> 241 <i>Health Skills Activity</i> 248 TWE: D 241

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E. Identify health problems that can occur throughout life and describe ways to prevent them. <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) 	SE: 39-40, 191-195, 196-201, 214-215 <i>Hands-On Health 6</i> TWE: WT 12 MA 136 T 192
10.2. Healthful Living	
A. Explain the relationship between personal health practices and individual well-being. <ul style="list-style-type: none"> • immunizations • health examinations 	SE: 4-7, 8-13, 104-105, 189-190 <i>Hands-On Health 6</i> <i>Applying Health Skills 7</i> TWE: WT 12
B. Explain the relationship between health-related information and consumer choices. <ul style="list-style-type: none"> • dietary guidelines/food selection • sun exposure guidelines/sunscreen selection 	SE: 9, 100-103, 129 <i>Health Skills Activity 102</i> <i>Building Health Skills 108-109, 110-111</i> TWE: WT 12
C. Explain the media's effect on health and safety issues.	SE: 100-101, 219 <i>Building Health Skills 24-25, 110-111, 224-225</i> TWE: HL 101
D. Describe and apply the steps of a decision-making process to health and safety issues.	SE: 14-19 <i>Figure 15</i> <i>Health Skills Activity 18, 57</i> <i>Building Health Skills 26-27, 142-143, 250-251</i> TWE: VL 15
E. Analyze environmental factors that impact health. <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 	SE: 217, 278-283 <i>Building Health Skills 286-287</i> TWE: CCA 280, 281
10.3. Safety and Injury Prevention	
A. Explain and apply safe practices in the home, school and community. <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) 	SE: 74-75, 258-260, 261-265, 266-271 <i>Health Skills Activity 264, 270</i> TWE: WT 74

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B. Know and apply appropriate emergency responses. <ul style="list-style-type: none"> • basic first aid • Heimlich maneuver • universal precautions 	SE: 272-276 <i>Health Skills Activity 277</i> <i>Building Health Skills 284-285</i> TWE: C 277
C. Describe strategies to avoid or manage conflict and violence. <ul style="list-style-type: none"> • anger management • peer mediation • reflective listening • negotiation 	SE: 70-75, 264-265 <i>Health Skills Activity 72</i> <i>Building Health Skills 76-77, 78-79</i> TWE: C 75
D. Analyze the role of individual responsibility for safety during physical activity.	SE: 140-141, 266-269 <i>Figure 141, 268</i> TWE: D 269
10.4. Physical Activity	
A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	SE: 136-137, 138-141 <i>Quick Write 133</i> <i>Figure 134, 139</i> <i>Building Health Skills 144-145</i> TWE: C 141
B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	SE: 133-135 <i>Building Health Skills 144-145</i> TWE: MA 136
C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. <ul style="list-style-type: none"> • heart rate monitoring • checking blood pressure • fitness assessment 	SE: 140 <i>Vocabulary 141</i> <i>Building Health Skills 144-145</i> TWE: DE 140
D. Describe factors that affect childhood physical activity preferences. <ul style="list-style-type: none"> • enjoyment • personal interest • social experience • opportunities to learn new activities • parental preference • environment 	SE: 136-137, 138-139 TWE: BC 140
E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. <ul style="list-style-type: none"> • success-oriented activities • school-community resources • variety of activities • time on task 	SE: 134-135, 137, 138-140 <i>Quick Write 138</i> <i>Health Skills Activity 140</i> <i>Building Health Skills 144-145</i> TWE: MA 136

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F. Identify and describe positive and negative interactions of group members in physical activities. <ul style="list-style-type: none"> • leading • following • teamwork • etiquette • adherence to rules 	SE: This goal can be facilitated by using pages 133-137, 138-141, 266-269 as a discussion prompt.
10.5. Concepts, Principles and Strategies of Movement	
A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	SE: This goal can be facilitated by using pages 133-137 as a discussion prompt. TWE: D 139
B. Identify and apply the concepts of motor skill development to a variety of basic skills. <ul style="list-style-type: none"> • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result) 	SE: This goal can be facilitated by using pages 133-137 as a discussion prompt.
C. Describe the relationship between practice and skill development.	SE: <i>Quick Write</i> 138 <i>Health Skills activity</i> 140
D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness. <ul style="list-style-type: none"> • cardiorespiratory endurance • muscular strength • muscular endurance • flexibility • body composition 	SE: 134-137 <i>Figure</i> 134, 139 <i>Reviewing Terms and Facts</i> 137 TWE: D 136
E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary. <ul style="list-style-type: none"> • Newton's Laws of Motion • application of force • static/dynamic balance • levers • flight 	SE: This goal can be facilitated by using pages 133-137 as a discussion prompt.
F. Identify and apply game strategies to basic games and physical activities. <ul style="list-style-type: none"> • give and go • one on one • peer communication 	SE: This goal can be facilitated by using the communication lesson on pages 66-69 as a prompt. <i>Photo</i> 69

Codes Used for TWE Pages

BC	Beyond the Classroom
C	Close
CCA	Cross Curriculum Activity
D	Discussing
DE	Demonstrating
HL	Health Literacy
JW	Journal Writing
MA	More About
T	Teach
VL	Visual Learning
WT	What Teens Want to Know