



*Teen*  
**Health**  
**COURSE 2**

© 2009

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> 129, 131, 364-369, 375, 378-379, 389-390 <i>Connect to Science</i> 366 <i>Figure</i> 365 <i>Identify</i> 369 <i>Quick Write</i> 364 <i>Thinking Critically</i> 369 <i>What I Learned</i> 369 <b>Teacher Wraparound Edition:</b> CP 365</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> 66-70, 71-76, 122-127, 236-241, 272-277, 370-373, 374-376, 378-382, 407-412 <i>Figure</i> 67, 68, 72, 123, 124, 125, 237, 238, 273, 274, 371, 375, 379, 411 <i>Health Skills Activity</i> 377, 381, 410 <b>Teacher Wraparound Edition:</b> WT 411</p>

STANDARDS	PAGE REFERENCES
<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>  87-88, 104-110, 111-115, 116-119, 134-135  <i>Building Health Skills</i> 136-137  <i>Connect to Language Arts</i> 108  <i>Connect to Science</i> 105, 114  <i>Figure</i> 109  <i>Hands on Health</i> 138  <i>Health Skills Activity</i> 120  <i>Infer</i> 110  <i>Photo</i> 109  <b>Teacher Wraparound Edition:</b>  WT 106</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>  88-89, 310-311, 312-315, 316-318  <i>Health Skills Activity</i> 319  <i>List</i> 315  <i>Media Watch</i> 311  <i>Photo</i> 314  <b>Teacher Wraparound Edition:</b>  PCSH 314</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>  27, 191-192, 402-406, 407-412, 413-417, 418-421, 422-426, 427-431, 440-445, 446-450, 451-456, 458-463  <i>Building Health Skills</i> 432-433, 464-465  <i>Health Skills Activity</i> 410, 420, 457  <i>Time Health News</i> 434  <b>Teacher Wraparound Edition:</b>  WT 192</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>            27, 189-192, 328-333, 412, 418-421, 425-426, 431  <i>Building Health Skills</i> 28-29, 394-395  <i>Developing Good Character</i> 429  <i>Figure 9</i>  <i>Give Examples</i> 9  <i>Health Skills Activity</i> 89, 377, 410, 420  <b>Teacher Wraparound Edition:</b>            WT 411</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>            10-12, 94, 107-110, 114-115, 331, 340-344  <i>Building Health Skills</i> 136-137, 356-357  <i>Connect to Math</i> 94  <i>Figure</i> 341, 343, 344  <i>Health Skills Activity</i> 342  <i>Quick Write</i> 340  <i>Thinking Critically</i> 22  <b>Teacher Wraparound Edition:</b>            WT 343</p>
<p>C. Explain the media’s effect on health and safety issues.</p>	<p><b>Student Edition:</b>            11-12, 115, 150, 243, 245-247, 342-344  <i>Apply</i> 22, 261  <i>Applying Health Skills</i> 155  <i>Building Health Skills</i> 136-137, 256-257  <i>Health Skills Activity</i> 21, 449  <i>List</i> 22  <i>Media Watch</i> 14, 117, 212, 246, 279  <i>Quick Write</i> 242  <b>Teacher Wraparound Edition:</b>            CP 245</p>
<p>D. Describe and apply the steps of a decision-making process to health and safety issues.</p>	<p><b>Student Edition:</b>            36-41  <i>Applying Health Skills</i> 193, 285, 346, 474  <i>Building Health Skills</i> 356-357  <i>Health Skills Activity</i> 93, 185, 284, 299, 350  <b>Teacher Wraparound Edition:</b>            HL 40</p>

STANDARDS	PAGE REFERENCES
<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>  19-20, 239-241, 246, 248-249, 443, 445, 486-492, 508-512  <i>Explain</i> 251  <i>Figure</i> 19  <i>Photo</i> 249, 441  <i>Quick Write</i> 248  <i>Vocabulary</i> 251</p> <p><b>Teacher Wraparound Edition:</b>  HL 509</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>  211-216, 475-479, 480-485, 486-492  <i>Apply</i> 216  <i>Building Health Skills</i> 500-501  <i>Describe</i> 216, 479  <i>Developing Good Character</i> 214  <i>Figure</i> 213, 215, 476  <i>Quick Write</i> 211  <i>Synthesize</i> 479  <i>Time Health News</i> 502  <i>What I Learned</i> 216</p> <p><b>Teacher Wraparound Edition:</b>  WT 477</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>  493-499  <i>Applying Health Skills</i> 499  <i>Figure</i> 494, 495, 496  <i>Give Examples</i> 492  <i>Health Skills Activity</i> 491  <i>Quick Write</i> 493  <i>What I Learned</i> 499</p> <p><b>Teacher Wraparound Edition:</b>  HL 494</p>

STANDARDS	PAGE REFERENCES
<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>  48, 176, 202-205, 206-209, 211-214  <i>Developing Good Character</i> 214  <i>Figure</i> 210, 213  <i>Health Online</i> 207  <i>Health Skills Activity</i> 209  <i>Quick Write</i> 206  <i>Thinking Critically</i> 205, 210  <i>What I Learned</i> 205, 210, 216</p> <p><b>Teacher Wraparound Edition:</b>  HSC 204</p>
<p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<p><b>Student Edition:</b>  26, 78-81, 87-90, 91-95, 483-484  <i>Applying Health Skills</i> 95  <i>Connect to Math</i> 26  <i>Developing Good Character</i> 62  <i>Figure</i> 87, 484, 485  <i>Health Skills Activity</i> 93, 483  <i>Photo</i> 79  <i>Suggest</i> 101  <i>Thinking Critically</i> 27</p> <p><b>Teacher Wraparound Edition:</b>  WT 79</p>
<p><b>10.4. Physical Activity</b></p>	
<p>A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<p><b>Student Edition:</b>  60-65, 77-83, 84-86  <i>Applying Health Skills</i> 65  <i>Building Health Skills</i> 96-97  <i>Figure</i> 61, 78  <i>Health Online</i> 85  <i>Quick Write</i> 60  <i>Restate</i> 65  <i>Time Health News</i> 98</p> <p><b>Teacher Wraparound Edition:</b>  HL 80</p>

STANDARDS	PAGE REFERENCES
<p>B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<p><b>Student Edition:</b>  60-62, 84-85  <i>Evaluate</i> 65  <i>Figure</i> 61  <i>Identify</i> 90  <i>Predict</i> 90  <i>Restate</i> 65, 90  <b>Teacher Wraparound Edition:</b>  HL 63</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>  64-65, 73, 82-83  <i>Apply</i> 83  <i>Figure</i> 73, 182  <i>Health Skills Activity</i> 64  <i>Photo</i> 65  <b>Teacher Wraparound Edition:</b>  C 83</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>  78-79, 94, 151, 483-484  <i>Apply</i> 101  <i>Applying Health Skills</i> 65, 83  <i>Building Health Skills</i> 96-97  <i>Time Health News</i> 98  <b>Teacher Wraparound Edition:</b>  HSC 61</p>
<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>  62-63, 77-83, 84-88  <i>Figure</i> 63, 80  <i>Health Skills Activity</i> 89  <i>Identify</i> 83  <i>Infer</i> 65  <i>List</i> 65  <i>Vocabulary</i> 83  <b>Teacher Wraparound Edition:</b>  C 90</p>

STANDARDS	PAGE REFERENCES
<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>  86  <i>Apply</i> 101  <i>Developing Good Character</i> 86  <i>Identify</i> 90  <b>Teacher Wraparound Edition:</b>  AL 86</p>
<b>10.5. Concepts, Principles and Strategies of Movement</b>	
<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>  62-65, 77-81, 84-85  <i>Figure</i> 69  <i>Health Skills Activity</i> 64  <i>Infer</i> 65</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><b>Student Edition:</b>  Pages 62-65, 77-83, 84-86 can be used to help facilitate this standard.  <i>Building Health Skills</i> 96-97  <i>Health Skills Activity</i> 64, 89  <b>Teacher Wraparound Edition:</b>  HL 89</p>
<p>C. Describe the relationship between practice and skill development.</p>	<p><b>Student Edition:</b>  86  <i>Building Health Skills</i> 96-97  <i>Health Skills Activity</i> 89  <b>Teacher Wraparound Edition:</b>  HL 89</p>
<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>  62-65, 77-83  <i>Describe</i> 65  <i>Figure</i> 63  <i>List</i> 65  <i>Vocabulary</i> 65  <b>Teacher Wraparound Edition:</b>  RS 63</p>

STANDARDS	PAGE REFERENCES
<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> 62-65, 77-83, 84-86</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 pages can be used to help facilitate this standard.</p> <p><b>Student Edition:</b> 77-83, 85-86 <i>Health Skills Activity 89</i></p>