



# Teen Health

**COURSE 1**

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STANDARDS	PAGE REFERENCES
<p><b>10. 1. Concepts of Health</b></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"> <li>• education</li> <li>• socioeconomic</li> </ul>	<p><b>Student Edition:</b> 202-205, 212 <i>Figure 204</i> <i>Identify 205</i></p> <p><b>Teacher Wraparound Edition:</b> C 205</p>
<p>B. Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> <li>• nervous</li> <li>• muscular</li> <li>• integumentary</li> <li>• urinary</li> <li>• endocrine</li> <li>• reproductive</li> <li>• immune</li> </ul>	<p><b>Student Edition:</b> 176-178, 181-184, 185-187, 188-193 <i>Figure 179, 182, 184, 186, 189, 191, 193</i> <i>Quick Write 185</i> <i>Thinking Critically 180, 184, 187</i> <i>What I Learned 180, 184, 187</i></p> <p><b>Teacher Wraparound Edition:</b> C 187</p>

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<p>C. Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> <li>• caloric content of foods</li> <li>• relationship of food intake and physical activity (energy output)</li> <li>• nutrient requirements</li> <li>• label reading</li> <li>• healthful food selection</li> </ul>	<p><b>Student Edition:</b>  94-97, 98-101, 102-107, 108-110  <i>Analyze</i> 101  <i>Building Health Skills</i> 112-113  <i>Figure</i> 99  <i>Health Skills Activity</i> 104, 183  <i>Identify</i> 97, 107  <b>Teacher Wraparound Edition:</b>  <b>C 101</b></p>
<p>D. Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> <li>• peer influence</li> <li>• body image (e.g., steroids, enhancers)</li> <li>• social acceptance</li> <li>• stress</li> <li>• media influence</li> <li>• decision-making/refusal skills</li> <li>• rules, regulations and laws</li> <li>• consequences</li> </ul>	<p><b>Student Edition:</b>  77, 78-80, 249-252, 253-254  <i>Applying Health Skills</i> 205, 259  <i>Developing Good Character</i> 251  <i>Health Skills Activity</i> 79  <i>Identify</i> 80  <i>List</i> 252  <i>Predict</i> 255  <i>Quick Write</i> 249, 256  <b>Teacher Wraparound Edition:</b>  <b>PCSH 250</b></p>
<p>E. Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> <li>• diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)</li> <li>• preventions (i.e., do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)</li> </ul>	<p><b>Student Edition:</b>  268-271, 272-275, 277-280, 282-287  <i>Building Health Skills</i> 288-289  <i>Describe</i> 287  <i>Health Skills Activity</i> 276, 281  <i>Synthesize</i> 287  <i>Thinking Critically</i> 281  <i>What I Learned</i> 281  <b>Teacher Wraparound Edition:</b>  <b>C 287</b></p>

STANDARDS	PAGE REFERENCES
<b>10.2. Healthful Living</b>	
<p>A. Explain the relationship between personal health practices and individual well-being.</p> <ul style="list-style-type: none"> <li>• immunizations</li> <li>• health examinations</li> </ul>	<p><b>Student Edition:</b>  4-7, 13, 144-150, 151-154, 164, 275  <i>Applying Health Skills</i> 44, 252  <i>Building Health Skills</i> 194-195  <i>Figure</i> 275  <i>Health Skills Activity</i> 276  <i>Quick Write</i> 163  <b>Teacher Wraparound Edition:</b>  <b>QW 163</b></p>
<p>B. Explain the relationship between health-related information and consumer choices.</p> <ul style="list-style-type: none"> <li>• dietary guidelines/food selection</li> <li>• sun exposure guidelines/sunscreen selection</li> </ul>	<p><b>Student Edition:</b>  13, 147-148, 155-158  <i>Applying Health Skills</i> 72, 162  <i>Figure</i> 156  <i>Health Skills Activity</i> 104, 157  <i>Quick Write</i> 155  <i>What I Learned</i> 158  <b>Teacher Wraparound Edition:</b>  <b>WT 147, 284</b></p>
<p>C. Explain the media's effect on health and safety issues.</p>	<p><b>Student Edition:</b>  10, 155, 229  <i>Applying Health Skills</i> 101, 111  <i>Evaluate</i> 311  <i>Health Skills Activity</i> 14, 34, 157  <i>Media Watch</i> 40, 63, 134, 228  <i>Vocabulary</i> 11  <b>Teacher Wraparound Edition:</b>  <b>CP 228</b></p>
<p>D. Describe and apply the steps of a decision-making process to health and safety issues.</p>	<p><b>Student Edition:</b>  16-18  <i>Applying Health Skills</i> 19, 77  <i>Building Health Skills</i> 112-113, 260-261  <i>Health Skills Activity</i> 19  <i>Media Watch</i> 17  <i>Thinking Critically</i> 19  <b>Teacher Wraparound Edition:</b>  <b>C 19</b></p>

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<p>E. Analyze environmental factors that impact health.</p> <ul style="list-style-type: none"> <li>indoor air quality (e.g., second-hand smoke, allergens)</li> <li>chemicals, metals, gases (e.g., lead, radon, carbon monoxide)</li> <li>radiation</li> <li>natural disasters</li> </ul>	<p><b>Student Edition:</b>            9, 232-233, 308-311, 318-320  <i>Analyze</i> 321  <i>Applying Health Skills</i> 193  <i>Vocabulary</i> 233  <b>Teacher Wraparound Edition:</b>            C 321</p>
<p><b>10.3. Safety and Injury Prevention</b></p>	
<p>A. Explain and apply safe practices in the home, school and community.</p> <ul style="list-style-type: none"> <li>emergencies (e.g., fire, natural disasters)</li> <li>personal safety (e.g., home alone, latch key, harassment)</li> <li>communication (e.g., telephone, Internet)</li> <li>violence prevention (e.g., gangs, weapons)</li> </ul>	<p><b>Student Edition:</b>            84-85, 296-298, 300-304, 308-311  <i>Analyze</i> 85  <i>Developing Good Character</i> 301  <i>Figure</i> 84, 85  <i>Health Skills Activity</i> 64, 299, 302  <i>Time Health News</i> 88  <b>Teacher Wraparound Edition:</b>            HSC 301</p>
<p>B. Know and apply appropriate emergency responses.</p> <ul style="list-style-type: none"> <li>basic first aid</li> <li>Heimlich maneuver</li> <li>universal precautions</li> </ul>	<p><b>Student Edition:</b>            312-317  <i>Figure</i> 313, 315  <i>Quick Write</i> 312  <b>Teacher Wraparound Edition:</b>            C 317; HL 315</p>
<p>C. Describe strategies to avoid or manage conflict and violence.</p> <ul style="list-style-type: none"> <li>anger management</li> <li>peer mediation</li> <li>reflective listening</li> <li>negotiation</li> </ul>	<p><b>Student Edition:</b>            81-85  <i>Applying Health Skills</i> 85  <i>Building Health Skills</i> 86-87  <i>Figure</i> 65  <i>List</i> 85  <b>Teacher Wraparound Edition:</b>            HSC 83</p>
<p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<p><b>Student Edition:</b>            130-131, 132-135, 180, 305-307  <i>Applying Health Skills</i> 135, 180, 184  <i>Injury Prevention</i> 141  <i>Quick Write</i> 132  <b>Teacher Wraparound Edition:</b>            C 135</p>

STANDARDS	PAGE REFERENCES
<b>10.4. Physical Activity</b>	
<p>A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<p><b>Student Edition:</b>  120-122, 126-131  <i>Building Health Skills</i> 136-137  <i>Health Skills Activity</i> 122  <i>Quick Write</i> 120  <i>Time Health News</i> 138  <b>Teacher Wraparound Edition:</b>  PCSH 124</p>
<p>B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<p><b>Student Edition:</b>  120-125, 179, 283  <i>Applying Health Skills</i> 125  <i>Figure</i> 123  <i>Health Quiz</i> 119  <i>Write About It</i> 141  <b>Teacher Wraparound Edition:</b>  HL 123</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"> <li>• heart rate monitoring</li> <li>• checking blood pressure</li> <li>• fitness assessment</li> </ul>	<p><b>Student Edition:</b>  126-130  <i>Building Health Skills</i> 136-137  <i>Connect to Math</i> 130  <i>Figure</i> 127, 129  <i>Vocabulary</i> 131  <b>Teacher Wraparound Edition:</b>  TH 129</p>
<p>D. Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> <li>• enjoyment</li> <li>• personal interest</li> <li>• social experience</li> <li>• opportunities to learn new activities</li> <li>• parental preference</li> <li>• environment</li> </ul>	<p><b>Student Edition:</b>  121-122, 124-125, 127  <i>Health Skills Activity</i> 122, 130  <i>Quick Write</i> 120  <b>Teacher Wraparound Edition:</b>  PCSH 124</p>

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<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"> <li>• success-oriented activities</li> <li>• school-community resources</li> <li>• variety of activities</li> <li>• time on task</li> </ul>	<p><b>Student Edition:</b>  121-125, 126-131  <i>Applying Health Skills</i> 131  <i>Building Health Skills</i> 136-137  <i>Health Skills Activity</i> 122, 130  <i>Photo</i> 123  <i>Time Health News</i> 138</p> <p><b>Teacher Wraparound Edition:</b>  PCSH 124</p>
<p>F. Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> <li>• leading</li> <li>• following</li> <li>• teamwork</li> <li>• etiquette</li> <li>• adherence to rules</li> </ul>	<p><b>Student Edition:</b>  122</p>
<p><b>10.5. Concepts, Principles and Strategies of Movement</b></p>	
<p>A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p><b>Student Edition:</b>  123-125, 126-131  <i>Apply</i> 125  <i>Building Health Skills</i> 136-137</p> <p><b>Teacher Wraparound Edition:</b>  C 125</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"> <li>• transfer between skills</li> <li>• selecting relevant cues</li> <li>• types of feedback</li> <li>• movement efficiency</li> <li>• product (outcome/result)</li> </ul>	<p>The following pages can be used to help facilitate this standard.</p> <p><b>Student Edition:</b>  123-125, 126-131</p>
<p>C. Describe the relationship between practice and skill development.</p>	<p><b>Student Edition:</b>  128-129</p>

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<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"> <li>• cardiorespiratory endurance</li> <li>• muscular strength</li> <li>• muscular endurance</li> <li>• flexibility</li> <li>• body composition</li> </ul>	<p><b>Student Edition:</b>  123-125  <i>Apply</i> 125  <i>Figure</i> 128  <i>Identify</i> 125  <i>Time Health News</i> 138  <i>Vocabulary</i> 125</p> <p><b>Teacher Wraparound Edition:</b>  C 125</p>
<p>E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• Newton’s Laws of Motion</li> <li>• application of force</li> <li>• static/dynamic balance</li> <li>• levers</li> <li>• flight</li> </ul>	<p>The following pages can be used to help facilitate this standard.</p> <p><b>Student Edition:</b>  120-125</p>
<p>F. Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> <li>• give and go</li> <li>• one on one</li> <li>• peer communication</li> </ul>	<p>The following page can be used to help facilitate this standard.</p> <p><b>Student Edition:</b>  127</p>