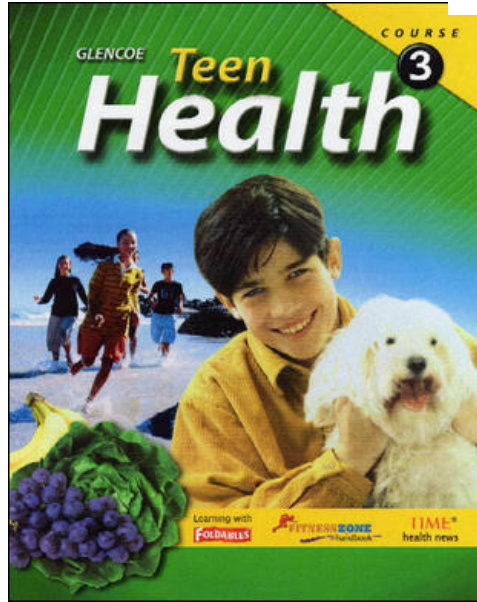




**Glencoe**

Academic Standards for Health  
Safety & Physical Education  
Grade 9

Pennsylvania



# Teen Health

**COURSE 3**

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STANDARDS	PAGE REFERENCES
<b>Grade 9</b>	
<b>10. 1. Concepts of Health</b>	
<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"> <li>relationships (e.g., dating, friendships, peer pressure)</li> <li>interpersonal communication</li> <li>risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>abstinence</li> <li>STD and HIV prevention</li> <li>community</li> </ul>	<p><b>Student Edition:</b> 4-7, 8-12, 13-17, 102-107, 108-111, 112-116, 118-121, 130-132, 142-145, 222-225, 462-465, 492-495, 496-499 <i>Building Health Skills</i> 9 <i>Developing Good Character</i> 9 <i>Hands-On Health</i> 148 <i>Health Skills Activity</i> 133 <i>Quick Write</i> 8 <b>Teacher Wraparound Edition:</b> WT 9</p>
<p>B. Analyze the interdependence existing among the body systems.</p>	<p><b>Student Edition:</b> 404-408, 409-412, 413-417, 418-421, 422-425, 427-432, 433-436, 437-441, 450 <i>Figure 17.1</i> 451 <i>Hands-On Health</i> 444 <b>Teacher Wraparound Edition:</b> HL 451</p>

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> <li>• body image</li> <li>• advertising</li> <li>• dietary guidelines</li> <li>• eating disorders</li> <li>• peer influence</li> <li>• athletic goals</li> </ul>	<p><b>Student Edition:</b>  235-236, 243-246, 248-251, 260-261, 266-269  <i>Apply</i> 237  <i>Building Health Skills</i> 18-19  <i>Describe</i> 237  <i>Evaluate</i> 256  <i>Figure 2.3</i> 41, <i>Figure 10.1</i> 235  <i>Media Watch</i> 205  <i>Recall</i> 265  <i>Time Health News</i> 272  <b>Teacher Wraparound Edition:</b>  WT 264</p>
<p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• decision-making/refusal skills</li> <li>• situation avoidance</li> <li>• goal setting</li> <li>• professional assistance (e.g., medical, counseling, support groups)</li> <li>• parent involvement</li> </ul>	<p><b>Student Edition:</b>  13-17, 26-28, 32-37, 112-116, 356-359, 360-363  <i>Building Health Skills</i> 44-45, 364-365  <i>Describe</i> 359  <i>Developing Good Character</i> 342  <i>Health Skills Activity</i> 117  <i>List</i> 17  <i>Recall</i> 31  <i>Thinking Critically</i> 363  <i>Time Health News</i> 124  <b>Teacher Wraparound Edition:</b>  C 117, 359, 363</p>
<p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p><b>Student Edition:</b>  456, 458-459, 478-482, 492-495, 499, 508-510, 513, 515, 520-521  <i>Apply</i> 495  <i>Applying Health Skills</i> 487  <i>Building Health Skills</i> 500-501, 532-533  <i>Hands-On Health</i> 502  <i>Health Skills Activity</i> 457, 481, 485, 516  <i>Synthesize</i> 510  <b>Teacher Wraparound Edition:</b>  HL 481</p>

STANDARDS	PAGE REFERENCES
<b>10.2. Healthful Living</b>	
<p>A. Identify and describe health care products and services that impact adolescent health practices.</p>	<p><b>Student Edition:</b> 373-377, 383-387, 388-391, 392-395 <i>Analyze</i> 401 <i>Quick Write</i> 388</p> <p><b>Teacher Wraparound Edition:</b> C 391</p>
<p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> <li>• tobacco products</li> <li>• weight control products</li> </ul>	<p><b>Student Edition:</b> 379-381 <i>Building Health Skills</i> 396-397 <i>Health Skills Activity</i> 380, 394 <i>Media Watch</i> 5, 205, 240 <i>Thinking Critically</i> 382 <i>What I Learned</i> 382</p> <p><b>Teacher Wraparound Edition:</b> TH 41</p>
<p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</p>	<p><b>Student Edition:</b> 41, 177 <i>Evaluate</i> 256 <i>Health Skills Activity</i> 380, 520 <i>Media Watch</i> 5, 113, 205, 324, 335, 348 <i>Time Health News</i> 272</p> <p><b>Teacher Wraparound Edition:</b> WT 264</p>
<p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p><b>Student Edition:</b> 27-28, 545 <i>Building Health Skills</i> 196-197, 300-301 <i>Developing Good Character</i> 28 <i>Health Skills Activity</i> 156, 314</p> <p><b>Teacher Wraparound Edition:</b> HL 27</p>
<p>E. Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> <li>• ozone layer/skin cancer</li> <li>• availability of health care/individual health</li> <li>• air pollution/respiratory disease</li> <li>• breeding environments/lyme disease/west nile virus</li> </ul>	<p><b>Student Edition:</b> 373, 510, 527-531, 576-580 <i>Describe</i> 510 <i>Evaluate</i> 510 <i>Hypothesize</i> 537 <i>Identify</i> 531</p> <p><b>Teacher Wraparound Edition:</b> WT 529</p>

STANDARDS	PAGE REFERENCES
<b>10.3. Safety and Injury Prevention</b>	
<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"> <li>• modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)</li> <li>• violence prevention in school</li> <li>• self-protection in the home</li> <li>• self-protection in public places</li> </ul>	<p><b>Student Edition:</b>  178-179, 540-544, 545-549  <i>Analyze</i> 549  <i>Connect to Science</i> 542  <i>Evaluate</i> 179  <i>Figure 8.1</i> 178  <i>List</i> 549  <i>Quick Write</i> 540, 545  <b>Teacher Wraparound Edition:</b>  C 179, 544</p>
<p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> <li>• rescue breathing</li> <li>• water rescue</li> <li>• self-care</li> <li>• sport injuries</li> </ul>	<p><b>Student Edition:</b>  224-225, 554-557, 558-562, 563-567  <i>Apply</i> 567  <i>Applying Health Skills</i> 562  <i>Building Health Skills</i> 226-227  <i>Figure 20.4</i> 555, <i>Figure 20.8</i> 566  <i>Hands-On Health</i> 567  <i>Identify</i> 225  <i>Recall</i> 225  <i>Thinking Critically</i> 557  <b>Teacher Wraparound Edition:</b>  C 225; TH 556</p>
<p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> <li>• effective negotiation</li> <li>• assertive behavior</li> </ul>	<p><b>Student Edition:</b>  116, 154-158, 159-163, 164-167  <i>Apply</i> 167  <i>Applying Health Skills</i> 163, 167  <i>Building Health Skills</i> 168-169  <i>Developing Good Character</i> 160  <i>Health Skills Activity</i> 161  <i>List</i> 163  <i>Quick Write</i> 164  <b>Teacher Wraparound Edition:</b>  C 163, 167</p>

STANDARDS	PAGE REFERENCES
<p>D. Analyze the role of individual responsibility for safety during organized group activities.</p>	<p><b>Student Edition:</b>            221-223, 547-549  <i>Building Health Skills</i> 226-227  <i>Developing Good Character</i> 222  <i>Identify</i> 225  <b>Teacher Wraparound Edition:</b>            HSP 223; TH 223</p>
<p><b>10.4. Physical Activity</b></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><b>Student Edition:</b>            204-208, 215-220  <i>Evaluate</i> 208  <i>Quick Write</i> 204  <i>Recall</i> 220  <i>Time Health News</i> 228  <b>Teacher Wraparound Edition:</b>            WT 212</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"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul>	<p><b>Student Edition:</b>            204-208  <i>Figure 9.1</i> 206  <i>Health Skills Activity</i> 207  <i>Recall</i> 208  <b>Teacher Wraparound Edition:</b>            HL 205</p>
<p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>	<p><b>Student Edition:</b>            209-214, 218-219, 224-225  <i>Connect to Math</i> 218  <i>Evaluate</i> 220  <i>Synthesize</i> 220  <b>Teacher Wraparound Edition:</b>            HL 218</p>
<p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> <li>• skill competence</li> <li>• social benefits</li> <li>• previous experience</li> <li>• activity confidence</li> </ul>	<p><b>Student Edition:</b>            215-216  <i>Quick Write</i> 215  <i>Recall</i> 215</p>

STANDARDS	PAGE REFERENCES
<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"> <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li> </ul>	<p><b>Student Edition:</b> 214, 215-216, 221-223 <i>Developing Good Character</i> 222 <i>Evaluate</i> 208</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"> <li>• group dynamics</li> <li>• social pressure</li> </ul>	<p><b>Student Edition:</b> 206 <i>Developing Good Character</i> 222 <i>Photo</i> 205</p>
<p><b>10.5. Concepts, Principles and Strategies of Movement</b></p>	
<p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul>	<p><b>Student Edition:</b> 205, 207, 212, 214 <i>Evaluate</i> 214</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"> <li>• response selection</li> <li>• stages of learning a motor skill (i.e., verbal cognitive, motor, automatic)</li> <li>• types of skill (i.e., discrete, serial, continuous)</li> </ul>	<p>The following pages can be used to help facilitate this goal.</p> <p><b>Student Edition:</b> 207-208, 209-214</p>

STANDARDS	PAGE REFERENCES
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p><b>Student Edition:</b> 214, 217-219, 222 <i>Developing Good Character</i> 222 <i>Evaluate</i> 208</p>
<p>D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• specificity</li> <li>• overload</li> <li>• progression</li> <li>• aerobic/anaerobic</li> <li>• circuit/interval</li> <li>• repetition/set</li> </ul>	<p><b>Student Edition:</b> 207-208, 222, 223 <i>Identify</i> 208 <i>Synthesize</i> 220</p>
<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> <li>• centripetal/centrifugal force</li> <li>• linear motion</li> <li>• rotary motion</li> <li>• friction/resistance</li> <li>• equilibrium</li> <li>• number of moving segments</li> </ul>	<p>The following pages can be used to help facilitate this goal.</p> <p><b>Student Edition:</b> 209-214</p>
<p>F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> <li>• offensive strategies</li> <li>• defensive strategies</li> <li>• time management</li> </ul>	<p>The following pages can be used to help facilitate this goal.</p> <p><b>Student Edition:</b> 222-223 <i>Developing Good Character</i> 222</p>