



Glencoe

PENNSYLVANIA
Academic Standards for Health, Safety & Physical Education
Grade 9
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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. Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none">relationships (e.g., dating, friendships, peer pressure)interpersonal communicationrisk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)abstinenceSTD and HIV preventioncommunity	SE: 17-21, 254-261, 302-306, 307-309, 313-317, 318-323, 648-651, 652-657, 658-661 TWE: HL 322
B. Analyze the interdependence existing among the body systems.	SE: 386-389, 394-396, 399-405, 416-422, 428-431, 442-446, 453-455, 464-467 <i>Figure 543, 575</i> TWE: VL 543
C. Analyze factors that impact nutritional choices of adolescents. <ul style="list-style-type: none">body imageadvertisingdietary guidelineseating disorderspeer influenceathletic goals	SE: 111-113, 123-129, 144, 151-155, 157-159, 161 <i>Eye On The Media 164, 410</i> TWE: MA 158, 164
D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. <ul style="list-style-type: none">decision-making/refusal skillssituation avoidancegoal settingprofessional assistance (e.g., medical, counseling, support groups)parent involvement	SE: 593-594, 611-615 <i>Real Life 593</i> <i>Health Minute 612</i> <i>Health Skills Activity 615</i> TWE: D 612
E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.	SE: 6, 12, 678-680, 682-685, 692 <i>Hands On Health 678</i> TWE: HC 679

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10.2. Healthful Living	
A. Identify and describe health care products and services that impact adolescent health practices.	SE: 48-53, 54-59, 161 <i>Applying Health Skills</i> 53 TWE: MA 50
B. Analyze the relationship between health-related information and adolescent consumer choices. <ul style="list-style-type: none"> • tobacco products • weight control products 	SE: 8-9, 48-53 <i>Real Life</i> 51 <i>Applying Health Skills</i> 53 <i>Exploring Issues</i> 544 <i>Eye On The Media</i> 556 TWE: HL 52
C. Analyze media health and safety messages and describe their impact on personal health and safety.	SE: 15, 49, 343, 563-564, 594 <i>Eye On The Media</i> 22, 164, 556 <i>Real Life</i> 564 TWE: MA 50
D. Analyze and apply a decision-making process to adolescent health and safety issues.	SE: 33 <i>Figure</i> 34 <i>Health Skills Activity</i> 56, 407, 506, 629, 686 TWE: VL 34
E. Explain the interrelationship between the environment and personal health. <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 	SE: 639-641, 684, 690, 766-771, 772-776 <i>Science Connection</i> 69 <i>Health Skills Activity</i> 686 <i>Real Life</i> 770 TWE: CLA 685
10.3. Safety and Injury Prevention	
A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. <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 	SE: 330-334, 335-340, 706-713, 719-724 <i>Hands On Health</i> 333, 708 <i>Exploring Issues</i> 339 TWE: HC 720
B. Describe and apply strategies for emergency and long-term management of injuries. <ul style="list-style-type: none"> • rescue breathing • water rescue • self-care • sport injuries 	SE: 98-103, 739-741, 742-754, 755-759 <i>Exploring Issues</i> 745 <i>Hands On Health</i> 753 TWE: MA 743
C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence. <ul style="list-style-type: none"> • effective negotiation • assertive behavior 	SE: 262-267 <i>Health Minute</i> 264 <i>Exploring Issues</i> 265 <i>Social Studies Connection</i> 269 <i>Health Skills Activities</i> 304 TWE: HC 266

OBJECTIVES	PAGE REFERENCES
D. Analyze the role of individual responsibility for safety during organized group activities.	SE: 95-97, 98-101, 714-717 <i>Thinking Critically</i> 97 <i>Real Life</i> 100 TWE: CLA 715
10.4. Physical Activity	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	SE: 80-86, 87-92, 714 <i>Figure</i> 88 <i>Health Minute</i> 90 <i>Applying Health Skills</i> 92 TWE: HL 90
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. <ul style="list-style-type: none"> • stress management • disease prevention • weight management 	SE: 74-79, 147, 150, 208 <i>Hands On Health</i> 76 <i>Did You Know</i> 78 TWE: MA 77
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. <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 	SE: 80-86, 98-101, 601-602, 714-717 TWE: MA 99
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence 	SE: 77, 79, 88-89, 96 <i>Quick Start</i> 74 <i>Thinking Critically</i> 86 TWE: HL 85 CC 89
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. <ul style="list-style-type: none"> • personal choice • developmental differences • amount of physical activity • authentic practice 	SE: 83-86, 88-89, 90-92 <i>Quick Start</i> 74 TWE: D 85
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> • group dynamics • social pressure 	SE: 77 <i>Hands-On Health</i> 76

OBJECTIVES	PAGE REFERENCES
10.5. Concepts, Principles and Strategies of Movement	
<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>SE: Pages 80-86, 87-92, 93-97 can be used as a discussion prompt to help facilitate this goal.</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"> • response selection • stages of learning a motor skill (i.e., verbal cognitive, motor, automatic) • types of skill (i.e., discrete, serial, continuous) 	<p>SE: Pages 80-86, 87-92, 93-97 can be used as a discussion prompt to help facilitate this goal.</p>
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>SE: 81, 83-86, 90-92, 93-97 <i>Thinking Critically</i> 97 TWE: HL 90</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>SE: 83-84, 90 <i>Vocabulary</i> 80, 87</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>SE: Pages 80-86 can be used to facilitate this goal.</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>SE: Game strategies aren't specifically mentioned; however, <i>Thinking Critically</i> on page 97, as well as pages 74-79, 80-86, 87-92, 254-261, can be used as a discussion prompt to meet this goal.</p>

Codes Used for TWE Pages

CC	Curriculum Connections
CLA	Cooperative Learning Activity
D	Discussing
HC	Home and Community
HL	Health Literacy
MA	More About
VL	Visual Learning