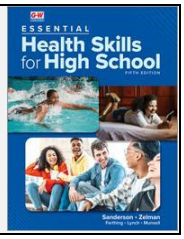
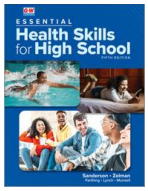
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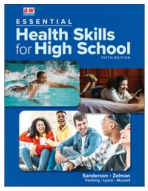
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Pennsylvania Department of Education (Grade 9)



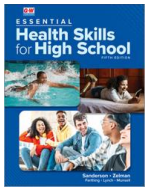
Academic Standards		Correlating Textbook Pages
10. 1. Concepts of Health ***Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:***		
A.	Analyze factors that impact growth and development between adolescence and adulthood. ● 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	**Instruction**: 55-61, 71-73, 316-320, 466-472, 480-483 55 Figure 1.8.1 The Communication Process 57 Figure 1.8.3 Active Listening 59 Figure 1.8.5 Using I Statements 71 Figure 1.10.1 Direct Pressure and Indirect Pressure 467 Figure 8.1.1 Relationships 469 Figure 8.1.3 Care, Commitment, and Support 472 Figure 8.1.5 Unhealthy Relationship Signs 480 Figure 8.2.5 Relationships in Your Community 481 Figure 8.2.6 Strategies for Professional Communication **Application**: 54 Reading and Notetaking Activity, Warm Up Activity 60 Case Study - Handling Poor Communication 71 Reading and Notetaking Activity, Warm Up Activity 73 Health in the Media - The Power of Virtual Peer Pressure 74 Case Study - Peer Pressure in Action 320 Skills for Health and Wellness - Refusing Substances 466 Reading and Notetaking Activity, Warm Up Activity 471 Health in the Media - Media Relationships: Healthy or Unhealthy *See Supplemental Human Development, Relationships, and Sexual Health* **Instruction:** 27-35, 38-43, 113, 130-131, 133-137, 163-167 28 Figure 9.4.1 Factors Affecting Development 29 Figure 9.4.2 Disabilities 31 Figure 9.4.3 Infant Milestones 32 Figure 9.4.4 Development of Toddlers 32 Figure 9.4.5 Motor Skills of Preschoolers 33 Figure 9.4.6 Development During Middle Childhood 34 Figure 9.4.7 Stages of Adulthood 39 Figure 9.5.1 Sex Hormones 40 Figure 9.5.2 Body Fat Development 113 Figure 11.1.1 Risk Factors for STIs 130 Figure 11.2.5 HIV Prevention



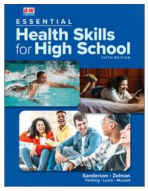
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B.	Analyze the interdependence existing among the body systems.	**Instruction**: 144-147, 173-174, 404, 418, 433, 435-436, 440-449, 458 144 Figure 3.1.3 Fight or Flight Response 146 Figure 3.1.4 Physical Effects 404 Figure 7.2.1 The Body Systems During Sleep 418 Figure 7.3.5 Body Systems of the First Line of Defense 436 Figure 7.5.3 Common Vaccines (Immune System) 441 Figure 7.6.1 Cardiovascular System **Application**: 440 Warm Up Activity 449 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
C.	Analyze factors that impact nutritional choices of adolescents. • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals	**Instruction**: 35-37, 104-113, 172-174, 197, 208-219, 225-226 37 Figure 1.5.4 Tips for Choosing Health Products 105 Figure 2.4.1 Body Image 105 Figure 2.4.2 Media and Society 108 Figure 2.4.3 Athletic Activities 109 Figure 2.4.4 Questions for Reviewing Media Images 208 Figure 4.2.1 MyPlate Food Guidance 210 Figure 4.2.4 MyPlate Plan 212 Figure 4.2.5 A 100 Calorie Snack 214 Figure 4.2.6 Making Healthier Food Choices 215 Figure 4.2.7 Characteristics of Fad Diets 217 Figure 4.2.8 Pairing Complementary Proteins **Application**: 33 Health in the Media - Analyzing Health Advertisements 36 Research in Action - Debunking Health Claims



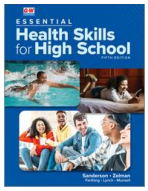
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		38 Comprehend Concepts #1, #3, Critical Thinking Skills #1-3, Health and Wellness Skills #1 104 Warm Up Activity 106 Case Study - How Do I Look 107 Local and Global Health - The Thin Ideal is Not Universal 110 Health in the Media - Editing and Airbrushing Media Images 170 Warm Up Activity 174 Case Study - Struggling with How You Look 199 Local and Global Health - Undernutrition: A Global Problem 207 Warm Up Activity 211 Skills for Health and Wellness - Weight and Nutrition 219 Critical Thinking Skills #1-4 222 Research in Action - How Do Emotions Affect Your Food Choices 225 Health in the Media - Be Wary of Celebrity Endorsements 229 Health and Wellness Skills #1
D.	Analyze prevention and intervention strategies in relation to adolescent and adult drug use. ● decision-making/refusal skills ● situation avoidance ● goal setting ● professional assistance (e.g., medical, counseling. support groups) ● parent involvement	**Instruction**: 24-27, 75-76, 312-321 25 Figure 1.4.1 Using the Decision Making Process 26 Figure 1.4.2 Explore Alternatives 75 Figure 1.10.2 Examples of Refusal Skills 313 Figure 5.6.2 The Complex Relationship Between Mental Health and Substance Abuse 317 Figure 5.6.4 Analyzing Advertisements 318 Figure 5.6.5 Avoid Risky Situations 319 Figure 5.6.6 Ways to Say No **Application**: 24 Warm Up Activity 313 Reading and Notetaking Activity, Warm Up Activity 314 Research in Action - Co-Occurring Disorders: Substance Use and Mental Health 320 Skills for Health and Wellness - Refusing Substances 321 Figure 5.6.7 Government Regulations on Substances 322 Figure 5.6.8 Types of Rehabilitation Programs 323 Figure 5.6.9 Examples of Medicinal Treatment 324 Figure 5.6.10 Support Groups 326 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-5
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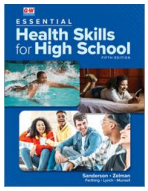
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		25 Figure 1.4.1 Using the Decision Making Process 420 Figure 7.2.7 Obesity and Noncommunicable Diseases 421 Figure 7.3.8 An Example of Genetic Factors and Noncommunicable Diseases 455 Figure 7.7.3 Reducing Your Risk for Cancer **Application**: 10 Reading and Notetaking Activity, Warm Up Activity 13 Case Study - Stressed, Sick, and Now What 15 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-5 22 Skills for Health and Wellness - What Factors Affect Your Health 27 Case Study - Good Information Enables a Good Decision 422 Local and Global Health - Promoting Health and Self Care 450 Warm Up Activity 456 Comprehend Concepts #3, Health and Wellness Skills #2-3
10.2. Healthful Living ***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:.***		
A.	Identify and describe health care products and services that impact adolescent health practices.	**Instruction**: 22, 35-37, 39-44 37 Figure 1.5.4 Tips for Choosing Health Products 38 Figure 1.5.5 The Wider Scope of Health Promotion 40 Figure 1.6.1 Medical Specialists 42 Figure 1.6.2 The Basics of Insurance 42 Figure 1.6.3 Minors Can Consent For 43 Figure 1.6.4 Getting Regular Checkups and Screenings 44 Figure 1.6.5 Conditions and Symptoms Requiring Emergency Healthcare **Application**: 22 Skills for Health and Wellness - What Factors Affect Your Health 23 Critical Thinking Skills #4 36 Research in Action - Debunking Health Claims 39 Warm Up Activity 41 Case Study - Health Resources: What Are Available and How to Access Them 44 Skills for Health and Wellness - Creating a Health Management Plan 45 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-3
B.	Analyze the relationship between health-related information and adolescent consumer choices. ● tobacco products ● weight control products	**Instruction**: 215, 268-269, 271-284, 314-317, 320-321 215 Figure 4.2.7 Characteristics of Fad Diets 268 Figure 5.2.6 Diet Pills 278 Figure 5.3.5 Myths and Facts About Vaping 315 Figure 5.6.3 Perceptions of Norms



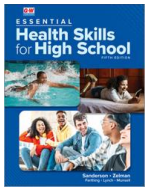
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		317 Figure 5.6.4 Analyzing Advertisements 321 Figure 5.6.7 Government Regulations on Substances **Application**: 271 Reading and Notetaking Activity, Warm Up Activity 284 Critical Thinking Skills #1 312 Reading and Notetaking Activity 326 Health and Wellness Skills #1, #5
C.	Analyze media health and safety messages and describe their impact on personal health and safety.	**Instruction**: 19-20, 31-36, 83-84, 105-111, 116, 247, 385, 427, 471 19 Figure 1.3.4 Media and Technology 32 Figure 1.5.1 Health Websites 34 Figure 1.5.2 Evaluating Health Information 105 Figure 2.4.1 Body Image 105 Figure 2.4.2 Media and Society 109 Figure 2.4.4 Questions for Reviewing Media Images 112 Figure 2.4.6 Government Advocacy for Positive Body Image **Application**: 20 Health in the Media - How Has Technology Affected Health 23 Critical Thinking Skills #3, Health and Wellness Skills #1 31 Warm Up Activity 33 Health in the Media - Analyzing Health Advertisements 36 Research in Action - Debunking Health Claims 38 Comprehend Concepts #1, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 84 Research in Action - Technology and Your Mental and Emotional Health 87 Critical Thinking Skills #1 104 Warm Up Activity 110 Health in the Media - Editing and Airbrushing Media Images 116 Health in the Media - The Rapid Spread of Negative Emotions 247 Health in the Media - Choosing Fitness Products 385 Health in the Media - The Hidden Costs of Cheap Goods 427 Health in the Media - The Health Hazards of Misinformation 471 Health in the Media - Media Relationships: Health or Unhealthy
D.	Analyze and apply a decision-making process to adolescent health and safety issues.	**Instruction**: 24-28 25 Figure 1.4.1 Using the Decision Making Process 26 Figure 1.4.2 Alternatives 27 Figure 1.4.3 Factors to Consider When Evaluating a Decision 28 Figure 1.4.4 Best Practices for Collaborative Decision Making **Application**: 24 Reading and Notetaking Activity, Warm Up Activity



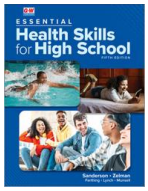
Academic Standards		Correlating Textbook Pages
		27 Case Study - Good Information Enables a Good Decision 30 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-3 33 Health in the Media - Analyzing Health Advertisements *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health* **Instruction:** 57-59, 61-64 59 Figure 9.7.3 Questions to Ask About Media 62 Figure 9.7.5 Communicating Sexual Boundaries **Application**: 58 Health in the Media - Portrayal of Sex in the Media 64 Skills for Health and Wellness - Use the Decision Making Process: Sexual Activity 66 Critical Thinking Skills #3, Health and Wellness Skills #1-3
E.	• Explain the interrelationship between the environment and personal health. • ozone layer/skin cancer • availability of health care/ individual health • air pollution/respiratory disease • breeding environments/ Lyme disease/West Nile Virus	**Instruction**: 16-22, 48-49, 421, 430, 451 17 Figure 1.3.1 Climate, Geography, and Pollution 17 Figure 1.3.2 Home, School, and Work Conditions 19 Figure 1.3.3 Cultural Practices That Affect Health and Wellness 19 Figure 1.3.4 Media and Technology 21 Figure 1.3.5 Education and Income 48 Figure 1.7.2 Evaluating Environmental Factors in Your Community 430 Figure 7.4.5 Changing Environments and Climates **Application**: 16 Reading and Notetaking Activity, Warm Up Activity 18 Local and Global Health - Perceptions and Norms: The Impact on Health 22 Skills for Health and Wellness - What Factors Affect Your Health 23 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-2 49 Local and Global Health - Challenges to Accessing Healthcare
10.3. Safety and Injury Prevention 3 ***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:***		
A.	Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. • modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home	**Instruction**: 329-335, 350-355, 358-366 329 Figure 6.1.1 Reducing Fall Hazards in the Home 330 Figure 6.1.2 Poisonous Substances Around the Home 330 Figure 6.1.3 Natural Substances Can Also Be Poisonous 332 Figure 6.1.4 Safety on School Buses 333 Figure 6.1.5 Give Driving Your Full Attention



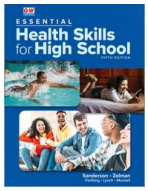
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B.	Describe and apply strategies for emergency and long-term management of injuries. • rescue breathing • water rescue • self-care • sport injuries	**Instruction**: 337-348 338 Figure 6.2.1 First Aid Kit Essentials 339 Figure 6.2.2 Calling 911: What They Need to Know 340 Figure 6.2.3 Treating Minor Injuries 341 Figure 6.2.4 Bites and Stings 342 Figure 6.2.5 EpiPens 342 Figure 6.2.6 Types of Burns 344 Figure 6.2.7 CPR 344 Figure 6.2.8 Using an Automated External Defibrillator (AED) 345 Figure 6.2.9 Signs and Symptoms of Frostbite 346 Figure 6.2.10 Heat Related Illnesses 348 Figure 6.2.11 The Five and Five Method **Application**: 337 Reading and Notetaking Activity, Warm Up Activity 347 Local and Global Health - Extreme Weather and a Changing Climate 349 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2
C.	Analyze and apply strategies to avoid or manage conflict and violence during adolescence.	**Instruction**: 58-59, 63-70



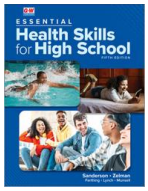
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D.	Analyze the role of individual responsibility for safety during organized group activities.	**Instruction**: 246-251 248 Figure 4.5.9 Warm Up 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 The R.I.C.E. Treatment **Application**: 252 Comprehend Concepts #2, Critical Thinking Skills #2
10.4. Physical Activity ***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*:**		
A.	Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.	**Instruction**: 236-238, 239-245 236 Figure 4.4.5 How Much Physical Activity Should You Get 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 246 Figure 4.5.8 Places to Get Physical Activity **Application**: 230 Warm Up Activity 237 Health Across the Life Span - Steps to a Healthier Life 238 Health and Wellness Skills #2 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan
B.	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management	**Instruction**: 231-238 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Physical Activity Reduces the Risk 235 Figure 4.4.4 Flexibility **Application**: 230 Reading and Notetaking Activity, Warm Up Activity



Academic Standards		Correlating Textbook Pages
		233 Research in Action - Physical Activity and Mental and Emotional Health 237 Health Across the Life Span - Steps to a Healthier Life 238 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
C.	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. ● 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	**Instruction**: 239-251 240 Figure 4.5.1 Training Practices for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse 245 Figure 4.5.6 Steps for Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 248 Figure 4.5.9 A Warm Up 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad **Application**: 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #!-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-3
D.	Analyze factors that affect physical activity preferences of adolescents. ● skill competence ● social benefits ● previous experience ● activity confidence	**Instruction**: 239-243 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity **Application**: 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Critical Thinking Skills #1, Health and Wellness Skills #1-3
E.	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. ● personal choice ● developmental differences ● amount of physical activity ● authentic practice	**Instruction**: 239-243, 246 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 246 Figure 4.5.8 Places to Get Physical Activity **Application**: 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Critical Thinking Skills #1, Health and Wellness Skills #1-3
F.	Analyze the effects of positive and negative interactions of adolescent group members in physical activities.	**Instruction**: 18-19, 71-73, 246-247 72 Figure 1.10.1 Direct and Indirect Pressure



Academic Standards		Correlating Textbook Pages
	• group dynamics • social pressure	**Application**: 71 Warm Up Activity 74 Case Study - Peer Pressure in Action 76 Comprehend Concepts #1, Critical Thinking Skills #1 252 Health and Wellness Skills #2 240 Case Study - Getting More Physical Activity
10.5. Concepts, Principles and Strategies of Movement **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:**		
A.	Describe and apply the components of skill-related fitness to movement performance. • agility • balance coordination power • reaction time • speed	**Instruction**: 234-238 234 Figure 4.4.3 Anaerobic Activity Versus Anaerobic Activity 235 Figure 4.4.4 Flexibility **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Comprehend Concepts #2
B.	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)	**Instruction**: 234-238 234 Figure 4.4.3 Anaerobic Activity Versus Anaerobic Activity 235 Figure 4.4.4 Flexibility **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Comprehend Concepts #2
C.	Identify and apply practice strategies for skill improvement.	**Instruction**: 234-238 234 Figure 4.4.3 Anaerobic Activity Versus Anaerobic Activity 235 Figure 4.4.4 Flexibility **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Comprehend Concepts #2
D.	Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	**Instruction**: 234-238, 239-249 234 Figure 4.4.3 Anaerobic Activity Versus Anaerobic Activity 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse 245 Figure 4.5.6 Steps for Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 248 Figure 4.5.9 Warm Up **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Comprehend Concepts #2 252 Comprehend Concepts #1
E.	Analyze and apply scientific and biomechanical principles to complex movements.	**Instruction**: 234-238, 239-249



Academic Standards		Correlating Textbook Pages
	• centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	234 Figure 4.4.3 Anaerobic Activity Versus Anaerobic Activity 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse 245 Figure 4.5.6 Steps for Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 248 Figure 4.5.9 Warm Up **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Comprehend Concepts #2 252 Comprehend Concepts #1
F.	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	**Instruction**: 239-249 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses (Time Management) **Application**: 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan