



Glencoe Health

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STANDARDS	PAGE REFERENCES
Grade 9	
10. 1. Concepts of Health	
<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"> relationships (e.g., dating, friendships, peer pressure) interpersonal communication risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) abstinence STD and HIV prevention community 	<p>Student Edition: 6-8, 11-15, 34-36, 142-145, 198-200, 205-206, 208-209, 593-594, 595-596, 664, 697-698 <i>Figure</i> 35, 36, 498, 693, 696 <i>Lesson Review</i> 214 #4, #5, 386 #5, 597 #7, 694 #5, #7 <i>Main Idea</i> 208 <i>Photo</i> 499 <i>Real Life Issues</i> 688</p> <p>Teacher Wraparound Edition: MI 208; PSW 500; RLI 688; WS 205</p>

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<p>B. Analyze the interdependence existing among the body systems.</p>	<p>Information about body systems can be found on the following pages.</p> <p>Student Edition: 382-383, 387-388, 392-397, 408-412, 416-418, 422-425, 429-431 <i>Figure</i> 384, 385, 388, 390, 393, 395, 396, 397, 409, 411, 412, 418, 423, 425, 431 <i>Main Idea</i> 387 <i>More About</i> 388</p> <p>Teacher Wraparound Edition: CL 413; CT 396, 412; MA 388; MI 387; RS 409; TT 397, 423; TWTk 382, 412; WS 412, 417, 425</p>
<p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals 	<p>Student Edition: 255-257, 266-269, 291-292, 297-298, 300, 304-305, 306 <i>Figure</i> 256, 267, 298 <i>Health Skills Activity</i> 257 <i>Lesson Review</i> 257 #3, #4, #5, #7, 302 #1, #5, #6</p> <p>Teacher Wraparound Edition: CA 255; CL 255; HSA 256</p>
<p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling, support groups) • parent involvement 	<p>Student Edition: 533, 576-577, 582-583, 611-614 <i>Figure</i> 577 <i>Lesson Review</i> 533 #5, #6, #7, 577 #6, #7, 615 #1, #4, #7 <i>Real Life Issues</i> 611 <i>TIME HEALTH</i> 584</p> <p>Teacher Wraparound Edition: CT 612; HC 614; HSP 576, 606; PSW 576, 612; RLI 611; TH 584</p>

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<p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p>Student Edition: 16, 19-20, 292-293, 305, 481-483, 542, 550-551, 631-632, 664-667, 674-675 <i>Figure 22</i>, 481 <i>Hands On Health</i> 680 <i>Health Skills Activity</i> 666 <i>Real Life Issues</i> 664 Teacher Wraparound Edition: CA 482; HC 254; HOH 680; HSA 666; RLI 664; UA 675; WS 665</p>
<p>10.2. Healthful Living</p>	
<p>A. Identify and describe health care products and services that impact adolescent health practices.</p>	<p>Student Edition: 128-129, 299, 304, 307, 358, 456, 524-528 <i>Myths & Reality</i> 306 <i>TIME HEALTH</i> 374 Teacher Wraparound Edition: AL 527; CL 525; CT 526; THN 374; TWTK 360, 456</p>
<p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> • tobacco products • weight control products 	<p>Student Edition: 14-15, 48, 299, 548 <i>Figure 47</i>, 557 <i>Lesson Review 15 #3</i>, 552 #2 <i>TIME HEALTH</i> 558 Teacher Wraparound Edition: HL 46; S21C 556; TH 558; TWTK 308</p>
<p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</p>	<p>Student Edition: 14-15, 231, 297, 548, 572-573 <i>Photo</i> 298 Teacher Wraparound Edition: HC 298, 572</p>
<p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p>Student Edition: 19, 41, 205-208, 726-729, 732-736, 739-742 <i>Figure 42</i>, 728, 743, <i>Health Skills Activity</i> 729 <i>Lesson Review 738 #3</i> <i>Photo</i> 733,740, 741 <i>Real Life Issues</i> 726 Teacher Wraparound Edition: CL 735; CT 741; HC 726; HSP 742; HSA 729; MA 740; RLI 726; TWTK 728, 735; WS 42</p>

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<p>E. Explain the interrelationship between the environment and personal health.</p> <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 	<p>Student Edition: 792-795, 800-801, 802-803, 810 <i>Assessment</i> 815 #21, #23 <i>Figure</i> 802 <i>Lesson Review</i> 799 #5, #7, 805 #2, #3, #4, #6, 811 #6 <i>TIME HEALTH</i> 812</p> <p>Teacher Wraparound Edition: AL 793; HSA 811; HSP 801; MA 806; S21C 810; TH 812; TWTk 792; WS 802</p>
10.3. Safety and Injury Prevention	
<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"> 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 	<p>Student Edition: 726-730, 731-738, 740-741, 742-743, 744-745, 746-749 <i>Health Skill Activity</i> 729 <i>Lesson Review</i> 730 #1, #3, #5, #7, 738 #3, 743 #5, 749 #3, #6, #7 <i>Photo</i> 727, 728, 733, 735, 747 <i>Real Life Issues</i> 726</p> <p>Teacher Wraparound Edition: AL 732, 734, 737, 748; CT 733; HC 726; HSA 729; HSP 728; MA 748; RS 748; TWTk 728, 734; WS 727, 748</p>
<p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> rescue breathing water rescue self-care sport injuries 	<p>Student Edition: 758-763, 765-770, 772-777 <i>Figure</i> 762, 767, 768, 769, 776 <i>Lesson Review</i> 763 #1, #3, #4, #5, #7, 770 #2, #5, #7, 777 #2, #3, #6 <i>Photo</i> 770, 773, 775</p> <p>Teacher Wraparound Edition: AL 772; CL 759; HSP 760; MA 768; RS 759; WS 761</p>
<p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> effective negotiation assertive behavior 	<p>Student Edition: 220-223, 224-228 <i>Health Skills Activity</i> 226 <i>Lesson Review</i> 223 #4, #5, #6, #7, 228 #4, #6, #7 <i>Real Life Issues</i> 220, 224</p> <p>Teacher Wraparound Edition: AL 221; CA 222; HSA 227; HSP 225; RLI 220, 224; S21C 220; WS 221</p>

STANDARDS	PAGE REFERENCES
D. Analyze the role of individual responsibility for safety during organized group activities.	A general discussion about personal responsibility can be found on the following pages. Student Edition: 73, 147, 207, 742
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.	Student Edition: 325-330, 331-333, 334-336 <i>Figure</i> 323, 326 <i>Lesson Review</i> 330 #3, #6, #7, 336 #4, #7 <i>Photo</i> 325, 326, 327, 328 <i>Real Life Issues</i> 331 <i>Real World Connection</i> 329 Teacher Wraparound Edition: AL 325, 332; CT 326; HSP 327; RLI 331; RWC 329; TT 329; TWTK 334; WS 325
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 	Student Edition: 318-320, 324-325 <i>Figure</i> 319 <i>Hands On Health</i> 344 <i>Lesson Review</i> 323 #2, #4 <i>Photo</i> 320 Teacher Wraparound Edition: CT 320; HL 344; HOH 344; MA 320
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 	Student Edition: 334-335
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence 	Student Edition: 320 <i>Real Life Issues</i> 318 Teacher Wraparound Edition: RLI 318

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"> • personal choice • developmental differences • amount of physical activity • authentic practice 	<p>Student Edition: 332, 334-335</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"> • group dynamics • social pressure 	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Figure 12.2</i> 320</p> <p>Teacher Wraparound Edition: RLI 318</p>
<p>10.5. Concepts, Principles and Strategies of Movement</p>	
<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>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 pages 71-81.</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>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</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>Student Edition: 333</p>

STANDARDS	PAGE REFERENCES
<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>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</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>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>Grade 12</p>	
<p>10. 1. Concepts of Health</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. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • acute and chronic illness • communicable and non- communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement 	<p>A discussion of the changes that occur in adulthood can be found on the following pages.</p> <p>Student Edition: 502-507, 508-511 <i>Figure 510</i> <i>Lesson Review 507 #2, 511 #1, #3-#7</i> <i>Real Life Issues 502</i></p> <p>Teacher Wraparound Edition: AL 509; CA 510; HL 510; MA 502; RLI 502</p>
<p>B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition 	<p>Student Edition: 321-322, 324-325, 327-330, 337-341, 800-804 <i>Figure 323, 326, 339, 802</i> <i>Lesson Review 343 #6, #7</i> <i>Real World Connection 343</i></p> <p>Teacher Wraparound Edition: HSP 340, 801; PCSH 800; RS 338; RWC 343; TWTK 338; WS 341</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • food preparation (e.g., time, skills) • consumer skills (e.g., understanding food labels, evaluating fads) • nutritional knowledge • changes in nutritional requirements (e.g., age, physical activity level) 	<p>Factors that impact nutritional choices throughout the life cycle are discussed on the following pages.</p> <p>Student Edition: 255-256, 266, 273, 274-276, 281, 290-292, 294-295, 298-299, 303-306, 307-308 <i>Figure 267, 276</i> <i>Health Skills Activity 257, 308</i> <i>Lesson Review 257 #3-#5, #7, 309 #2, #5</i> <i>Photo 255</i></p> <p>Teacher Wraparound Edition: CA 255; CL 255; HL 276; HSA 256, 308; MA 304; PSW 256</p>
<p>D. Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • psychology of addiction • social impact (e.g., cost, relationships) • chemical use and fetal development • laws relating to alcohol, tobacco and chemical substances • impact on the individual • impact on the community 	<p>Student Edition: 98-99, 122-123, 208, 474-475, 532-533, 592-596, 600, 611-613 <i>Figure 595</i> <i>Health Skills Activity 602</i> <i>Lesson Review 533 #5, #6, 597 #3, #5</i> <i>Photo 596, 613</i> <i>Real Life Issues 598</i> <i>Real World Connection 597</i></p> <p>Teacher Wraparound Edition: AL 593, 596; HC 600; HL 592; HSA 602; RLI 598; RWC 597; UA 612; WS 596</p>
<p>E. Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • research • medical advances • technology • government policies/regulations 	<p>Student Edition: 18-19, 21-23, 266, 308, 549, 643, 645, 648, 677, 792-799 <i>Assessment 653 #29</i> <i>Figure 22, 268, 796</i> <i>Lesson Review 799 #3, #6</i> <i>TIME HEALTH 650</i></p> <p>Teacher Wraparound Edition: AL 22; HC 648; HL 678, 794; S21C 22; TH 650; TT 123</p>

STANDARDS	PAGE REFERENCES
10.2. Healthful Living	
<p>A. Evaluate health care products and services that impact adult health practices.</p>	<p>The following pages cover products and services that impact health practices.</p> <p>Student Edition: 308, 550-551, 796-799 <i>Figure 798</i> <i>Photo 308</i> <i>Real World Connection 366, 797</i></p> <p>Teacher Wraparound Edition: CA 798; HL 550; RWC 366, 797</p>
<p>B. Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> • access to health information • access to health care • cost • safety 	<p>Factors that impact consumer choice are discussed on the following pages.</p> <p>Student Edition: 14-15, 792-795 <i>Lesson Review 15 #3</i></p>
<p>C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>	<p>The effects of media on personal health and safety are covered on the following pages.</p> <p>Student Edition: 14-15, 231, 548 <i>Health Skills Activity 309</i> <i>Photo 231</i> <i>Real World Connection 207</i></p> <p>Teacher Wraparound Edition: CL 19, 231; HSA 308; RWC 207</p>
<p>D. Examine and apply a decision-making process to the development of short and long-term health goals.</p>	<p>Student Edition: 19, 40-41, 42-44 <i>Figure 42, 44</i> <i>Photo 43</i></p>
<p>E. Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> • public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/health status 	<p>Student Edition: 796-799, 800-804, 806-810 <i>Lesson Review 805 #1, #2, #4, #5, 811 #2, #5</i> <i>Photo 804</i> <i>TIME HEALTH 812</i></p> <p>Teacher Wraparound Edition: AL 807; CL 807; HC 808, 812; MA 806; PSW 800; RS 801; S21C 810; TH 812; TT 809; WS 802</p>

STANDARDS	PAGE REFERENCES
10.3. Safety and Injury Prevention	
<p>A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> • loss of personal freedom • personal injury • loss of income • impact on others • loss of motor vehicle operator's license 	<p>Personal safety is covered on the following pages.</p> <p>Student Edition: 726-730, 731-738 <i>Health Skills Activity</i> 729 <i>Photo</i> 727, 728, 733, 735</p> <p>Teacher Wraparound Edition: HC 726; HSA 729; HSP 728; TWTk 734; WS 727, 729, 735</p>
<p>B. Analyze and apply strategies for the management of injuries.</p> <ul style="list-style-type: none"> • CPR • advanced first aid 	<p>Student Edition: 758-763, 764-770 <i>Figure</i> 762, 767, 768, 769 <i>Health Skills Activity</i> 766 <i>Lesson Review</i> 763 #1, #3, #4, #7, 770 #1-#5, #7 <i>Photo</i> 770</p> <p>Teacher Wraparound Edition: AL 769; CL 759; CT 759; HSA 766; HSP 760, 767; MA 768; RS 759; WS 761, 769</p>
<p>C. Analyze the impact of violence on the victim and surrounding community.</p>	<p>Student Edition: 178-180, 231, 240-241, 574 <i>Lesson Review</i> 183 #2, #7, 235 #4</p> <p>Teacher Wraparound Edition: CA 234; HL 230</p>
<p>D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p>	<p>The benefits of physical activity are discussed on the following pages.</p> <p>Student Edition: 99, 101, 318-321, 324-325, 328, 509 <i>Figure</i> 99, 319 <i>Lesson Review</i> 323 #2, #4</p> <p>Teacher Wraparound Edition: AL 509; CT 321; MA 320; TWTk 322</p>

STANDARDS	PAGE REFERENCES
10.4. Physical Activity	
<p>A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p>	<p>Student Edition: 331-336 <i>Figure 333</i> <i>Health Skills Activity 334</i> <i>Lesson Review 336 #1-#4, #7</i> <i>Photo 335</i> <i>Real Life Issues 331</i> Teacher Wraparound Edition: HSA 334; RLI 331; RS 335; TWTk 334; WS 335</p>
<p>B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological 	<p>Student Edition: 318, 320-321 <i>Photo 320</i> Teacher Wraparound Edition: CT 320; MA 320</p>
<p>C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • aging • injury • disease 	<p>The following references can be used in classroom discussion to meet this objective. Student Edition: 508-509 Teacher Wraparound Edition: AL 509</p>
<p>D. Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement 	<p>Student Edition: 322, 331-332 <i>Figure 323, 333</i> <i>Lesson Review 323 #5-#7, 336 #1, #5, #6</i> <i>Real Life Issues 331</i> Teacher Wraparound Edition: AL 322; CL 331; HC 332; RLI 331; TWTk 322</p>
<p>E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>	<p>The following references can be used in classroom discussion to meet this objective. Student Edition: 318-320</p>

STANDARDS	PAGE REFERENCES
<p>F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting 	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>10.5. Concepts, Principles and Strategies of Movement</p>	
<p>A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>	<p>Student Edition: 324-325, 326-330 <i>Figure 326</i> <i>Lesson Review 330 #2, #3, #5, #6</i> <i>Photo 326, 327, 330</i></p> <p>Teacher Wraparound Edition: AL 325</p>
<p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance 	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>C. Evaluate the impact of practice strategies on skill development and improvement.</p>	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>
<p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	<p>Student Edition: 331-336 <i>Lesson Review 336 #2-#4, #7</i> <i>Photo 332, 335</i> <i>Real Life Issues 331</i></p> <p>Teacher Wraparound Edition: RLI 331; RS 335; TWTK 334</p>
<p>E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	<p>Student Edition: 328-329</p>

STANDARDS	PAGE REFERENCES
<p>F. Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> • individual • team • lifetime • outdoor 	<p>See Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 5 for more information on physical activity.</p>